

these processes, manifesting the highest human's achievements in the development of his or her somatic, mental and personal qualities. Therefore it is impossible to imagine sports without achievements, without certain objective to strive to records and to victory. The ambition to achieve certain results acknowledged by the participants of the competitions and fixed by the referees is the essential part of the sports. The result crowns all sportsman's achievements, shows the boarder of his or her personal abilities; and in serious competitions the boarder the mankind achieves due to this athlete. Therefore sports are a struggle with winds, seconds, rivals and first of all with him- or herself. And yet this part of physical culture is something more than just the area where people try to find out who is faster and stronger. An athlete is a person acting on the bounds of his or her physical and mental abilities and always expresses people's ambition to try their forces. One more aspect of manifestation of qualitative homogeneity of physical culture as integrity and sports as a part of this integrity should be taken into consideration. Sports help to make somatic and mental abilities possessed by an individual visible and obvious. However we should not forget that a human being is natural and at the same time social. In the cultural-historic process natural organs are getting stronger transferring to a different dimension outside of a human existence. A human being appeared due to fact that natural abilities gained new cultural meaning. But on the other hand the problem of preserving and developing of an individual as natural creature. The solution of this problem is probably becoming the most important task of the whole physical culture and sports in particular. The root of many problems is the complexity and duality of human's nature, i.e. his or her abilities have different dimensions, different forms of existence including forms of existence "outside" the human's world. And the most crucial problem is the danger for an individual to "lose" the identity of a natural creature. Naturally enough that educated people both in the West and in Russia are worried that the power of artificial nature is developing much faster than an individual's strength given by nature. An individual needs physical culture in general and sports in particular not only because he or she is a part of the culture but also because – a part of the nature. The mankind needs to restore natural forces and possibilities. That is why people use and perfect all the possibilities that help to avoid the danger of "loosing" an individual's natural features. The specific feature of sports is to demonstrate what an individual's natural features (even being socially modified) can and must be. An individual involved in all other areas of physical culture (and culture in general) can rely on these data.

Finally, reckoning on ration of sports and physical culture, a conclusion should be made the solution of this problem must be based on ration of a part and whole. Let us assume that these phenomena

(physical culture and sports) are of the same quality. Otherwise they can be противопоставлять, their meaning in public mentality will result in reduction, and consequently either one phenomenon (those areas of physical culture which do not relate to the area of sports) or other (sports itself) will be periodically вытеснять cultural functioning. It will lead to the wrong understanding of the given phenomena, physical culture сведется to P.T. classes; sports will become a part of ideology and commerce. Thus, physical culture is a part of cultural phenomena connected with the development of human flesh into human somatic (having overbiological substratum) and the inclusion of the natural individual in the world of culture. The areas of cultural phenomena are closely connected with human somatic, with their physical state. So physical state should be treated as specific cultural value which needs to be improved and perfected.

Sports to some extent manifest the boarders of an individual's abilities. And this applicability (essence) realizes sports within the framework of physical culture, instead of outside of them.

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#### **TECHNOLOGY OF MODELLING OF AN INDEPENDENT RESEARCH WORK OF A FUTURE TEACHER**

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Professional teaching requirements are constantly changing and enlarging. A person, who is going to become a teacher, should be able to act in modern culture, should possess the skills in projecting and to be competent in judging school's prospective technologies and to have one's own pedagogical position.

We consider the project activity to be an integral part of the professional competence of a teacher. Professional competence of a future teacher we regard as an integrative quality of a specialist, including theoretical and prognostic ability to follow his own developing path in an educational area in accordance with the personal qualities on the basis of real knowledge.

Teacher's project culture is a part of his pedagogical culture, the sum of project ways of the innovative reorganization of the pedagogical reality on the basis of prediction, planning, designing and modelling of the educational phenomena, processes and systems. The level of research skills determines the level of professionalism of a modern teacher.

During the experiment we proposed and tested the model of organizing the process of an independent research work in projecting and realization of peda-

gical technologies among future teachers. The model was based upon the following principles: topicality of pedagogical knowledge as a real personal knowledge; continuity in modelling of an independent research work and in individual and differential help; movement from the imitating creation to the creative imitation and to the creative activity which is not stimulated contextually.

Here is the model of organizing the educational process in the institute of higher education for future teachers.

The first year of education is to be called a motivational-reflexive stage. During this time students realize the aims and peculiarities of teaching. The inner structure of lectures and seminars, which are too important for students, reflects a complicated emotional and moral atmosphere of relations and communication. It depends on the actualization of studying motives (first of all, pedagogical stimuli like a vivid narration of a lecturer, one's own school experience, emphasizing the practical importance of the studying material); a combination of emotionally-sensual and analytical processes in dialogical experience of the first-year students; students' reflexive experience which they gain, for example, during creative collective credits or analyzing the results of self-concept tests.

The second year of education aims to prepare students theoretically to the further work in school. The students make their own choice through the long-distanced communication and activity under conditions of the educational module, which pedagogical area represents a system of interconnected person-approving and educational situations with a lecturer and a student as the subjects. The second year is the stage of theoretical knowledge as the basis of practical experience; it proposes a free choice among the situations of partnership and personal self-expression. Reflexive value inclinations are supposed to start developing into the holistic foundation of "I-conception" of a teacher. Modelling of an independent research work of students allows to make the system an "open" one, where the elements of possible spontaneity are replaced by unpremeditation, potential readiness to perceive the knowledge as the basis of practical skills, including the skills in projecting of pedagogical and educational systems. Constituent parts of the modeling process on this stage are: learning the content of a teacher's methodological and project culture; understanding the content image of the topic and the main idea of the research; creative work in projecting of the technology of the method of education.

The third year of education implies the choice of one's own "method", the possibility to express oneself, i.e. the project of pedagogical technology is developing on this stage. Personal self-expression is considered by scientists to be an extraordinary social-psychological phenomenon. It is a complex and multi-dimensional process of personal disclosure, in which a

person displays his inner world. The condition under which this disclosure takes place may be the choice of one's own "method", projecting of one's own pedagogical technology. The peculiarity of a research work is that students may choose their own term-period and pace of work. In other words, students choose their own path toward the goal [1]. One of the situations, proposed by students, was a brainstorming search and a brainstorming answer as a synthesis of knowledge in different spheres.

Everyone had his own technology, but the backbone core remained unchanged. The first dimension of the work was "projecting of projecting": 1) The issue of "reaching the idea" is examined at the higher level; the notions "concept", "system", "structure", "project", "to project", "model" etc. are learned; 2) the structure of the work is introduced: introduction, importance of the topic, subject of research, leading ideas; the system of principles, fundamental for every established technology, is grounded; the scholarly apparatus of the topic, scientific novelty and practical importance of the work, its structure and prospects for approbation are examined theoretically and worked out; 3) the issues of creating chapters, paragraphs, conclusion and bibliography are considered. The second dimension was - learning the diagnostic, informative and procedural components of the project.

The fourth year of study broadens an educational sphere of a future teacher considerably: a school and children as real objects, school teachers as colleagues, coarse mates as teachers etc. determine the higher position of a personal representation. The new aspiration appears - for preserving one's own "I-conception" from the one hand, and enriching one's positions, asserting oneself, self-expression from the other hand. Future teachers learn to examine themselves, to evaluate their own work. The topicality and possibilities of an introduced individual project are analyzed in the movement of modern psychological-pedagogical and methodical problems of educational practical work. An individual author's point of view and peculiarities are revealed. Every project should have its "proper subjectness", "its own world-view", "its style and author's image". The peculiarity of this stage - is an integration of lecturers' efforts.

Modelling of an independent research work of future teachers - is the component of their general professional qualification, which determines the level of students' readiness for work in school. Readiness may be defined in two aspects, meanings, as a state and as a personal quality [2]. The aim of the fifth year of education is to disclose and approve the multistructure of an author's position as a creative source in pedagogical activity of a future teacher. There is a synthesis of philosophical and specialized knowledge, pedagogical technologies, psychological and methodical bases. The general system of renovation and modernization of education implies the further constructive development of other innovative projects, which

should be started in the system of higher educational institutions.

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#### QUALITY SYSTEMS OF RUSSIAN EDUCATIONAL INSTITUTIONS

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From the moment of Russia's accession to the Bologna Convention I higher education the necessity of creation and perfection of educational institutions' quality systems, which is conditioned by a range of factors, is traced more and more clearly.

The factors affecting HEIs on the part of the European Community and the state in the name of the Ministry of Education and Science of the Russian Federation can be referred to external ones. In the time of active participation of Russia in the Bologna Process a new structure of the education quality management system was formed. One of the orientations of the Russian education modernization system at the present time is the All-Russia education quality appraisal system (REQAS) organization, which motives HEIs to the dynamic development of their quality systems and the quality self-esteem within HEIs as the ENQA Quality Assurance Standards requires.

The demographic situation is also referred to the number of other external factors moving the HEIs in the given direction. At the International Forum "Education Quality Assurance" (Moscow, 2007) some depressive figures were read out aloud: if to take the quantity of potential enrollees of 2007 in the RF for 100%, then by 2010 their quantity will make about 70% from 2007 and by 2020 this factor will make about 50%. Consequently, the struggle for the enrollee will take more and more rough forms.

There are internal factors moving the creation of HEI quality systems besides external ones. These internal factors have a market orientation, and namely the will to polish the image of the HEI, to perfect its management and, consequently, raise the competitiveness at the market of educational services its graduates at the labour market.

The last century experience testifies that the competitive success is guaranteed by an effective management system. For the first time the theories of scientific management of education appeared in the 20's in the USA. They generally rested upon the theory of classical management and that of human relations. In the 70's M. Johnson became the first to offer the model of system management of education, the foundation of which the principle of cooperation and

interdependence of all the components of the educational organization is put in.

At the end of the last century a classical model of the HEI quality management system was applied in educational institutions of Russia. Since 2000 a change to a HEIs' activity integrated assessment combining the procedures of licensing, performance review and state accreditation (the RF Ministry of Education Order from 12.11.99 N864 "On higher education institution activity integrated assessment"), the basis of which was the sanctioned check-list of the HEIs' activity factors, has been carried out. One of these factors was the "In-HEI quality control system", which in 2005 was changed to the factor 1.2.3 - the "In-HEI education quality assurance system efficiency". It compelled HEIs to work on the creation of the in-HEI quality systems, using various models for this purpose.

For the period of 2006-2007 a typical model of the educational institution quality system was created in Russia. The ENQA "Standards and Guidelines for higher education quality assurance in European Region and requirements and recommendations of international standards of the ISO series 9000:2000 (GOST P ISO 9001-2001, GOST P ISO 9004-2001). In the standard GOST P ISO 9000-2001 eight root principles (Focus on the consumer, Leadership of the manager, Involvement of workers, Process approach, System approach to management, Continuous improvement, Decision making based on facts, Mutually beneficial relations with suppliers), which provide a basis for the quality management system formation and development.

Together with the above represented principles we formulated the fundamental positions based both on the analysis of literary information and our own research and practical experience.

Position 1. The quality management system of an organization (or in the context of the typical model – the educational institution quality system) should be considered as maximally approximated to the organization management system.

It is registered in GOST P ISO 900-2001 that "the quality management system is a part of the organization management system, which is aimed at the achievement of results in accordance with the purposes in the quality area to meet the requirements and satisfy wants and expectations of the concerned parties. The purposes in the quality area supplement other organization's purposes connected with the development, financing, efficiency, environment, work safety and security. Various parts of the organization's management system can be integrated together with the management system into a single management system using common elements. It can simplify planning, resourcing, secondary targets definition and total efficiency evaluation of the organization". It is impossible to create an isolated, strictly defined quality management system without its being connected with other