

production situations, students were attracted to production subjects on future profession, publishing methodical allowance for students, to participation in project on professional themes. The Ranks of valuables student «beauty of the nature and art (the sufferings beautiful in nature and in art)», «amusements (pleasing, light pastime, absence of

the duties)», «high requests (the high requirements to lives and high claims)» were lowered before low-level value, since for students more important become professional value, independent searching for answering in Internet, discussion production situations and activity in mastering to professional activity, way of the decision of the professional tasks.

D1 - terminal values

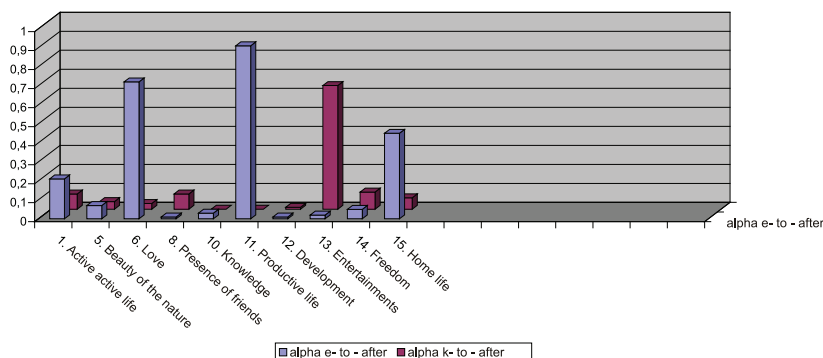


Fig. 2

In the scientific research is motivated making the system a lyceum – a college – a high school for service of educational need to economic branch of the region on example consumer cooperatives.

In the research is presented mechanism of formation of educational complex's students, including in educational process components, forming and developing labor and social qualities of a future professional. The Experiment has shown high efficiency of the designed process professional-labor socialization of students.

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#### THE PRESCHOOL CHILDREN INTEGRATED TEACHING SYSTEM BY THE ALGORITHMIC ACTIONS IN THE CHILDREN'S INTELLECTUAL ACTIVITY DEVELOPMENT

Kurbanyazova G.G.

MDOY nursery care and the rehabilitation school № 40  
«Snegurochka», Surgut,  
e-mail: kurbanyazova-galina@mail.ru

The child is being cognized the whole world on the perceptual – emotionally, the orientation basis, in the first place, having mastered and learnt, that it is quite lying on the surface and it, moreover, is quite accessible his comprehension. However, it

is necessary to be considered for the adult, that the first knowledge have been become the basic one in the world around cognition, having preserved its significance for the subsequent reality mastering. Therefore, it should not be understood summarily the preschool child's cognitive development [e.g.1, p. 92].

So, the child's cognition process is being taken its place by the practical – emotionally way at his preschool age. That is why, every preschool child – is the small researcher, having constantly opened the world around for himself with his great joy and his endless surprise. The child is rushing to his active vigorous and the eager activity, and it is much significantly this intention not to be given to be died away, and, moreover, to be promoted his further development. The fuller and the various the children's activity, the more it is significant for the child, and it is corresponded to his nature, the more successful his further development is on. That is why, the nearest and the quite natural the activity's types for the preschool child – are the game, and the experimentation. So, the intensive intellectual, the personal – emotionally further development is being taken its place, the natural aging such perspective and the advanced new formations, as the behavior arbitrariness, the ability to the logical thinking, to the self – control are being performed, exactly in all these activity types, that it is being made up the significant basis for the systematic teaching commencement at the school.

So, the teaching, as the actions methods mastering basis, having developed by the society with the human activity subjects, the tasks and the motives, the human relations norms and the standards, the culture and the science all the achievements – that is the child's further development universal and the general form.

The child is being taught for everything, and, besides, from his early age, from the first days of his life. The child would not be mastered one of the most elementary action with the objects without the adult's any participation, and without any actions patterns. So, the child, having left alone with the surrounding him objects, without the adults' any participation and their help, would not be able to be opened their public and the social purpose. So, the social and the public developed their application methods have not been indicated on the objects, but on the actions – that activity's significance and the tasks, the main content of which they are being made up.

In the beginning of his life, the urgent need for the self – expression is being revealed through the logic at the child, that is why, the child is being taught and learnt to be comprehended logically. So, the logical comprehension is one of the active world's cognition methods, and, exactly it is being made quite possible the further progress, as the separate individual, well as the whole mankind, on the whole [2, p. 168].

In the logical games, the thinking skills and the mental abilities are being formed in the most efficiently way. So, it is necessary to be developed the skill to be made the «not», «and», «or» logical operations, the skill by means of these operations to be built the correct expressions and the statements, to be coded and to be decoded the necessary information on the objects' properties, as, thanks to the logical games and the corresponding exercises, to be developed the skill to split the sets on the compatible properties at the children. So, the child would be able easily to be discussed and fluently to be reasoned, to be determined the actions' sequence, to be justified his actions, and to be reached the final result (e.g. E.A. Nosova), as a result of all these games and the exercises.

However, it is quite impossible to be considered this age the children's teaching universal method, having taken into consideration the game, as the preschool children's basic teaching method. Inevitably, the logical game will have to be combined with the other, the traditional teaching methods, having left, for all this, by the leading method. This, moreover, is not excluded and the traditional didactic games application for the already acquired knowledge consolidation.

So, Z.A. Mikhaylova notes, the algorithmic actions have been assumed in the logical – mathematical games basis. That is why, the children are being acquired the various intellectual skills and the mental abilities, which are the significant ones, as in the preliminary mathematical preparation and the training view, well as from a point of the general intellectual development view in the process of their mastering [4, p.128]. Thus, the analysis, the comparison, the generalization, the various classifications, the coding – decoding skills and the abilities are being related among them. Also the elementary

skills and the abilities of the thinking algorithmic culture, the skills and the abilities to be performed the necessary mathematical actions in the mind are being related to them. So, the children are being trained their attention, their memory, and their perception, thanks to the algorithmic actions.

**The Research Challenge Urgency** is being conditioned by the fact, that the algorithms preschool children's mastering is being promoted the children's thinking ordering, the defined and the specified sequence perception, that it is being expressed to be planned their actions skill and the ability. So, it is also promoted the children's mastering of the sign and the symbolic systems, the schemes and the diagrams, the models, «the decoding and the deciphering», and the logical connections cognition between the some action's successive stages. So, all these skills and the abilities are being formed in the logical game in the most successful way. In the logical games, the actions performing by the algorithm is being created the skills and the abilities perfection and the further improvement basis for the children to be controlled the game and the learning task solution run, the children's space orientation perfection and the further improvement, better the rules' mastering by them (e.g. the street traffic, the actions' sequence), the labor and the game actions successful realization, but for the teacher – the possibility to be determined some difficulties, having arisen at the children [3, p. 258].

However, the teachers insufficiently use the logical games with algorithmic actions (e.g. the developing games) in the preschool educational Institutions work's practice. So, at the given moment, the necessary studies and the researchers, having devoted to the algorithmic actions formation are also evidently insufficient at the older preschool children. Thus, the contradiction is quite obvious between the significance and the importance comprehension of the algorithmic actions formation at the children.

Therefore, my study and research urgency and also its challenge have been defined; it has been found the connected one with the child's teaching methods and the conditions search of the older preschool age by the algorithmic actions.

This has been induced me for the research topic choice: «The Preschool Children Integrated Teaching System by the Algorithmic Actions in the Children's Intellectual Activity Development».

The main paper's task: the preschool children teaching efficiency by the algorithmic actions in the children's intellectual activity development process to be confirmed.

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### COGNITIVE-HUMANISTIC APPROACH IN PHILOSOPHY OF EDUCATION

Kuznetsova A.I.

Novosibirsk Stat University, Novosibirsk,  
e-mail: Phileducation@yandex.ru

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

Morzabayeva R., Baimadiyeva G.,  
Yerzhanova G., Bekturova Z.

L. Gumilyov Eurasian National University, Astana,  
e-mail: morz\_r@mail.ru

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