

*Materials of Conferences***MODERN MODEL OF EDUCATIONAL SYSTEM IN RUSSIA AND PROBLEMS OF TRAINING SPECIALISTS IN PEDAGOGICS**

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On the 13th of September 2007 the Russian Federation President Council in priority national projects realization and demographic politics took decisions, according to which the Russian Federation Ministry of Education and Science organized work on forming the modern model of educational system for the period up to 2020 year, which is aligned to solve problems in innovation development of Russian economy.

The project of this model, its basic outlines are defined at present and are being discussed by the pedagogical communal. The authors of the educational model proceeded from the fact that the modernization of the educational system is the necessary condition in the process of innovation economy formation, which is basics of dynamic economic development and social society development, and the factor of national prosperity and security.

The following principles are laid into the basis of the modern educational society:

- openness of the educational system to external demands;
- the priority of project methods of teaching;
- competitive revelation and support of the leaders, who realize new approaches in practice;
- number of addresses of the resource support toolware;
- complexness of the taken decision.

The main distinguishing features of the new model are: the focus on the necessity to receive education during the whole course of the life (in the new model the education is considered as incomplete); the idea of flexible and incomplete educational course becomes the core for the innovations, which include all the levels and the components of the educational system; the transformation of the high education system for broad specialists (baccalaureate) into the core of the educational system; the students are granted a wide spectrum of master's degree programmes, programmes of professional and cultural training and re-training which are renovated systematically; the alienation of strict limits in the educational system, as the renewal of competences and the receipt of academical credits can take place even at the production of goods, knowledge, and technologies; the dominant feature in the system of persistent education is the self-dependent access of students to the educational resources and technologies; the student motivation, in-

terest, inclination are considered as dominant and more expensive resulting resource in the new educational model; the orientation of the new model toward the true openness of the educational system, toward the formation of its network interaction with other institutions.

Purpose guiding lines in the development of education, which are defined in the new educational model, are presented by stages: by the 2012 year, by the 2016 year, by the 2020 year. These guiding lines propose fundamental staff changes, essential increase of competitiveness of a qualified teacher, the specialists in the industrial training, high school tutors and lectures. Traditionally a teacher (is a monopolist in giving and interpreting necessary knowledge) disappears from the stage. A new image of educational specialist should be composed: an educational specialist should be an researcher, an educator, an adviser, a project leader, a tutor, a facilitator, etc.

All above mentioned calls forth the urgency of the changes in the educational system of high professional education, including pedagogical into the new multilevel system, which essentially differs from the monolevel in content and the organizational structure.

The decision of the transfer to bimodal training of highly qualified professional specialists, including specialists in pedagogics, was taken in 2007 year. In this connection since 2009 year the educational process in high schools will be organized with the use of the credit system, and this organization will take place in nonlinear scheme, the characteristics of which are the following: providing the system of high education with freedom in formation basic educational programmes; the institution of a new more complete planning system and educational process organization; the increase of the self-dependent student work; the broadening of the student possibilities in choosing the course or specialty of training, personal participation of every student in the formation of his individual curriculum; involving academic consultants into the process of education, who assist students in choosing educational trajectory, especially in the choice of educational discipline, etc.

The above mentioned conditions make of current importance the problem of acquirement by high school tutors and lecturer of professional skill – the organization of the educational and cognitive student activities, appropriate to the demands of the credit system.

Three forms of curriculum are planned to be used in the process of teaching each specialty:

- basic – stable curriculum – a general course (specialty), are used to determine the content and labour-intensiveness of each student;
- individual curriculum – which define the individual educational trajectory of students;

- educational work plans – which are used to form annual schedule of the educational process and the labour-intensiveness calculation of tutors' and lecturers' work.

The basic curriculum will include three groups of disciplines, according to the level of obligation and the succession of learning the educational content: "A" – a group of disciplines that are compulsory for learning and have a strict order in time; "B" – a group of disciplines, that are compulsory in learning, but there is no strict order of learning them; "C" – the disciplines that a student learns at his discretion.

The noted fact intensifies the problem of projection and realization of the principal, substantial and processual components of the methodical system of student education by the departments of the high school in the context of the Bologna declaration demands. The deans will have to unify the curriculums of contiguous specialties in the context of nonlinear system of organization of the educational process.

There is some hope that a teacher trained in the context of the new educational model, will be able to form key educational competences: notional, cultural, cognitive, informational, communicative, social and working, personal (self-perfection).

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IMPROVEMENT OF EDUCATIONAL MANAGEMENT ON BASIS OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN THE CONTEXT OF A COMMON EDUCATION SPACE

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Modern civilization is marked by complex and multidimensional globalization that spreads widely and forms a basis for social development. Its transition to information society stimulates the use of information and communication technologies in almost all spheres of life and provides for the rapid formation of an integrated global information space.

Approaches to theory and practice of education and upbringing also significantly change under the influence of globalization, integration, informatization, distance and personality-focused learning. Use of innovative educational technologies is currently an objective need and condition for reaching high quality of the modern education.

Being one the most important parts of the social life, education forms intellectual potential of the society and individuals. Nowadays, it is being drawn

in the process of modernization in an effort to: develop and implement a model of advanced continuing education system; improve methodology of content selection; improve teaching methods and structure that should agree with objectives of the student's personality development, which is one of the actual conditions of information society; create educational systems and teaching techniques, aimed at development of intellectual potential; improve educational management and communication, using a common professional-oriented database and information and communication technologies.

One of the priority tasks in the field of education is to make the management of educational system more effective in its two main dimensions: educational institutions and branch in general.

Use of modern information technologies expands the potential of educational management. The interesting point is that the technologies for improvement of the educational content and quality are of a much bigger importance than the technical questions of how to implement the information and communication technologies, in educational institution management and for the purposes of education authorities.

In this respect, one of the most important aspects is to achieve better transparency of the educational system, which can be provided by the use of the following technical factors: option of keeping digital records of plans, activities and results of the management, teachers and students; possibility to access open digital information sources via telecommunication channels.

Planning and management of the educational process are fundamental issues for an each particular educational institution, which are based on the information, general for all educational institutions. The areas of planning and management include: definition of the institution's activities (quantity and organization of educational institutions); human resources; available facilities and time; planning of learning process (development of curriculum and teaching hour plans depending on the staff availability); correspondence of curriculum and time (lessons schedule), taking in account possible limiting factors (working hours of the institution and teaching staff, facility limits); dynamic respond to planned and unexpected changes in educational process.

In order to implement these ideas, information and communication space of a particular educational institution should be integrated in the regional information and education system.

During transition towards this new model of education, student's personality is regarded as the biggest value of the whole educational process. Education and upbringing have the following tasks: information acquisition and processing (or, traditionally said, acquiring new knowledge); development of abilities and skills; development of attitudes [1].

Such model can successfully exist only on the basis of a common informational and educational