Materials of Conferences

RUSSIA IN THE ASIAN – PACIFIC REGION: THE SCIENTIFIC AND TECHNICAL POLICY'S ACTIVIZATION NECESSITY

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The world economy and the policy new center is being formed in the Asian – Pacific Region **(**APR), which begins, noticeably, to be taken the lead over the European Union, by its scales. More than 60 percent of the world gross domestic product (GDP) is being fallen on the APR share. This region is the largest world powers interests' zone – such as, the USA, China, Russia, Japan, and India.

So, it is quite possible to be singled out the two states groups inside the APR. The first group: China, Japan, the Republic of Korea – they are the economic leaders. The rest countries – are Mongolia, DPRC (Democratic People's Republic of China) and Russia, in the first place, its the Far East and the Transbaikalia, – into this region backward periphery.

If the considerable sudden change has been taken its place during the last decade years in the first group's countries at the economic development level, then the Russian Far Eastern region has been appeared to be in the degraded region situation, because of the insufficient centralized investments of the capital, the unreasonable transport tariff policy, the social and the economic sphere underdevelopment and the non – densely population.

It is necessary to be changed the Far Eastern region economy on the innovative development way in order, that not to be turned into the APR countries raw materials appendage. And at that, the innovations, the new technologies will have to be directed not only at internal traditional economy raw materials sector, but and at the Far Eastern processing branches of the industry stimulation and the further development. Simultaneously, it is very significant to be begun the leading, the science intensive and, at the same time, comparatively inexpensive Russian technologies expansion into the APR countries. Thus, the Russian engineers, the scientists, and the scholars are quite able to suggest the scientific and the technical developments in the field of the energetics, the space and the informational technologies, which owing to their relative cheapness and the high level efficiency, have their high competitive potential.

So, the Far Eastern Russian science higher educational sector is quite able to become one from the Russian scientific and the technical expansion conductors in the APR. At present, more than five decades of the Institutes of the Higher Education, the Colleges, and the Universities are being functioned, among them it is necessary to be singled out the Vladivostok, the Khabarovsk and the Komsomolsk – on – the Amur Technological Universities, having had the considerable groundwork and the work already done in their participation in the field of the energetics and the machine building in the Far Eastern region.

The indicated groundwork and the work already done in their participation would be able to be required and collected at the APR countries intellectual property market. However, the high educational sector structures activity inefficiency, their chronic underfunding and the work experience drawback at the intellectual property market are not quite being promoted to the licences successful realization for the rights use on the patents and the know – how.

So, the scientific component in the Institutes of Higher Education, the Colleges, and the Universities activity in the Far Eastern region has been become still more modest, as by the unit weight in the Institute of Higher Education, the College, and the University budget, well as by the achieved results level. Particularly, it has been become the obvious fact against the background of the dynamically developing Institutes of the Higher Education, the Colleges, and the Universities of the neighboring China.

The State Council of China has taken its decision, additionally, to be allocated about five billions dollars for the scientific researches in the middle of May in the 2009 year. The gross exposure, having been the share of the research engineering works, will be reached 70 and more percents in the Chinese leading Institutes of the Higher Education, the Colleges, and the Universities budget. For the reference, such gross exposure in the best Russian Institutes of the Higher Education, the Colleges, and the Universities budget are the share of the learning activity, but not for the scientific work and the corresponding scientific effort.

The incomes absence from their own scientific and technical developments sale is being stimulated, neither the higher educational management, nor the creative forces and the corresponding personnel for the scientific activity activization. Consequently, the situation is being made up, when many Institutes of the Higher Education, the Colleges, and the Universities are not quite able to be entered into the self – financing regime at the rights maintenance and their supporting for the own intellectual property. Thus, the Institutes of the Higher Education, the Colleges, and the Universities are being stopped to be the patents overwhelming majority owners for their own inventions already during the 2-nd or the 3-rd year after their receiving. The things being, as they are none scientific and technical expansion at the APR countries intellectual property market, certainly, is quite impossible, from the Russia's side.

So far, the 75% Chinese Institutes of the Higher Education, the Colleges, and the Universities have not yet gotten even one patent for the invention, by the

Chzheczyansky Industrial Institute data. But, still. And the outlined tendencies and, the principle aspect, as the financing scale, well as the organizing activity and the corresponding efforts have already been permitted to be forecasted the Chinese Institutes of the Higher Education, the Colleges, and the Universities positions considerable strengthening in the field of the scientific and technical activities already in the near future.

Thus, it is getting quite evident, that, at first, the Russian economic, and afterwards and the political independence in the APR region would be completely lost without the scientific and technical policy considerable activization, as all the country, well as the Far Eastern region.

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NEW QUALITY OF ADDITIONAL TECHNICAL EDUCATION (FROM THE WORK EXPERIENCE OF NON-STATE EDUCATIONAL ESTABLISHMENT "INTERSECTORAL INSTITUTE", UFA)

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Non-state educational establishment "Bashkirian across-the-board institute of In-service training in the field of labor protection, industrial safety, road accident prevention, fire proof, electrical safe, energy saving"
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A concept of education as a social institution can be traced in all major educational documents of UNESCO. In particular, we mean the recommendations of International commission of education in XXI century, which described four global goals of education:

1 – learn to produce (economic function);

2 – learn to train (cultural-constructive function);

3 – learn to coexist (social function);

4 – learn to follow the healthy way of life in its physical and moral definition (valeological function).

In the "Major areas of social and economic policy of the Government of the Russian Federation in the long-term perspective", section 1, "The reforming of education" (2000) the necessity of the development of continuous additional professional education is stated. This is explained by objective process of the obsolescence of knowledge and by the necessity of flexible and operative reaction to the new labour-market requirements for new knowledge, skills and relations.

In order to accomplish the successful professional activity in the new conditions the retraining and professional development of app. 20 million managers, specialists and state employees is required. To solve this problem it is not only needed to increase the bandwidth of the operating system of additional education by 300-400% but also significantly increase the quality of staff, the quality of professorial and teaching structure of the additional professional education system workers.

Non-state educational establishment "Intersectoral Institute" began its development in the early 1990s from changing the production relations within the organization:

- the working process of the organization was determined not only by orders and directions of the higher agencies of education supervision and control, but, first of all, by needs of specialists of the industrial productions within this type of educational activity in the market of educational services;

- worker's salary was defined by work. As a percent of the implemented educational program by the tutor, master of production training, manager, who is responsible for training and graduation, income, for example. Or as a percent of the education institution income in whole – for the leader of the institution.

- the responsibility for training one group of students was given to one person: tutor, master of production training, not to the whole team of subject tutors. The same person is in charge of the payroll for the implementation of training program within a student group.

Thus, the production relations within the education institution were transformed from the state relations into the democratic, market relations.

Education programmes and technologies of their implementation within the training process of the education institution were changed in comparison with those of the state educational institutions that all have one goal – give students that knowledge, abilities and skills that are defined by governmental authorities as necessary ones.

The goals of new programmes and technologies are:

- firstly, help studying specialists obtain new or improve their professional competence in their specific professional area (activity professionalism, personality professionalism and self-efficiency) in the most efficient way;

- secondly, help managers and owners of the industrial enterprises and organizations to create and actualize professional qualification staff structure in the most efficient way.

After the primary analysis of the condition of industrial sectors of our country's economy of the late 80-es and early 90-es we came to a conclusion, that the reason of their breakdown and stop was their lag from the development of scientific and technical progress. The main reason of this process was the lag in the professional education of production specialists (approximately for 2-3 generations).

First educational programmes of industrial enterprise workers training were aimed, generally, to teach those specialists to learn within the educational