

other, depends on the number of objective and subjective factors.

Basing on the pedagogue eligibility requirements, we chose the indices that showed the correspondence between pedagogue professional formation and development level of teachers in comprehensive school and qualification characteristics: subject knowledge, psychological and pedagogical teaching basis knowledge, organizational forms of diagnostic work with students, approach to the students in the learning process, the ability to define works goals, the ability to plan works, creative relation to teaching, proficiency advancement work, self-development requirements realization. We distinguished three correspondence levels.

First level- minimal, but insufficient (34,76 % of questioned pedagogues, maximum amount of points is 16). A pedagogue knows school subject in programme volume, but admits distortions and mistakes in subject teaching and in examination; has only general notion about modern psychological and pedagogical concepts; efficiently makes changes in the lesson, taking into consideration diagnostic results; does not practically fulfill individual approach to students, sometimes uses additional out-of-school works with poor achievers; the ability to set a goal is poorly formed; plans lesson system, according to the subject, the plans stipulate the achievement of set goals; teaches in compliance with educational program requirements; shows interest in pedagogics, psychology, subject theory novelty, is situated on the stage of stopped self-development.

Second stage- necessary and sufficient (50,12% of questioned pedagogues, maximum amount of points is 40). A pedagogue knows school subject in programme volume very well, follows special and methodological literature; focuses on modern psychological and pedagogical teaching concepts; organically joins diagnostics with teaching material; generally uses individual approach to students; can distinguish only general goals; while planning the work takes into account previous work results, plans the ways of fixation and further development; brings in novelty elements in certain parts of program; uses different kinds of teaching preparation for skill advancement; the existing system of self-development is absent.

Third stage – ultra sufficient (15,12% of questioned pedagogues, maximum amount of points is 60). A pedagogue deeply and variously knows his subject in addition to the program, easily uses special, methodological literature in various fields of knowledge; easily uses in modern psychological and pedagogical teaching conceptions, uses them as a basis of his pedagogical work; knows different kinds of diagnostic methods, technologies of their use, can modify and devise his own diagnostic methods, using scientific approach while making them; systematically studies students' behavior and uses individual approach in education questions; can clearly formulate concrete

goals; the planning character is determined by hard self-adjustment, directed on guaranteed program realization and on achieving results up to level by students; is able to create a new author's program, concerning academic subject, give it pedagogical explanation and experimental test; deals with research and experimental work; self-development stage is pressing forward.

The main idea in our methodic is determining of weighing up the average rating of pedagogue professional work in comprehensive school. In compliance with it, teacher's work is planned according to the following functional ways: set task, methodological, pedagogue's public activity.

The average weighed up rating is calculated by multiplication of each total index of all kinds of work by percentage content in the general activity structure and dividing by 100.

The received results surprised both administration and teaching staff, because everybody supposed their staff as dynamically developed, without different professional problems. The wish to evaluate his work impartially, to reveal the reasons, which cause its result, makes the teacher work on professional problems decision. That is the movement on the way to achieve the mastery by every pedagogue. The speed of this movement will be different, but the most important thing is – this process will follow the path, which will be chosen by the pedagogue.

The realization of pedagogue professional formation and development monitoring technology establishes a success situation for a pedagogue, and it favours humanization and objectification of changes lurking in the process of its professional formation.

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METHODICAL ASPECTS OF APPLYING OF THE PEDAGOGIC INTERACTION IN THE PROCESS OF EDUCATION

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Intensification of the process of education and the quality of education has great importance now. Quality of education has relation with professional abilities of postgraduates and with the process of action of the educational system. Quality of educational process depends on quality of the educational technologies and the potential of the staff of educational departments.

Author applied the next methodic of fulfillment of the lessons taking into account pedagogical interaction «teacher-student»:

1. Mutual analyses of situation in the beginning.
2. Definition of the common (teacher and student) aims of education.
3. Planning the work (for teacher and student).
4. Selection of educational literatures.
5. Fulfillment of the educational operations, organization of the educational process.
6. Check and correction of the process of the work.
7. Analysis and evaluation of the results of education.

One can say that the optimal method of designing and organization of educational process of the practical works on physics is the next:

- the main accent of the action of the teacher is aimed on the cognitive actions of students;
- the teacher is the educationist-organizer and producer of education, who can propose to students the necessary selection of the means of education not only render educational information;
- educational information is used as the means of the organization of cognitive action;
- trainee is the subject of the action altogether with the teacher and his personal development is the main aim.

Applying of the citing method allows to intensification of the educational process.

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SOCIO-ECOLOGIC EDUCATION OF STUDENTS IN CONTEXT OF THE BOLOGNA AGREEMENTS: THE CONTENT ASPECT

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The purpose of the Bologna declaration, signed also by Russia, is to create the common European higher education area, as well as to develop new goals, content and conditions of its functioning.

This also refers to the socio-ecologic education of young people, addressed by the Magna Charta Universitatum (18 September 1988, Bologna). This document calls for the universities to provide such education of the future generations, which would develop respectful attitude towards the environment and life, and their harmonization (1).

Our studies let us define *the multi-level structure of goals (strategic, tactic, operative) of the socio-ecologic education of students*: education, upbringing,

development. *A particular place among the goals* takes the development of socio-ecological readiness at students, i.e. readiness to establish effective relations with the environment during the professional activities. Moreover, if students also learn some basics of teaching, then they will be able to provide socio-ecologic education to the next generations themselves: in the family, at school and professional education institutions, at the stage of self-education (2).

In order to fulfill the goals, we should talk about another element of the educational process – *content of the socio-ecologic education of students*. Considering this question, we took into account the opinions of V.A. Slastenin and A.I. Mishenko who stress, that it is necessary to distinguish the concepts of «content» and «process» (4). In our case and in general, the *content* is represented, firstly, by a system of knowledge about the relations between people, society and nature; about the ways that let develop an integral idea about the surrounding world and learn the methods of cognition of a socio-ecologic reality and practice. This system includes the knowledge about the main environmental objects: nature, society, human and technique. Secondly, the content includes intellectual and practical skills that help establish relations with all environmental elements and form a basis of one's future activity in this environment. Thirdly, it includes accumulated creative experiences, determined by the diversity of the reality, which calls for extraordinary approaches to its understanding and development. The fourth element is the experience of emotional, evaluative and determined attitude to the socio-ecologic reality, its elements and himself. Learning of the above mentioned elements will make a personality psychologically ready for an optimal interaction with nature, convince a person of the necessity to preserve and restore nature, teach socio-ecologic values.

It is significant, that, currently, there is a need of a further ecologization of the *content*. It means, that the idea of socio-ecological relations should penetrate different sciences, as, in one way or another, it is related to a human, his health and health of the humanity in general. It should also be mentioned, that ecological ideas are revealed in natural sciences: geo-ecology, bio-ecology, technical sciences related to environmental management. At this point, we also agree with Mamedov N.M., that the social aspect of ecology has not been studied yet, with exception of ecology law and ecology economics. Though today, the biggest part of ecological education should be given to social ecology, which reveals the laws of a sustainable development of the society-nature system (3). This, in its turn, requires to include other scientific disciplines into the *content* of the socio-ecologic education (motivational, cognitive and active parts). The potential of other branches of science with respect to teaching youth a balanced interaction with nature and a stable functioning of the socio-environmental system, is at