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INFORMATION TECHNOLOGIES IN HIGHER SCHOOL PREPARATION OF PRE-SCHOOLING TEACHER

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The moving of modern informative, political and cultural transformations in Russia has entered into all spheres of human activity including kindergartens. At present new information technologies are used in both managing system and teacher's work.

We have studied and analyzed the work of several Moscow and Moscow region early-education centers which shows that modern computers, multimedia projectors and interactive school boards are either installed or being installed there.

But the work is run by the teachers who have finished courses in the field of information technologies or those who have technical education but not masters in pre-school teaching methods.

We are sure that modern kindergarten requires a teacher who is quite at home at latest achievements in science and culture, informed in modern methods of teaching, familiar with technical equipment and special early educational software.

The teacher must be a master of nowadays information and multimedia technologies as well as pedagogic, psychology and early education teaching methods.

For a period of several years we studied and compared informational environment of the high school and kindergarten, analyzed approaches to the problem of projecting students' professional competence and realizing it in their future professional activity.

We believe that professional preparation must involve comprehensive subjects connected with information technologies, optional courses, special courses and practice. Therefore in Moscow State Humanitarian University named after M.A.Sholokhov

is established a new speciality "Information Technologies in Early Education" in bounds of which the work with early education teachers is held.

We have worked out the new specialty curricular which includes

- modern information technologies
- theory and methods of using information technologies in kindergartens
- computerized testing in pre-school preparation
- information technologies in school managing
- information technologies for early-age children development
- children educating programs and games

This curricular is fulfilled by teachers of Informatics and Mathematics chair and Theory and Methodology of Early Education chair of Moscow State Humanitarian University named after M.A.Sholokhov

On the basis of State Educational Standard for Higher Education, Moscow State Humanitarian University named after M.A.Sholokhov curricula for the following specialties: "Pedagogic", "Pre-schooling Pedagogic and Psychology", "Pedagogic and Methodology of Pre-schooling education", "Special Pre-schooling Pedagogic and Psychology" and "Program of pre-schooling education in kindergarten", we worked out the innovative program on formation of information competence of teachers which satisfies a person's demands to enrich knowledge in the field of information technologies and improve professional preparation of future pre-schooling teachers.

The program consists of introductory and three sections. The aim and tasks of the course are displayed in the introductory. The first section includes the list of technical, program and methodical equipment. It describes the studying process organization, kinds of class activities and requirements to the final testing of students. The second section, which is Theme Planning and Program Content, includes the list of themes to teach and detailed content on each of the themes.

Theme Planning is composed of three parts. The first one is "Computer skills". The third part is "Professional competence of pre-schooling teacher" is devoted to the questions of using computer tests to establish the level of a child's readiness to school studies, psychological and pedagogical bases of computer technologies and computer technologies for school managing.

Also children educational software and computer games are displayed here.

The result must be shown in the final research and annual conference where the listeners share the material they have devised and the experience they've got during the work at kindergartens.

Evidently the work to be carrying out favors the higher school professional preparation and rising of the level of pre-school teacher professional skills.

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REALISATION OF THE PRINCIPLES OF THE BOLOGNA DECLARATION IN RUSSIA

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Attention to the European educational system has deep political and historical roots in Russia. European universities with their long history, used to be a

prototype for the first Russian universities, which were established in the middle of the 18th century. Due to this reason, the Russian higher education system, particularly, the roots, structure, activities and modern development tendencies of its leading universities, are very similar to the European ones. Moreover, the current political developments have raised the interest in the modern practice of the European universities. Russia's striving for joining the European political, economical and cultural area as a full and equal partner, as well as changes in the Russian foreign policy encouraged the apprehension and adaptation of the European experience. Economical reasons speeded up this process considerably: Russia's transition to market economy made it vitally important to commercialize the professional education for the country's and international needs. The Russian higher education faced a problem of gaining a worthy place in the international educational arena.

There is no doubt, that Russia familiarized with the European experience, taking into consideration the Magna Charta Universitatum, signed in Bologna in 1888. This document reflects ideas about social and historical role of universities in the 21st century. It states the main principles of universities' existence: moral and scientific independency from politics and economy (autonomy), inseparability of learning process from research; freedom of teaching, research and learning; crossing political and geographical boundaries and necessity of mutual perception and intercultural interaction.

Just recently, during the last 10 years, Russia made its first direct steps towards Bologna process, i.e. when the main principles have already been formed and the system of cooperation and control have already been established. Behind the interest in Bologna process was understanding of the fact, that it is necessary to develop such an educational system, which would conform with the market mechanisms and could be equally good or even compete with the European one. With this aim in view, it is essential to create conditions and find ways for recognition of the Russian academic qualifications in Europe.

Documents of European Summits (European Council Presidency Conclusions) in Lisbon (23-24 March, 2000) and Santa-Maria da Feira (19-20 June, 2000) stated, that educational systems of the European Union should correspond to reality of the 21st century, and that "continuing education should become a main political program for the civil society, social integrity and employment". This approach has also been fixed in the Concept of development of adult education in the Commonwealth of Independent States (CIS) that was signed during the 8th Conference of the CIS Education Ministers in Moscow (13 May, 2003).

At present, the EU, the CIS and Russia understand, that the strategy of continuing education should be based on cooperation between authorities and non-governmental organizations, the so called «social

partners», because it is them, who have a close contact with the interests and needs of citizens and communities. Besides, a common educational network should strengthen the link between formal and informal educational institutions. All this is being implemented by means of open universities, distance learning and etc; the universities present their educational offers to the population.

Developing politics in the area of continuing education in Russia, pays a growing attention not only to its economical necessity, caused by the changes on the labor market, but also to its social and cultural importance. Education becomes a key factor of both professional and personal success. As education plays the main role for individual's career start, so it will play a decisive role for his social inclusion in the future.

According to paragraph 1.4 of the Conception of modernization of the Russian education, priority task of the educational politics is to provide a high quality of education, conserve its fundamental principles and meet the current and future needs of an individual, society and state. The quality of higher education means more than just aims and values of the educational institutions, though they are regarded as its intellectual and theoretical basis. The quality of higher education and measures for its achievement and improvement mean, that universities should develop towards better understanding and satisfying of communities' and individual needs: social, economical and cultural.

It is important to preserve one the main principles of the Russian higher education – its fundamental character, which has always been based on fundamental science and scientific schools. This contradicts with uncertainty caused by the ongoing discussions in the West, on whether universities need science. One of the most strong aspects of the Russian educational system is, that even freshman students are involved in the scientific work under the guidance of professors. From the very beginning, they become a part of the scientific school and get an opportunity to work with the scientists of different generations and ages. Successful cooperation with the youth starts already in school, where the leading university professors teach talented and clever children, preparing them to become graduates and future students for the Russian universities.

Russia's integration into common educational area should run not only at the level of state and ministries. In order to succeed, it should find support among all Russian educational institutions; it should involve the whole scientific and educational community, including the Russian students, post-graduates, professors and scientists.

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REFLECTIONS ON FURTHER VOCATIONAL TRAINING DEVELOPMENT

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The radical reformation of educational system is the problem of vital necessity. This reformation must be started in comprehensive school and have its continuation in higher education and further vocational training. However, it should be launched only after different (not innovative but quite different) educational programmes and standards – the fundamentals of the whole educational system – have been carried out. Moreover, elaboration of educational programmes and standards should be realized not only in fundamental-academic paradigm, but also in research paradigm of all types and levels of education existing in our educational system nowadays.

Vocational training is the top of a mountain, the foot of which is deeply rooted in comprehensive school and even in early childhood. Compensatory training does not lead to the appearance of educational system integrity. Simple addition of new links to the existing ones without qualitative change in forms and content doesn’t bring the features of continuity to the existing educational practice, doesn’t settle the arising contradictions.

The All – Union Congress of educators gathered in Moscow, December, 1988 stated a general task: to recomprehend the target functions of education as a system, to formulate the tasks of its separate stages and links, to revise traditional notions concerning the social essence of education, its correlation with other types and forms of social practice, its role and place in the life of a human being and the society. The educational project named “The Conception Of Continuous Education” was offered to the participants of the Congress. The Conception pointed out that arising

approaches of understanding the essence of continuous education are rather contradictory. In some cases these approaches are identified with mechanical training which is understood as the mechanical unification of all stages of educational process in order to overcome the contradictions and deadlocks in education itself; in other cases it is considered sufficient to add extra links to the existing system. Thus it is necessary to change the direction.

In spite of the fact that twenty years have passed since the introduction of the Conception Of Continuous Education (1989) into practice, it has not lost its urgency, scientific novelty and theoretical significance.

Pedagogical institutes nowadays are teaching students using the information of the end of the XIX – beginning of the XX centuries. Educational institutions of primary, secondary and higher professional education (technical schools, technical colleges, higher educational institutions) train specialists, aware of the new technologies of the XX – XXI centuries. It is clear that most comprehensive school graduates are not able to cope with the sophisticated curricula. That is why higher educational institutions have to hold extra entrance examinations to reveal students’ skills and abilities. It is urgent to eliminate this interruption of youth education in our country. Professors must avoid such words like “Now, forget everything you’ve been taught at school at once. We’ll teach you other things and in the other way” when welcoming the freshers. To begin with, it is necessary to change the teaching staff at comprehensive schools: a researcher in physics should give lectures on physics, a researcher in chemistry should give lectures on chemistry, a philologist should teach literature and a linguist should teach languages. The core subjects should be taught by researchers not by a tutor on the basis of “Physics” or “Chemistry” textbooks. Textbooks are for students, not for teachers.

At the same time vocational training institutions should develop personally-oriented paradigm of teaching using the advanced teaching technique. Mainly highly-qualified specialists having composed their own course of studies should teach students. In this case a technical school graduate could say “I’ve been taught by a Master” and a college graduate could say “I’ve listened to the course of a famous researcher”

Professional skills of vocational training institutions graduates constantly lag behind scientific-technical progress development. In order to avoid this the graduates must be able not only to work on their speciality, but also to learn, to develop in their professional activity, that is not only to possess knowledge – to possess abilities to acquire new knowledge, to maintain more and more sophisticated social and professional functions on the demanded level, to be competent.