

Biggs, taxonomy of 6 basic cognitive levels of Blum. In Kazakhstan great value is attached to development of pedagogical innovations, for example, to works of S.T.Shaubaeva, S.N.Loktionova, etc. Features of innovative education are: (a) work on an advancing, an anticipation of development; (b) an openness to the future; (c) an orientation on the person, his/her development; (d) obligatory presence of creativity elements; (e) partner type of relations (cooperation, coauthorship, mutual aid), etc. We together with the Senior Teacher of The General and Ethnic Pedagogics faculty in the Al-Farabi Kazakh National University. M. Sadvakassova have collected more than 120 innovative methods of education which are presented in the study-guide "Innovative methods of education or How to teach interestingly".

Comparison of theoretical positions of the Kazakhstan and foreign pedagogics allows to speak about similar development of the theory (the theory of education and pedagogics), however we lag a bit behind in practical realization and we had to work a lot.

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#### **EFFECT OF TRADITIONAL THERAPY ON OF LIPID PEROXIDATION IN PATIENTS PSORIASIS**

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In recent years, the trend of increased incidence of psoriasis. One of the pathogenetic elements in the development of psoriatic disease is an imbalance in the processes of lipid peroxidation (LPO). Studies confirm that the inflammation and the stress associated with activation of lipid peroxidation, which may indicate the severity and extent of pathological process. However, the literature lacks data on the relationship between gender and rational farmakokorrektion of severe psoriasis.

The purpose of the study - the identification of particular changes in lipid peroxidation in patients with psoriasis, psoriatic arthritis (PA) and psoriatic erythrodermy (PE) on the background of traditional therapy.

Materials and methods. A study performed with the participation of 96 patients with psoriasis in the phase progression of the process on the basis of the Kursk Regional Clinical STI clinic. In the control group included 30 healthy persons, representative for age and sex. Clinical and laboratory studies (malondialdehyde (MDA), superoxide dismutase (SOD)) conducted before and after the course of traditional therapy to conventional standard methods. To

evaluate the clinical efficacy of treatment using the calculation of the index PASI. Statistical processing of the data was carried out using the program "Statistica 6.

The results of the study. Studies have shown that the MDA had a tendency to increase in the survey group. Maximal changes in MDA ( $4,36 \pm 0,08 \text{ mol / l}$ ;  $p < 0,05$ ) were observed in patients with PA, the index of PASI they amounted to 52,4. In remission after treatment (index of PASI = 7,8), decreased rates of activity MDA to  $3,78 \pm 0,12 \text{ mol / l}$  ( $p < 0,05$ ).

Conclusions. Clinical forms of psoriasis, the incidence of the skin, the duration of the next exacerbation, severity of current dermatosis is directly dependent on the processes of lipid peroxidation. Evaluation of gravity flow of psoriasis (with an index PASI) were important criteria for stratification of rational pharmacotherapy of patients. Application of an integrated standard psoriasis therapy in the phase progression of the disease improves quality of life.

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#### **PRINCIPLES OF MANAGEMENT IN STUDENTS' SOCIAL-ENVIRONMENTAL EDUCATION SYSTEM**

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The problem of students' social-environmental education (SSEE) investigation carried out by us allowed establishing that its efficiency depends not only on the organization's principles observance, but also on this process' management principles accounting. The following principles can be referred to them: the one of SSEE connection with rational nature management in everyday life and activity; management and self-management conformity; variability; alternativeness and complementarity of educational perception of social-environmental relationships; social-environmental liability formation.

Let us reveal the features of each requirement. So, **the principle of SSEE connection with rational nature management in everyday life and activity** is conditioned, first of all, by a common scientific principle of general connection, second, by the principle of consciousness and activity unity generally recognized in native psychology and pedagogy (S.L. Rubinstein, A.N. Leontyev and others). In the considered context this principle means, on the one hand, social-environmental knowledge, abilities and skills formed in specially created conditions, on the other hand – the society and nature cooperation knowledge acquired in their direct interaction, in particular: in labour activity,