

**SOME ELEMENTS OF INNOVATION  
TEACHING PROCESS IN THE UNIVERSITY  
OF READING BEING IMPLEMENTED IN  
PERM UNIVERSITY**

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The team of Perm University teachers visited the University of Reading (UK) for the purpose of studying on a short course in Computer Based Technologies. The experience of English colleagues in using author's sites and e-mail helped us to stimulate using Internet-technologies in organizing student scientific work and distant teaching / learning process.

In the University of Reading each student and teacher have a free access to computers to communicate via e-mail while at Perm University not all students are ready to use e-mail to communicate with the teacher.

To get the process going each student who needed it was given an individual electronic address. Besides, everyone was given a pattern of electronic letter registration since because of the differences in post programme adjustment and servers the texts written in Cyrillic alphabet can be presented by unreadable symbols. To avoid it, the text is duplicated by the attached RTF file.

**Example of electronic letter registration:**

TO: Kalinina@psu.ru  
FOR: Tatyana A. Kalinina  
FROM: Perm State University  
FROM: Dr. Vladimir P. Ozhgibesov  
FROM: regional@psu.ru  
SUBJECT: For conference  
ATTACHMENT: (In sum – 5).  
DATE: 26-06-2008 (Local time:12-21)

The offered electronic registration pattern helps to avoid the loss of information on the intensification of teaching process with the usage of Computer Based Technologies.

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**CASE STUDY IN PRACTICE OF TEACHING  
OF POLITICAL MANAGEMENT**

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It is known, that the logic of educational process assumes presence of three interconnected its the basic making - training, education and development. Not going deep into pedagogical "cunnings" of educational process, we shall note importance of the psychological nature of process of fastening of knowledge. The knowledge can be acquired by the person only when it is realized, пережито and is finished with a level of skills. Process of comprehension, experience and repeated recurrence of available knowledge is realized in active forms of employment. These forms are various and differ from each other not only methodical and didactic security, but also object of influence, to be exact, side of structure of the person on which influence of the teacher is directed.

The methods practically focused, fixing behavioral skills, skills, by virtue of the specificity are innovative. Games concern to them, business, role games, dialogues of personnel's, creative works, role training, case study, etc.

Case study is a method of the analysis of concrete situations. The purpose case study is fastening knowledge by means of working off of skills of practical use of conceptual circuits, and also skills of the group analysis of problems and decision-making.

The purpose of an audience is development on the basis of the analysis of a concrete situation and offered analytical materials of the optimal the political decision, and also offers on its support with application of methods of political technologies. With this purpose specially picked up actual material on one concrete event is given students.

**Preliminary remarks**, which should be meant at case studying.

Studying materials case, the student can meet difficulties of perception and the analysis of the big material on volume. It is not necessary to be afraid of huge quantity of an actual material. The teacher suggests, as a rule, the greatest possible volume of the information with purpose to help to make own representation about the political project.

The task of the student, the student to be adjusted for work with the information in design, instead of in the current mode of the reporter. The student is not obliged to remember all facts and figures. He should learn after great volume of the information, which is offered by authors (and the life shows this information in the even greater volume, in the "crude" kind) to see the tendency to catch a direction to feel nuances and to plan the basic algorithm of actions. It, as to the rational side.

Besides it is important for student or student to be able to present itself the artist who is going to write a cloth; to be able to look at a material from height of the bird's flight. Especially it is important for the PR-expert, which work - creative. One of the basic features of the political scientist, and in particular *the PR-expert* will be what to work to him falls a mental level - with installations, stereotypes, social representations of the population. The purpose and a professional duty of the expert on *Public Relations* is not limited only to creation something such, that will strongly be printed in public consciousness. He should not only think up and create, but also realize all consequences of the creativity.

#### **Technology case study**

Employment is carried out depending on type chosen the teacher case. Types case study are subdivided:

*By result of carrying out of the analysis* on analytical (allocation of problems, construction of a field of problems) and design (development of projects and scheduling);

*As a source of the information* - on empirical (experience of the teacher, practical activities of students, the description real cases in the literature) and theoretical (construction of model of a situation on the basis of theoretical positions);

*On the subject of representation of the information* - on student's (individual experience, group designing) and teaching (if there is an experience of practical or consulting activity).

The teacher shows to students the concrete situation demanding a collective estimation and collective decision-making. The end result of work of group also is subject mark with the help of a reflection.

The technology case study is good check of the theory, synthesis of the theory with practice. Therefore case study theoretical preparation on problems which are present at it should precede discussion.

One day prior to employment (as a rule, in the evening) case study it is distributed to students who get acquainted with it individually. Then for other day educational group (at 15-20 the person) break into 3-4 subgroups (on 4-5 person in everyone). Within 1,5-2 hours per subgroups in different audiences it is discussed case study and collectively solve its tasks. After that the group gathers again with its full complement and discussion begins. From each subgroup students act and give reason for a position. Each subgroup discusses the point of view not only the, but also the colleagues. The teacher coordinates a course of discussion, directing it, necessarily, on the decision of the put educational purpose. At the end of discussion the teacher assesses each subgroup and each student.

So, as it is seen, it is possible to allocate two major stages of the analysis case is: a) individual

preparation; б) discussion in a subgroup and discussion in group.

#### **Recommendations and advice to students**

##### *a) Individual preparation*

1) In the evening before employment to read methodical material first time fluently to receive the general representation about sequence of events and about a stated problem.

2) To re-read methodical material it is so much times, how many it is necessary to isolate a problem, to define the responsibility, sights, positions and mutual relations of the characters working in methodical material; to understand economic and political conditions in which the plot methodical material is developed. It is useful to do thus notes which then will help at discussion case with an audience.

3) To fix in writing those questions which can be lifted during discussion case in an audience.

4) To reveal attitudes{relations} between the events described in case, and behaviour of characters case, with concepts and the theories stated in lectures and textbooks. Cases enable to check up and better to understand applicability and limitation of concepts and theories by the appendix of abstract ideas to real situations.

5) To formulate alternative ways of the decision of the problems described in case; to name possible priorities of these alternatives, switching and possible barrier on a way of their successful realization; to specify the most comprehensible way of the decision of the problem described in case.

##### *б) Discussion in a subgroup and discussion in group*

Cases should be discussed in an atmosphere which allows to exchange ideas and sights freely and frankly. The teacher directly is responsible for a course and an atmosphere of discussion. The problem to object or criticize opinions discussing is assigned to students. However, the teacher can interfere with discussion with the purpose to clear that - or, to encourage timid members of group to participation in discussion, to stop monopoly the right on statements.

Students in turn, should be active participants of discussion, instead of simply passively be present on discussion. One of the main advantages case study will be, that in discussion the various points of view and participants positions collide try to assert.

Participation in discussion in an informal friendly atmosphere - good training for those who behind thresholds of a class room will deal with complex peripetias of a real life. Well prepared students actively participating in discussion, receive an opportunity not only to raise the skill to communicate and develop analytical abilities, but also to raise the creative potential and to develop the intuition, so necessary politics, to the head, the manager.

3) Students should not concentrate only on searches of one variant of the decision of a problem. As a rule, it does not happen it is unique the true deci-

sion or the simple answer on put in case questions. It is not necessary to limit also discussion concerning case only to criticism of its characters. Students should find out, that was correct, and that is not present and why; after that it is important to offer the decision on the basis of knowledge and the got experience.

So, Case study as the method of the analysis of concrete situations, is not game, but includes game elements: breakdown at commands, reviewing, competition on effective decision-making. This method has the specificity: at collective development of the decision there are no the roles modelling activity of separate persons.

Participation in discussion in an informal friendly atmosphere - good training for those who behind thresholds of a class room will deal with complex peripetias of a real political life.

Following the innovative purpose of education, it is important *for teacher* to give not so much concrete knowledge, how many, having armed with them to help the student to learn better itself, the opportunities to adapt for a dynamical reality and to realize the creative potential.

*To the student* as active part, the subject of educational process, important, operating the received information, to apply the knowledge in a concrete educational, game situation and to fulfil professional skills. Thus the student possesses a unique opportunity - at each grade level he checks own forces, abilities, opportunities.

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#### ORGANIZATION PRINCIPLES OF STUDENTS' SOCIAL AND ENVIRONMENTAL EDUCATION PROCESS

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Our research in the area of students' social and environmental education required establishing and formulating the principles of its functioning. By the present time two main groups have been segregated: the principles of the investigated process organization and those of its management. The analysis of the philosophic science achievements allowed establishing general (fundamental) principles as parent ones: unity, consistency, development, historicism, account of geographical factor, humanism. They, and also the specific principles of general education (Krayevsky V.V., Skatkin M.N.), general ecological (Zverev I.D., Suravegina I.T.) and social-and-ecological education of school children, formulated by us, instructions of

Mamedov N.M. and the principles of occupational activities (Shadrikov V.D.) allowed establishing some principles of students' social and ecological education organization (SSEE). The following principles are referred to them: interrelation of vocational and socio-ecological training; integration and disintegration; achievement of social and ecological harmony in the future professional activity; consideration of socio-ecological relations in the context of stable development strategy; self-regulation.

Let us discover those of them, which are advisable to be observed by the teacher in the interaction with students in terms of the formation of their attitude to the natural environment in the process of acquirement of a certain speciality. So, the **principle of occupational and social-ecological training interrelation** supposes the necessity such a pedagogical process organization, whereat the becoming of the occupational readiness of the student's personality is associated with the formation of his socio-ecological readiness as well. It means that every readiness element – the one of integrative personality quality – in particular, conative, orientational, operational, volitional and evaluative – should be filled with a special vocational and social and ecological content. The last involves the vocational and social-and-ecological knowledge, the skills conforming to it, the experience of creativity in the vocational activity realized in the relationships with the natural environment; the emotional-and-axiological attitude to it.

The filling of the elements of the considered readiness with a complex content is conditioned by the fact that the occupational-professional activity is a link in the system "society-nature", that it is the process of labour where the natural conditions and resources are used, and it is the result of labour activity that cause irreparable damage to the natural environment. On the other hand, a significant moment of the labour activity is its positive orientation consisting in not only the use of natural riches for the society's good, but in their protection, restoration and renewal. In connection with this, in the process of students' training not only their vocational readiness for labour, but also stable establishments, motives, the specialist's traits defining their normative behavior in the natural environment are taken into account.

Another necessary principle of the social-and-ecological educational activity appears the **requirement of integration and disintegration**. Let us remind that integration (from Latin Integer – full, whole, unbroken) represents a process (or activity) having integrity; unification; combination; restoration of the unity, as its result. By the present time several types of integration are distinguished, in the social sphere, in particular: power integration, political integration, social integration, economical integration, language integration. The integration principle is one of the main principles in the investigation of socio-natural processes and phenomena, their reflection in various forms