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COGNITIVE-HUMANISTIC APPROACH IN PHILOSOPHY OF EDUCATION

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Cognitive-humanistic approach in philosophy of education allows us to allocate a point of unity between human and cognitive direction in education philosophy. The study of modern educational humanistic direction peculiarities shows us that a development of personal cognitive abilities of an individual in terms of modern society forms the foundation of a pupil's spiritual potential which serves as a basis of his personal self-development. An association of cognitive and humanistic approach to the problems of education is in the conclusion that an intellect and intellectual abilities represent humanistic values of education. An orientation of a person's intellectual abilities towards self-cognition leads to a humanization of education and is aimed for a realization of a man's spiritual nature.

A further development of education practice, based on cognitive-humanistic approach depends on a presence in the educational system of the corresponding terms for such subject mastering that includes both training to apprehend a nature of objects and training to apprehend thinking. Even so a humanization of education does not mean formal inclusion of social science or human knowledge into it, but also mastering a reflective thinking style.

The basis of self-cognition is in the reflective nature of thinking that requires training of mind clearness and individual thinking and is represented in scientific knowledge as methodological reflex. A thinking cognition implies inclusion of methodological knowledge that is necessary for realized concordance of a person, intellect and soul, balanced, stable human genesis into education content [G.V. Allport, 1998]. In terms of transforming society realization of cognitive-humanistic approach in education starts with an alteration in attitude towards a subject of educational-training activity and, as we have showed, with the development of his ability to sensibly use cognitive methods in order to achieve his own stable personal development.

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BASIC ELEMENTS OF THE RETRAINING SYSTEMS FOR SUBJECT TEACHERS FOR THE INNOVATIONAL ACTIVITY OF THE REPUBLIC OF KAZAKHSTAN

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The system of retraining subject teachers for the innovational activity of the Republic of Kazakhstan developed in this scientific article is based on the principle of balance between the quality and level of professional knowledge and the level of qualifications of a subject teacher. The process of knowledge development which can be mastered by any subject teacher is considered according to an ascending diagram: *Signal* → *Data* → *Information* → *Know-how* → *Actions* → *Examination*. The increase of the competence of a subject teacher who acquires knowledge of the appropriate level changes from «a competent subject teacher» to «an expert teaching of a discipline»: *Student* → *Applicant* → *Professional Teacher* → *Functionally Professional Teacher* → *Competent Teacher* → *Teacher-Mentor* → *Teacher-Expert*.

In fact specialists of the last two levels in most cases possess implicit knowledge which are contained in people's minds and, as a rule, have not been fixed or translated into any form. Compared with explicit knowledge, such knowledge is very difficult to formulate both orally and in writing, and such knowledge is usually shared at discussions, while telling stories about various incidents and in person. It includes skills, experience, vision, intuition, and judgments.

In this regard, the basic elements of retraining subject-teachers for the innovational activity are represented as an advisory support and discussions (online-conferences, blogs, methodical seminars and workshops, etc.). Moreover, the contents, form and structure of the advisory support in the new system of training subject-teachers for the innovational activity depend on the level of competence being acquired:

1) *in the formation of a competent subject-teacher* – providence of subject teachers with advisory and informational services in realizing innovational activity while teaching specific disciplines within organizations of professional training and development of teachers of the Republic of Kazakhstan;

2) *in the formation of a teacher-mentor* – providence of subject teachers with advisory and informational services in achieving a high level of professional qualifications and competence in realizing innovational activity while teaching