

the process approach into action actively and thoroughly.

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REFLEXIVE APPROACH – SYSTEM MAKING FACTOR OF PROFESSIONAL COMPETENCE FORMATION

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Nowadays the competence-building approach has become one of the leading directions of education modernization. It is connected with the fact that a modern society needs a specialist possessing activity potential.

In this way, the professional development of the future pedagogue is closely interrelated to the development of a professional competence in him in the course of studying in a HEI, as under the present-day conditions the knowledge formation is not the main target of education (knowledge for the sake of knowledge). For a student, the future teacher, it is overwhelmingly important to acquire the ability to apply general knowledge and skills to settle concrete situations and problems arising from the reality.

Besides, the professional competence based on the fundamental-scientific education, emotionally valuable attitude to the pedagogical activity, educational work technology possession is a precondition for the formation of the future teacher's readiness for creative evolution of his personality.

In terms of the analysis of professional training efficiency criteria suggested by S.Ya. Batyshev [1, pp. 146-147] the following components of professional competence of the modern teacher have been marked out:

- independence in professional activity, which supposes an optimal choice of technologies and methods in educational work;
- the ability to diagnose pedagogical situations, make wise decisions; the ability to perform regular self-control;
- ability to adapt the training material and easily present it to students;
- ability to organize academic activity rationally, inducing students to master the subject actively;
- constant striving for self-education, searching for new forms and methods of the academic activity organization;

- knowledge of research work methodology, research skills possession and ability to organize research activity among students;

- constant reflection of one's activity, ability to critical self-analysis and self-control;

- creative attitude to work – ability to master innovative technologies and implement them in academic activity;

- liability for professional tasks' fulfillment.

It is worthy of note that nowadays the problem of the teacher's professional competence definition is the subject of psychologists', pedagogues' and experts' investigation. However, there is no common approach to the definition of this notion, competence classification in literature. A.A. Derkach defines professional competence as an ability of a human to solve a certain scope of professional problems [2].

But, unfortunately, in the given definition there is no attention paid to the problem of understanding of one's professional activity objectives by the human himself, to personal professional-pedagogical qualities' updating, i.e. the role of reflection in the professional competence structure and development is not mentioned. And this is one of the most important components of the future specialist's (and the teacher's in particular) professional competence.

An external reason for the inclusion of reflection in the process of professional competence formation consists in the fact that competence is acquired by the student himself in the course of academic activity, which is organized as a thinking-activity or sensationally-outlived process of realization of their activity by students.

In connection with this the training of a competent specialist educationally is a reflexive process providing creation of conditions for self-education and development of professionally meaningful personal qualities. In the consequence of which, basing on the given problem and resting upon the idea of a reflexive approach to the process of education, we suggest the following definition of "professional competence".

Professional competence is readiness and ability of a person to understand its professional activity objectives, to update its professional-pedagogical qualities creating conditions for the perfection of self-actualization, self-reflection, self-development, self-esteem, self-concept as leading mechanisms of self-fulfillment.

The definition must follow that the formation of professional competence is only possible upon the condition of purposeful formation of pedagogical reflection in the teacher's consciousness. In this connection we consider the process of the future pedagogue's professional competence formation in the context of students' professional-pedagogical training.

The process of formation of professional competence represents a complex system including three main components: informative, procedural and personal ones, where the reflexive approach performs the

role of a system-forming factor and universal mechanism of the process of this formation.

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EXPERIENCE OF PARTICIPATION IN 7th GLOBAL CONFERENCE ON HUMAN DEVELOPMENT

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From November, 17 till November, 21st, 2008 in Japan there has taken place 7 Global Conference on Human Development on which have been presented not only themes for discussion, but also new approaches of training of youth revealed. The international institute of cultural affairs has proclaimed the following **approach**: Social change doesn't take place in a vacuum. The context of all change that impacts people is the set of cultural dynamics that determine how the collective defines itself, makes decisions, and acts out those decisions – as well as how individuals relate to others and to the whole, and the image those individuals hold of themselves and of the group. In order to achieve lasting, just outcomes, these cultural affairs must be centrally integrated into the development process. The basic approach through which we incorporate cultural affairs in human development consists of the following elements: **Participation**. In order for people to support and solidify change over time, they must be part of the change process from the beginning. And not just on the sidelines or as observers. Participation only produces results when the people who will be affected by change are engaged in defining the very substance of the matter, and then in shaping and implementing the change process itself. We enable this level of participation through unique, customizable, tried, and tested methods of participatory group dialogue, planning, decision-making, and implementation. **Comprehensiveness**. Every group of people is comprised of segments and divisions – from political parties to income levels to genders. Any change process that does not include the participation of all segments won't be implemented and sustained over time by everyone, thereby setting the process up for failure from the start. The simple process of inclusion itself is often a dramatic first step in the development process, bringing into dialogue for the first

time marginalized and mainstream voices of a group on equal footing. The next step is to ensure sustained engagement of all parties over time. **Interconnectivity**. No problem is created or solved in isolation. The needs and challenges that produce the demand for change in the first place are inherently related to one another. Just as every person is defined in part by their social context, every social challenge is resolvable only within the context of other issues. When problems are analyzed from the perspective of their interconnectedness, a realistic path toward change becomes possible. Solutions that address multiple issues emerge, addressing underlying rather than surface problems, and expanding the number of people with a direct interest in a particular solution. The more people are invested, and the deeper the solution runs, the greater the probability that change will endure. **Duration**. Integrated human development can be a slow process, with fits and starts, spanning lifetimes and generations. Social structures and processes for managing change over time must be integrated into the cultural fabric, and must endure beyond the momentum of a particular issue or moment. This requires specialized, ongoing training for leadership from all segments and sectors. Social networks themselves must also be deepened, by building trust, improved communications, participatory leadership and governance structures, and healthy interdependency. **Neutrality**. The Institute of Cultural Affairs play a variety of roles, including facilitator, trainer, advisor, organizer, and mentor. In all of these roles, we operate as neutral outsiders, grounded in our core values but not in a particular outcome.

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EDUCATION MANAGEMENT TODAY

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Any frame of reference of a HEI (retraining center) can be represented in the form of an aggregate of processes. For every process the parameters of resources' quality, input/output data (results) are identified, the “input and output suppliers and consumers” are defined. The main processes (the value increase chain) – are the educational service life cycle ones, which create knowledge, abilities and skills directly and increase the value of the service. These processes are aimed at the users' and consumers' satisfaction. The supporting processes and procedures (monitoring) provide the value creation possibility and also functioning the processes and activities within the quality management system. Thereat, the sequence of these