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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

specific disciplines, stable performance in their work; the formation of an ability and readiness to share professional experience in elaborating modern innovational technologies of teaching specific disciplines (to take an active part in the activity dedicated to increasing qualifications of other teachers); mastering techniques of advising and counseling teachers including those from other educational centers on problems of innovational activity of subject teachers;

3) an advisory support *in the formation of a teacher expert* – providence of subject teachers with advisory and informational services how to master skills of examining innovational activity in teaching specific disciplines; the formation of a system idea of an innovational activity in teaching and its role and place in the work of a school and in the system of secondary education of the Republic of Kazakhstan as a whole.

A subject teacher can discuss questions which arise in the process of innovational activity not only while communicating with a consultant, but during discussions, while participating in online-conferences and methodical seminars and workshops, while studying reviews and advice of colleagues in his/her own blog. In this regard, organizations of professional training and development of subject teachers must hold *training of teaching to take part online-conferences* concerning innovational activity in teaching specific disciplines, informing teachers of rules of participating in online-conferences and norms of network ethics. Besides that subject teachers are supposed to form a skill to hold discussions while participating in methodical seminars and workshops which will increase the level of methodical mastery of school teachers to organize and hold innovational activity in teaching specific disciplines through an exchange of views of colleagues on issues concerning innovational activity in teaching.

A special role in training subject teachers for the innovational activity must be given to the development of skills in creating and managing their own blogs, which serve the professional development of teachers neither through qualification and training courses nor through reading of methodical literature but through keeping a teacher's diary. Under certain conditions, a blog can become a place of the origin of an educational community of subject teachers and subsequently can be used for its informational support.

The assigned structural elements characterize a new system of retraining subject teachers for the innovational activity in the Republic of Kazakhstan.

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THE DIFFERENTIATION PHENOMENON STUDY METHODOLOGY IN THE CONTEXT OF THE STUDENTS' ECOLOGICAL – SOCIALLY EDUCATION CHALLENGE

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The students' ecological – socially education, as the pedagogical challenge, is needed the quite different and the various its sides study. The differentiation is acted, as one of them. In this connection, the general and the specific methodological positions establishment necessity is appeared. So, the filiation approach, having developed by us, in the context of the studying youth's and the young students' ecological – socially education challenge, is acted, by the general methodological basis of the study. The philosophy's initial categories, having presented in the filiation approach; the social ecology, the psychology, the pedagogics categories, just from their positions, having revealed the differentiation phenomenon, are acted, as the specific methodological bases.

Further, we shall reveal and expand each from the above – mentioned positions, and, first of all, the filiation approach. So, it should be reminded, that the filiation (e.g. the filiation < filialis – filial) is meant the relationship, the continuity, the development, the dismembering something in the continuity relationship. Hence, the filiation approach essence to some phenomena study, including and the pedagogical ones, is consisted in their consideration necessity just from three main positions: the systemacy, the development, and the independent existence. At the same time, each from all these positions, in its turn, is structured. So, the systemacy, as the system quality, as the basic elements, is included the relationship and the integration; the development – the continuity, and the progress; the independence – the dismembering, the disintegration, and the part (e.g. the structure). So, the study is carried out, in accordance with the filiation approach necessary requirements, exactly, by all these lines.

As far as the differentiation is concerned, it should be assumed to be revealed all its relationships (e.g. the quite possible and the actual ones) with the other approaches, as the general scientific, well as the scientific – specifically ones; with the students' ecological – socially education system; with its separate elements, with the pedagogical practice in *the framework of the first position*. So, it should be emphasized, that the first position's initial categories are acted the following ones: the universal and the general relationship, the interaction, the relation, the system, and the integration. So, it is meant, that the differentiation should be studied, from the point of view of the relationship, «the things' interaction» with the other elements,