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

References:

1. Batyshev S.Ya., Yakovlev M.V., Skandin V.A., Khovov O.B., Kut'ev V.O., Zamoskovnaya N.V. Professional pedagogy. M.: Professional education association, 1997 – pp. 146-147.

2. Acmeology: Textbook/under the general editorship of A.A. Derkach – M.: Publishing House of RAPA, 2002 – pp. 313-314.

EXPERIENCE OF PARTICIPATION IN 7th GLOBAL CONFERENCE ON HUMAN DEVELOPMENT

Pavlenko V.V.
Siberian State University of Industry, Russia

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.

EDUCATION MANAGEMENT TODAY

Yermolaev J.V.
Chita State University
Chita, Russia

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

processes, their efficiency criteria and methods should be defined; the availability of resources and information to support, monitor, measure and analyse the processes should be guaranteed and a system of measures necessary to achieve the planned results at the implementation of the processes and their constant improvement should be created. For all the elements of this typical circuit the quality measurers are established, the input data, processes, resources and data out quality specifications are recorded. The input data are the evaluations of knowledge of earlier studied disciplines' units most important to teach (some basic training is necessary), the input data suppliers are the teachers of the previous academics (from now on by academics we shall mean the experience of practical work with software and facilities together with the discipline as it is). The data out are the evaluations of results, the data out consumers are the teachers of the following academics. The resources are the personnel, programs, hardware components, methods, teaching materials and information. The quality is defined by the consumer's satisfaction level, training outcome, regularity of detection and elimination of training defects and other parameters. This is the quality management approach based on the cooperation of suppliers, executors and consumers, when each of them performs both the role of a "supplier" and "consumer" at the same time.

The education management requires a special scientific grounding of its participants. It is not carried out today for the lack of the developments necessary for this. That is why the education management participants follow their only personal experience and the declared pedagogical recommendations in their work. The abovementioned gives the ground to formulate the native education management main problem of our time: "How to provide the citizens of the country with good education in modern cultural-historical conditions at the resources being at the disposal of the native educational system?" Its settlement together with many other things requires the development of the conception and organizational and managerial logical-mathematical decisions optimization apparatus of academic activity by means of the calculated forecasting of their academic and economic efficiency, which would allow implementing the specialist training quality increase strategy at the limited resources and higher school motivations.

THE HUMANISTIC ASPECT IN CHILDREN'S UPBRINGING IN RUSSIA

Zvantsova M.E.
Blagoveshchensk State Pedagogical University, logopaedic and oligophrenopedagogic department
Blagoveshchensk, Russia

There is one thing which units all of the humanistic thinkers all the time – the value attitude towards the child and his or her nature. Taking into account the many sided of the human nature all of them gave their preference to its different aspects: activity, sociality, cultural basis and ability to be changed in time. The European humanistic pedagogy tried to find instrumentals, which could help the child to become a member of society (a citizen) preserving his or her individuality.

The positive experience of European humanistic pedagogy was grasped, interpreted and enriched be Russian thinkers due to Russian culture and history. During the Middle Ages the pedagogy was interpreted into the human being vital practice and didn't possess the independence. Its type was determined by tendency of society development. Historian-cultured constants (statehood – orthodoxy) have advanced the educational practice of three types: family and domestic education, literary education and sacral education. Personality growth took place in the framework of high range values: Fatherland, faith, love, charity – in the way of obedience to secular and religious authority. Thus the tenor of man's life and habits, leading to God, emotional perfection and moral purity has been produced. The direct influence on the pupil was the mechanism of the upbringing, and the teaching, the word , the address to the heart, personal example, the engendering influence of Tutor's personality were the instrument of it.

The pedagogical contents of social conception of XVIII century, men's' mentality culture of that period of time have been enriched by teachings of I.Betskoy, E.Dashkova, N.Novikov, A.Radishchev, G.Teplov and others. Working out the pedagogical opinions of their own the Enlightenment epoch thinkers "pushed off " from the ideas about the person in his or her ontological and social essence and changed their mind about the ways of personality growth. The acknowledgement of the virtues to be a person's criterion has become a starting point for clarifying his or her social and civil essence. To the XVIII-th century philosophers opinion the human being can get his or her own way in the people society only, what is defined with his or her human nature: he or she being born helpless is not able to survive without guardianship and " to get profits" till others teach him or her. Brightly expressed anthropocentrism is also typical for abovementioned period of time: conviction that a human being with his or her requirements, interest and purposes is that what determines the development both of human society and to a considerable extent of