

of education, terms of organization of the whole process of forming an active and creative person. Recently we always read and hear: «It is necessary to use active and remove passive methods of education». A method can't be active or passive itself, its implementer makes it such.

Everything depends on how a tutor uses one or another method.

There are no universally-effective or uneffective methods.

All education methods have their strong and weak points, and, therefore, depending on goals, conditions, available time, they need to be combined optimally. Therefore, it is correct to say: «An education process can be effective (when a student participates as a subject of his own training) or passive (when a student only serves as an object of someone's influence). Education quality is made of training quality and upbringing quality. Training quality can only be achieved as the result of providing efficiency of each training step. In other words, the whole training process is built by the scheme: apprehend – comprehend – remember – implement – inspect. To achieve a training quality it is necessary to pass all steps of cognitive activity consequently. Using of different forms and methods during the training process provides for an increase in training quality».

Main forms and methods of training that provide for its quality increase are: role-playing games, business games, seminars, reproductive-generalizing lessons, conferences, disputes, dialogues, problem study, independent work, essay defence, individual work, creative composition, reports, lectures, testing, programmed control, research, etc. All mentioned technologies of training provide for the solution of the problem of education quality.

It is known that it is impossible to give a material for independent mastering right away in groups where students, unprepared for independent training prevail. If it is inevitable, a tutor must carefully develop a task, considering his group, its preparation level, formulate questions clearly, compose methodical recommendations, point out literature. And here one cannot neglect two principles of didactics: availability and training on a high level, difficulty.

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### KONSTANTIN OLESHKEVICH (1873–1935): OUTSTANDING LIFE OF A KAZAN PEDAGOGUE

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Activity of some pedagogues was significant and fruitful for the development of Kazan industrial college (KIC). Among such people, we think, professor Konstantin Savvinovich Oleshkevich occupies an important place. K.S. Oleshkevich was born in noble family in the city of Vilnius, graduated from Vilenskoe real college and Institute of civil engineers in Sankt-Peterburg in 1897. Then he was defined to serve in the Ministry of inner affairs, stood as a grant holder of the Ministry of national enlightenment from the 1<sup>st</sup> of January till the 1<sup>st</sup> of July 1899, and, at the same time, being on a foreign business trip, studied organization of training process in secondary professional educational institutions. On his return, by an order of the governor of Kazan educational district, he was assigned as a tutor of building science and manager of training part of lower building-technical college that was a part of Kazan Pedagogic University, and from the 28<sup>th</sup> of August 1900 he was transferred to the position of tutor of building science and drawing of a secondary chemical-technical college, remaining the manager of educational part of lower building-technical college (he occupied the position till 1904) [5, l. 3]. Before K.S. Oleshkevich, as before all other pedagogues of the college, a difficult problem of organizing educational process arose, and it was complicated by the lack of training books and programmes. In order to overcome these difficulties, he developed a programme of the main course «Construction works and materials», and, with help of the tutor of the mechanical college Andreyev, he prepared programmes on drawing, norms of productive practice, etc., staying the only tutor of building specialties in the college. He also had to develop a registry of necessary subjects. Konstantin Oleshkevich lived in a government flat by the industrial college, regardless of the fact that in 1900-1903 he was the city architect of Kazan, and in 1901-1903 he was the architect of Kazan principle land board. The architect obtained his own house (now on 33 Mushtari st.) only in 1915, by the time when he had already built much in the city, and during soviet times the house was confiscated, and a children's home was allocated there [3, p. 42].

Konstantin Savvinovich was quite noticeable and interesting man; local press frequently called his name regarding some scandals and curious situations [2, 6, 7]. The most scandalous event took place in 1906 when he performed an execution for the future classic of soviet literature A.N. Tolstoy (1882(3) – 1945) [1, p. 364]. In the end of 1905 Alexey Nikolayevich, undergraduate of Petersburg technological institute came to Kazan with his young

wife and son to his relatives. Families of Tolstoy and Oleshkevich became close and often spent time together. Alexey Nikolayevich, obviously, offended Konstantin Savvinovich somehow (as angry tongues say: «cherche la femme»). K.S. Oleshkevich invited A.N. Tolstoy to his place and, pointing a revolver at him, struck the future author of world-known masterpieces with a whip. Tolstoy paid the debt and on the next day he caught K.S. Oleshkevich when he was going to work in a carriage and gave him a lashing with a whip as well. However, being aware of a violent temper of his enemy and afraid of further mutual beatings, future academician of SA USSR hastily left Kazan without even taking his wife and child.

From the 7<sup>th</sup> of November 1906 and till 1917 he returned to managing training part of the building college. The second stage of his social-pedagogic activity started. At the same time in 1910-1911 he was a temporary Kazan city architect, in 1911-1913 he was a temporary technician of Kazan city board, in 1917 he was an the architect of powder plant. Besides, in 1909-1912 he was the speaker of Kazan city дума, and from the 1<sup>st</sup> of August 1911 he was the trustee of arbitrators of Kazan arbitrage [3, p. 42]. After events of October 1917 K.S. Oleshkevich replaced V.I. Nechkin in his position, becoming the head of Presidium of Kazan industrial, economic, and artistic technical college [4, l.68]. In 1920-ies he trained in Kazan politechnical institute, from 1922 he was the dean of architectural faculty. In 1931 Oleshkevich was defines as a regional architect of Kazan. According to his projects, besides the building of industrial college (1899), house of S.A. Chukasheva (1908), Shamovskaya hospital (1910), and others were built. He worked in modern direction. Such is a short biography of an outstanding man, talented architect, successful official, scientist Konstantin Oleshkevich, whose lifeline was closely entwined with the history of Kazan professional school.

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#### METHODOLOGY OF THE FORMATION OF PEDAGOGICAL CULTURE OF TEACHERS

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The teacher's pedagogical culture provides the possession of the necessary set of knowledge and skills, which determine the formation of his teaching activity, teacher communication, teacher's personality, as the bearer of certain values, ideals and the pedagogical consciousness. The pedagogical culture has its own specific features: attitude to the children, teaching activity, to himself as to the value; the transference of social-cultural experience to students through the guidance of cultural norms in educational activity; the use of innovative forms, methods, technologies of training and students' education; a critical attitude to them and the creative transformation of educational activity [1-3].

The analysis of scientific literature has shown that pedagogical culture is seen as part of human culture (E.V. Bondarevskaya); the integral quality of the teacher's personality, which projects his common culture to the profession, the synthesis of high professionalism and the internal properties of the teacher's personality, the possession of the teaching's methods and the presence of the cultural-creative skills (N.E. Vorobjev); a certain range of the value relations to education and child, which objectively and practically is implemented in the educational process (N.B. Krylova); a set of intellectual, moral, aesthetic, emotional and verbal cultures, which basis is the teacher's common culture (V.A. Sukhomlinsky).

Synthesizing these definitions we consider the teacher's pedagogical culture as the integrative professional and personal quality that combines the valuable attitude to the children, the teaching activity, to him- or herself, the support in the educational activity and behavior on the common cultural norms, an aspiration to the innovations and creativity.

We have identified the following components of the pedagogical culture of high school students – future teachers:

– The motivational and valuable component, which defines cultural aspirations, the system of internal principles and persuasions in the necessity of mastering of the pedagogical culture as a professional and meaningful quality. This component is characterized by formation of the valuable notions, the presence of an integral «I-concept». The content of this component is presented in a professional-pedagogical orientation of the future teacher, which integrates the system of personal meanings, values, motivations and needs. They regulate the professional behavior of teacher in educational activity, and also reflect the psychological purpose of the development as a personal need, so the internal accepted persuasion.

– The cognitive component presupposes the existence of general cultural knowledge, the integral pedagogical knowledge, which is directed at