

- 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

space that provides conditions for user's access to the information resources on a specific subject via interactive information and communication technologies. The main criteria of value, practicality and effectiveness of any innovations in education and upbringing are to serve for the good of an individual [2].

One of the aims of widely used new information and communication technologies in education is to create conditions for better and effective educational management, as these technologies provide communication between different participants of the educational policy - state, regions, communities, employers, educational institutions, teachers, students and their families.

Informatization of the educational system, providing its openness and unification, already creates a possibility for a dialogue between all its participants. Expanding informatization till the level of a competent educational society is the practical task that modern educational policy is currently facing.

Managing introduction of modern educational technologies at the institutional level means, that end products (educational and informational resources), tested in educational institutions, are accepted for general practice and their turn change it. Moreover, the managerial process aims to spread the use of new educational and informational resources. Educational authorities and heads of educational institutions should constantly pay attention to this process, and stimulate the expansion of modern innovative technologies in education.

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#### THE HUMANISTIC VALUE OF INTELLECT IN EDUCATION

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Today the problems of the humanization of education are studied widely enough. This is bound up with the fact that modern educational system has to train the new generation of people to live in the considerably changed society which still keeps on changing. In these quickly changing conditions a number of

historically new tasks are set to the educational system one of whose functions is to transmit the culture from generation to generation.

The humanization problems have become especially keen in the second part of the 20th century owing to the development of regional and global crises. Modern education is to reveal and develop such phenomenological features that can help a man cope with new the new crisis and post crisis conditions preserving his morals at the same time.

In fact, some new technologies are created and some new educational projects are designed owing to multiple changes in modern educational structures of different levels. And these technologies and projects use the idea of humanization as the conceptual basis. When talking about the humanization of education they usually mean the necessity of upbringing a person who is able to master the rich culture of civilization on the basis of existing moral principles. It is supposed that on the basis of the new pedagogical approach introduced by the humanization both spiritual and physical features of a person will develop thoroughly, with harmony and without defects.

However, the models of the humanization of education don't basically consider the role of intellect and the technologies of its development. Having elucidated the humanistic value of intellect in education, we also considered the education potentialities in the upbringing of a man. The way of decision lies in conservation, mastering and improving the intellect.

For the knowledge, got during the process of education, to be integrity, a purposeful work of mind, its development, mastering the methods of creative thinking are necessary. But is it necessary to develop intellect? Is it so useful for the society? These questions and the like are more often repeated in connection of coming global ecological catastrophe and other similar crises.

The necessity of searching the ways out of crises leads to the understanding the urgency of humanization of a society, science and education as a short way to the harmonical development. But the humanization and its essence are understood differently. The view are different in the definition of the role which intellect plays in the process of humanization of education.

The notions “a soul” and “intellect” reflect a deep base of a man. A great number of approaches to the definition of intellect can be found in modern literature. But contemporary authors in their scientific works seldom consider a notion “soul” and its correlation with the notion “intellect”. Such inequivalent reflection leads to their withstanding.

The approach according to which the intellect and a soul are in close unity allows solving the problem on the correlation of the intellectualization of a society and its humanization. The development of the intellect doesn't contradict humanization but is in its ontological base. Nowadays the correlation between a