

Thus, it has been summed up the final discussions results of the Project *at the third final stage of it*.

The program participants have repeatedly answered the specially developed form questions, that have been permitted for the organizers to estimate those or other training courses of studies, the educational and the methodological complete sets and the text – books, the manuals, and the educational supplies of the separate seminars – trainings the efficiency just in the course of the educational sessions and at the expiration of them. The program participants' assessments have permitted to suppose, that the program has been carried out the main tasks and the targets, having faced it, and, in general, the Project has been achieved its final end.

The Project Manager, the Doctor of Education, the Professor Z. Isaeva has taken her part in the Central and Asian «The New School: the Possibility Space» Theoretical and Practical Conference, which taken its place at the Issyk Kul, Kyrgyzstan, October, 10 – 12, 2006 with the Education Support Institute (Budapest), The Asian Development Bank, UNICEF, USAID (PICS) assistance. The Professor Z. Isaeva has conducted her monograph presentation «The Education Managers Preparation in the High School: the Kazakhstan Experience», in which it has been given the progress report analysis on the results obtained by the Project in the framework of this conference. This presentation has been roused the great interest at the specialists – experts attendants, who have highly evaluated the successes obtained, as the democratic transformations in the field of education. The productive analysis results exchange and the achievements evaluation has been permitted to lay down the ways for the subsequent reforms advancement in the educational system just in the Central – Asian region's countries. In Kazakhstan, the professor Z. Isaeva's monograph has been received the prize after I. Altynsarin, as one from the best papers on the fundamental researches in the humanitarian field of the sciences.

At present, the Project Managers are constantly doing their research activity on the teaching program development, they are constantly making their partners searching, as in the country, well as abroad, they are constantly establishing their contacts with the country's regions, and also they are constantly working on the funds development for the scientific and research program component development.

In the perspective, this investigation is being seen in the long – term international collaboration establishment and the partnership with the Universities, having had the similar additional education vocational programs, and also the MA program in the direction of the «Management in the Educational Sphere».

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INFLUENCE OF CONTINUING EDUCATIONAL ENVIRONMENT ON THE GENERAL FACTORS OF CHILD'S HEALTH

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"Educational environment" means specific, task-oriented conditions of interaction between a unique inner (subjective) world of the developing personality and a real (objective) world and other people. It is aimed at discovering and developing the unlimited child abilities.

It sounds banal to say, that one of the main tasks of school is to create the best conditions for child's development within the educational environment. At the same time, it should be mentioned, that school and all its structural elements are responsible for a safe personality development and its psychological health in conditions of a specific educational environment. That means, of course, that teachers need to participate in planning of the educational environment

and conducting different diagnostic steps and examinations, which cannot be the goal and the main direction of education. Physical and moral health of students is one of the problems, which solution should not depend on social and political situation. This problem has long occupied leading scientists, and to some extent was solved in the praxis. Current crucial time in the history of our country is not an exception. In modern Russia, the general public is being growingly concerned with what many scientists and experts find very important: despite all harsh economic and social problems, dramatically worsening health of school children should not be ignored as it threatens the country's future. One of the promising directions of public health improvement is currently a valeology movement. Despite the contradictory opinions, nobody doubts, that this humanistic idea tries to solve the questions, that are vitally important for each of us and the future of Russia. The current article focuses on the developing of methods for a human health evaluation, basing on the valeologic principles.

Developing the methods of student's health evaluation according to Kiriy V.N. and Voinova V.B., it should be taken into account, that it consists of two different stages – creation of an individual psychophysiological profile and continuing control on the basis of the revealed individual psychophysiological qualities. Firstly, the profile should include the data about parents (genetic, social, economic and health condition), which could have considerably influenced the health of fetus and child after his birth. Further information concerns the pregnancy and childbearing, child's development in the first months of life. At the same time, genetic analysis of the child should be carried out, which can be used for the future generations. As time goes, the profile should be updated with the personal physiologic, psychophysiological and mental data; they should be latter specified during examinations and differentiated diagnostics. Theoretically, it is clear, that, on one hand, the data volume should be relatively big in order to provide enough information about a person. On the other hand, the information can never be complete, as it is impossible to acquire and use such a wide data range. That is why a minimal data range should be determined, which is sufficient for diagnostic, prognosis and correction tasks. The whole complex of these data, according to the above suggested approach, should be divided into two groups – individual physiologic and psychological qualities. The first group should include: anthropometric data; information on the main physiologic systems: locomotor, cardiovascular, immune, respiratory, digestive, urogenital, central nervous, sensory (visual, acoustic and others). The second group should include the information about the main mental processes (memory, attention, thinking) and personality (world view, attitudes to people, social growth and etc.). The first stage ends with the creation of the individual psychophysiological profile is followed by the 2nd stage –

use of physiologic and psychological information for a continuing student's health evaluation. The health condition is determined during the examinations; their frequency depends on the age, health condition, activities, personal motivation and etc, but not less than once a year. The examinations are to be conducted at the specialized valeologic offices at schools, as well as at valeology centers in the home area. When a child begins to perceive himself as a personality, which happens in the elementary school years, the examination can also include the following questions: role of health in the individual system of values, student's subjective opinion about his health condition and changes since the previous examination, somatic- и psychodiagnostics according to the above mentioned scheme. The results are then rated according to the age and gender standards (regional, professional or group norms, for example, norms of a school class) and presented on the following scale: c sufficient functional reserve – disturbed adaptation (with two intermediate states). It is important, that the valeologic diagnostics is flexible about the health ratings, as it combines a statistical approach with its limiting factors, which are applied to different social groups, and an individual approach, which considers specific personal parameters. Further complex health evaluation is conducted using the fuzzy-set theory, which let work with the qualitative (including linguistic) variables. The key step of this evaluation is to estimate the chances of a correction by means of an intersystem interaction, when some body's systems deviate from a normal functioning state. Final evaluation is presented as an integral qualitative rating (according to the above mentioned scale used for specific body's system evaluation), as well as in a detailed form. Before recommending a rehabilitation course or an additional examination in a clinic, person's financial abilities should be cleared up. After the rehabilitation or treatment course, an extra unscheduled examination is to be conducted, in order to evaluate the results and give further recommendations. Generally, analyzing the examination results, one should consider the norms (age, sex, profession and etc.); individual psychophysiological characteristics of the examined person (when creating a standardized individual psychophysiological profile); individual dynamics of an age-specific integral health index (health quality) and condition of body's systems; earlier rehabilitation or treatment courses and their results.

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LANGUAGE PERSONALITY OF A TEACHER AS A FACT OF PROFESSIONAL CULTURE

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Language is a system of objective, socially fixed signs which coordinate the notion and typical sound, system of rules how to apply and combine them. That's why the perfect mature language personality may be considered an individual who possesses all these systems and is able to use these signs and rules in different communicative situations.

If the language is a means of communication, speech is a kind of communication, i.e. speech functionally "inserts" the language into the context of usage. The language manifests itself in speech and only through it performs its communicative function. Communication as an act of interaction of people is the most important mechanism of individual formation as a social, cultural personality. Being a social process, communication helps to form society in general, performing a living function in it.

Communication itself, because of its social psychological nature, is a complex, rich in content form of activity, because there are elements which really and potentially hamper the optimal level of functioning. The peculiarities of personality expression, the system of its relations, conditions and forms of communication, the level of language skills development and so on convert any communicative act into a difficult task, multifunctional activity. "To communicate fully, the person must possess the whole range of skills and abilities. He must, first, quickly and correctly orient himself under conditions of communication. He must, secondly, be able to plan his speech correctly. He must, then, find adequate means to express this content. At last he must be able to provide the reverse connection. If one of the links in the act is broken it will be ineffective" [1]. Thus, communication as a final aim of interaction between people presupposes that mature language personalities should take part in communication. Personalities, who are able to choose adequate language means to transfer their ideas and realize them in their speech taking into account definite communicative tasks and conditions. In modern linguistic research the level of language knowledge is described with the help of such notions as language competence, levels of language personality development, communicative culture and communicative competence, types of speech competence.

It is supposed that a high level of language competence is represented in works of linguists, post graduated students, researches of philology, primary school teachers, teachers of Russian and Literature – people who are professionally trained not only for practical usage of language in communicative acts but for the analysis of their own actions, reflection about

the language of fiction. The high language competence coordinates with such types of speech culture as colloquial, literal and elite.

Professional culture of a teacher presupposes understanding of life and professional aims and senses, self-analysis and self estimation as a language personality, analysis and estimation of pedagogical situations. So, a teacher as a language personality plays an important role in subject-subject educational dialog "teacher – student". Formation of cultural environment in a student group depends on the level of teacher's communicative culture. So, teacher's communicative culture is an obligatory part of pedagogical process, means and conditions of realization of all functions and kinds of professional activity.

The basis of communicative culture of a primary school teacher consists of many components:

- competence in expression of his thoughts (in writing and speaking)
 - speech expressiveness
 - mimicry and gesture competence
 - the ability to orient himself in information, select the best content for teaching and upbringing of students
 - the ability to realize and regulate speech behavior (either his own one or his interlocutors') taking into account a concrete situation and aims
 - the ability to improvise in order to influence the audience
 - the ability to see and hear himself while communicating and estimate his own speech behavior critically
 - the ability to understand the interlocutor's originality and select the most expressive intonation, exact words, correct grammatical and stylistical combinability for the most effective influence on the listeners and so on.

Conclusion

Teacher's professional culture includes understanding of life and professional aims and senses, self-analysis and self-estimation as a language personality, analysis and estimation of pedagogical situation. Formation of cultural environment in a student group depends on the level of teacher's communicative culture level, that's why language personality becomes a fact of professional culture.

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