

*Materials of Conferences*

**THE EDUCATIONAL PROCESS  
IN A HIGHER EDUCATIONAL  
INSTITUTION AS THE PERSONALITY  
OF THE CITIZEN PATRIOT OF RUSSIA**

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Sharp decrease in the society's level of morally-spiritual development brings up a prior task of patriotic education as the factor overcoming negative trends among young people. The authors suggest discussing the problem of patriotic education through teaching and educational process in a higher school of medicine.

In XIX Russia entered the new level of development but inherited plenty of economical, political, social and other kinds of problems from the gone epoch, Great changes took place in morally-spiritual sphere of the life activity of the Russian society. The educational potential of art and culture decreased significantly. The winds of change left a strong impact on the domestic educational system which endured all negative and positive circumstances of the transitional period. As a result patriotism as a socially valued quality lost its significance and its role for youth sharply decreased.

It is generally known that the development of patriotism and love of motherland must be guided since early age within the family and then must develop along with other social institutions when the outlook base of the personality is being founded. The special importance of the coordinated solution to the problem must be emphasized. However the modern realities are such that the society almost completely delegated the power to the educational system thus making the problem more complicated.

Under the present-day circumstances when we speak about the revival of Russia the patriotic education has started playing a main role as a catalyst of the process. The above mentioned point is eloquently testified by a number of state documents having been adopted recently. First of all, it is the State Programme "Patriotic Education of Russian Federation citizens from 2001 to 2005" (approved by the resolution of the Government of the Russian Federation of the February 16, 2001 № 122); the Concept of Patriotic education of the citizens of the Russian Federation (approved by Government Committee on social issues of the military, citizens retired of military service and their family members, minutes № 2(12)-II4 of the May 21, 2003); State Programme "Patriotic education of Russian Federation citizens for 2001–2005" (approved by the resolution of the Government of the Russian Federation of the July 11, 2005, № 422) and others.

Besides the programmes of youth patriotic education are adopted on the regional and departmental levels. The common idea of all above-mentioned documents is that their implementation must "promote the maintenance of social stability, restore of national economy, and strengthening of national defense capability" [1]. It is added that "patriotic education is a systematic and purposeful activity of the official bodies and organizations to develop patriotic conscience of citizens, the sense of faith to their motherland, eagerness to fulfill their civic duty and constitutional obligations to defend the interests of the Motherland" [2]. The mentioned documents set the same goal, anyway, this goal is "the development of the system of patriotic education of the citizens of the Russian Federation, the system developing patriotic feelings and consciousness and providing on the base of them the solution to the problems on social consolidation, maintenance of social and economic stability, strengthening the unity and friendship of the peoples of the Russian Federation" [3].

Teaching and upbringing are integral notions. The unity of the process must be formed on the base of rich spiritual and universal cultural traditions of the developing of the patriotism and patterns of international relations. It's for them to play the most important role in social, civic and spiritual moulding of the personality, they give the base to strengthen the love of Motherland, responsibility for its power and independence.

Educational process is one of the main aspects of the patriotic education system in the university. The success of the whole system depends greatly on the process handling. There are no trifles in this handling, it is the application of new educational technologies which is important as well as the close contact with museums, theaters and other cultural offices based on the design and implementation of long lasting programmes. But the focus on world outlook takes a special place, it plays a key role in the moulding of the patriotic personality. In the connection to it the mission of liberal arts is considered greatly significant as it is up to them to play the role of state ideology conductor, to form the proactive life philosophy. To solve the task of patriotic education in the higher school is not impossible. Furthermore it is determined by "State Educational Standard on Higher Professional Education" within the syllabi of the humanitarian disciplines: National History, Philosophy, Cultural Studies, Sociology, Education Science, Political Science.

Thus, the problems of patriotic education are crucially important and vital issues in the system of the upbringing a patriotic citizen, who is eager to devote their activity to Motherland welfare. The partial realization of these issues is possible within

the teaching of Arts in the university with the integral policy of patriotic education in the university provided, along with the creative approach of the academic staff, reasonable initiative, directed at the motivation of academic and research activity of students.

#### References

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2. The concept of patriotic education of the citizens of the Russian Federation [Net resource]. <http://www.fadm.gov.ru/projects/280/525/MAIN>.
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#### DESIGN OF MULTI-DIMENSIONAL MATHEMATICAL TRAINING

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The article is dedicated to the substantiation of the systemizing role of the multi dimensionality principle in the design of competence oriented mathematical training in high school. Several modules can be distinguished: theoretical, humanitarian, methodological, application and methodical, on the basis of which cognitive, social-humanitarian, operational, research and professional orientations of mathematical preparation. Multi dimensionality of mathematical training is connected with formation of competence, which is a necessary condition of student’s professional development.

One of the major landmarks of social progress in the dynamically unfolding innovative processes in high school is students’ readiness for changes, participation in them and accepting the new as a value. The great importance in this case acquires training of a specialist, who owns deep competence in the subject, professional culture and organizing skills. That is why the key aim in modern social and cultural situation is to become a creative personality, which has a wide range of humanistic values.

A future specialist is required to have the ability of thinking hypotheses and assumptions and perceiving the information as practical value for a concrete result. Abilities in the sphere of professional activities should be complemented by social and cognitive abilities, including a student’s readiness for creative search and lifelong learning. Knowledge and skills together with behavioral and motivational aspect are components of multi-dimen-

sional cluster structure of competences, according to which professional competence, so necessary for the effective work of a graduate, contain clusters of cognitive and functional competences. Personal competences disintegrate into social and high level competences, and the latter serve as a basis for all other competences acquisition [1, p. 15–18]. Professional education should not aim so much on the formation of a final set of previously known competences, but on the formation of high level competences, which allow a graduate to form abilities to diagnose their level of personal and professional competences.

There are some qualities in competences that can be characterized by such notions as “intersubject”, “interdisciplinarity”, and “multi dimensionality”. Relatively, the process of formation of competencies should be designed on the principle of multi-dimensionality, which implies commensurate individual relationships between the components and changes of pedagogical system for education to be focused on the formation of student abilities to self-diagnose their level of professional development.

The category of “multi dimensionality” and its methodological aspects are developed in philosophy and informatics. Multidimensionality as a characteristic of multiplicity states measurement is presented in the work [2]. Pedagogy that has accumulated considerable experience in the study of educational systems from the perspective of the multi-dimensionality is not an exception. V.E. Steinberg is developing the theory of multidimensional teaching tools [3]. A.A. Ostapenko bases multidimensional modeling pedagogical reality on matrix structures, including the target, process, system-substantive, instrumental and evaluative invariants [4].

Appealing to the category multidimensionality in philosophical and psycho-pedagogical research shows the need for science to reflect reality by the most adequate and volume characteristics – compared with such characteristic of reflection as “systemic”. It is more capacious in relation to close notions of “versatility”, “multi-level” and “multi-direction”. The context of the category of “multi-direction” shows the quality of “release”, while the “multidimensionality” – synthesis of complementary parts, which take the system to a new quality. This is not a mechanical connection of parts, but the selection of the set of characteristics that allow to “measure” state, change and development of the entire system. Multi-level and versatility are close in context to release any levels and facets inside the system. This division implies a certain classification of the system (eg. on the basis of “general-special-individual”), which is also not the same as the concept of multidimensionality.

The principle of “multidimensionality” in the design of mathematical training is associated with the need to focus on its transformative, innovative and predictive activities. That means you need to consider how diverse ways of codification