

**REFLECTIVE APPROACH TO  
ADAPTIVE ACADEMIC ENVIRONMENT  
AT HIGHER SCHOOL**

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Nowadays one of the most important problems of the Educational System is that of finding ways of teaching quality improvement. This problem, first of all, concerns Pedagogical Higher Schools. It is the graduates of Pedagogical Higher Schools who should solve the problem at the level of upbringing and developing our younger generation.

Thus, the Pedagogical Higher Schools face the question of qualified professional future subject teachers' training that is in accord with the demands of the person, society and state.

In this connection it is necessary to reorganize the teaching process at the Higher School with the purpose of creation conditions for professional competence formation at students.

Realizing the fact that every student is an individual and inimitable as a personality, there appears a need to create an adaptive educational environment, in which the student himself defines the trajectory of his development considering his individual possibilities and capabilities; the idea of self-education being taken as the basis. Let us mark that the adaptive educational environment involves all the components of the educational content: knowledge, activity experience in familiar situations, creative activity experience and the experience of emotional and ethical relations to the world. It underlines the importance of principally new approach to the teaching, which is oriented not only on digestion of special knowledge and skills by the students, but also on the development of the person and its capabilities, and the enrichment of its individual experience. By the way, it is important to remember, that the adaptivity of the educational environment includes the result system adaptivity as well, and it necessitates the meaning change of the educational process itself.

Thus, it is urgent to plan the conceptual and processual components of the adaptive educational environment on the basis of a reflective approach to the process of teaching.

It is connected with the fact that the very reflective activity will let the student realize his individuality, originality, unicity, and destination, and form his professional competences in the conative, cognitive, active and personal levels. Such an approach corresponds to the meaning of the notion "education" as the formation of the "ego" image.

In this connection the following components should be included into the process of teaching students:

1. A technological map, representing a passport of the future learning process for a student, where its principal parameters providing the academic success are shown integrally and concisely.

2. The technology of the reflective approach, on the basis of which the achievement of strategic aims is realized.

3. Means, methods and techniques, which will be used while reaching the strategic aims.

4. The management system, representing a cooperatively distributed activity of the teacher and the student.

However, it should be noted that every technological stage of the reflective approach corresponds to a definite strategy sort represented as some certain toolkit (step-by-step algorithm) aimed at students' professional competences formation.

The organization stages of the educative process in the frames of the reflective approach can be represented as follows:

Stage I. The definition of objectives in the process of cooperatively distributed activity of the teacher and the student.

Stage II. Research, understanding and re-evaluation of the information by the students and organization of communicative activity on the specification of the problem by the teacher.

Stage III. The information interpretation and projecting a new method of action.

Stage IV. Including the new method of action into knowledge system.

Stage V. Self-evaluation of the activity by the students.

Stage VI. The substantiation of the defined objective achievement.

It is out of doubt that such an organization of the educational process will help the student to see his destination/mission in the academic process more vividly, to form his professional

competences and to follow his individual development.

Generalizing the above said, the conclusion should be done that a reflective approach to the process of education, because of its flexibility and effectiveness, allows using the reserves of the educational process itself and the students participating in it more rationally

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### **PROSPECTS FOR NEW E-LEARNING EDUCATIONAL TECHNOLOGIES IN A TECHNICAL INSTITUTION**

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Recently the demand for training using new e-learning educational technologies has grown considerably in the market of educational services. E-learning (electronic training) is one of the major advances in the educational system, combining active Internet inclusion into online and offline training process, set of informational and telecommunication technologies, software package and electronic version of textbooks [1-3].

A part of the existing potential of electronic training is represented by the following: methods of multimedia integrated on-line and off-line process of getting knowledge, training based on web technologies, providing electronic versions of research and teaching information, necessary for the training process, audio and video support for the material taught, establishing of intercontinental exchange of experience in the field of the latest achievements in modern high-technology educational process by means of distant video and electronic seminars, conferences, workshops, forums, as well as electronic publications.

Analyzing the students training process in a technical institution with the use of innovative e-learning technologies we can mention the following most positive and important factors:

relevance of the technologies used to modern means of intellectual activity, their availability, industrialization, unification and standartization, integration of national educational systems. Electronic educational technologies are becoming one of the promising trends, able to meet the need of modern information society for high-quality knowledge as a product.

Thus, e-technologies provide integration between distant and traditional arrangement of the training process and allows to shift emphasis in the relations between a teacher and a student. It also helps to implement a systematic approach to provide students with all necessary teaching aids. Extra opportunities appear to improve the quality of teaching students living in remote locations and to attract staff in different regions to the process of education. E-learning gives choice in terms of the type of the course and the speed of learning. Universities are able to adapt the content of the courses offered to economic and social conditions and provide continuous education after graduation from the university [2, 4].

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