

and attitudes; formation and development of skills of the independent organization of education-cognitive activity.

The decision of these problems assumes use of following means and ways of psychologic-pedagogical support of the initial stage of professional education of students:

1) diagnostics of readiness for education-cognitive activity, motives of the doctrine, valuable orientations, socially-psychological and professional installations, interests, preferences of the person;

2) help in development of educational skills and mastering by technics of self-control, development of forecasts of development of is professional-personal potential of students;

3) psychological support of first-year students in overcoming difficulties of an independent life and an establishment of harmonious mutual relations with classmates and teachers;

4) consultation of the first-year students who are experiencing difficulties and a problem in professional self-determination;

5) assistance in professional self-determination, a choice of new means of strengthening of positive motivation to the future trade;

6) orientation of students to cooperation, their inclusion in parity dialogue.

Allocating the basic postulates of the theory of support, such as necessity of system support, on positive internal potential of development of the student, interaction instead of influence, it is necessary to note its continuous character, a support, that the system of complex support of educational process is while at a stage of becoming.

Despite of it, it is possible to allocate the general invariant attributes:

- the general understanding of support as special kind of the help in search of ways of the sanction of the actual contradictions meeting at the organization of educational process;

- comprehension of necessity of the complex approach provided by command work of experts of various structures: psychologists, teachers, social teachers and medical workers;

- a generality of use of a fundamental method of support in unity of diagnostics, information search, planning, consultation and the primary help in realization of plans;

- understanding of necessity of work in close communication with practical activities of educational establishment;

- presence of base elements of a network: activity of curators, services of support, territorial different types the centers, coordination and methodical services of system.

Introduction of the term "support" does not grow out research experiment-linguistic, its replacement classical – the help, support or maintenance – not to the full reflects an essence of the phenomenon.

It is a question not of any form of the help, especially about maintenance, and about such support, in which basis preservation of a maximum of freedom and the responsibility of the subject for the decision of an actual problem lays.

Priority directions of psychological support in high school are:

1. the help to the student at a stage of adaptation to process of high school training and to new conditions of a life.

2. the help to the student in overcoming problems in training and dialogue with contemporaries.

3. the help to the student in the decision of complex social and emotional problems of development.

The model of complex psychological support promotes activation of potential of development and self-development of the subject of vocational training and sets opportunities of its personal self-realization.

The work was submitted to international scientific conference «Prospects for the development of university science», Dagomys (Sochi), 20-23 September 2008, came to the editorial office on 23.07.2008.

THE USE OF APHORISTIC POSSIBILITIES AS THE ALTERNATIVE KIND OF MEANS OF THE PEDAGOGICAL PROCESS

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The search and use of alternative means of pedagogical process is one of the phenomenon of the modern pedagogical reality. Alternative means allow us to influence management, organization and efficiency of the pedagogical process as well as the creation and development of its unities more effectively, influence the relations, taking place and appearing in the pedagogical process, and on the whole, humanize the process of education and upbringing.

As the non-conventional means, helping us use humanitarian knowledge in the pedagogical process, we consider *aphoristics* – genre of oratorical art, with the *aphorism* as its unity taken from the fiction, characterized by authorship, laconism (in one sentence), common value, originality of the expression and content.

“Aphorism is a carved thought” (V.V. Malyavin), which does not contradict but confirm, does not refer someone to other thoughts, but direct to the sense, which is in itself. That is why with some time aphorisms do not become out of date, but gain more value, becoming centers of the thoughts of the society, capacious form of the thought of the society as the reflection of the reality and the reflection of the author’s attitude to it through the aphorism.

The ideas of studying aphorisms from the point of view of pedagogics appeared quite long ago. Pedagogue- linguists B.B. Komarivskij and I.M. Kantor named them among other lexical expressive means, serving for and enriching pedagogics. Many linguists paid their attention to the initially didactical character of aphorisms (A.S. Aksamotiv, N.M. Gri-bachev, V.V. Malyavin, S.G. Spirkin, I.P. Sharapov, L. Uspenskij, N.T. Fedorenko and others), this idea is also proved in the encyclopedias.

At the present state the number of the researches, devoted to the studying of aphoristic possibilities as alternative means of pedagogical process is not large. The investigations are aimed at the studying of aphoristic possibilities as alternative means, helping: train and improve the quality of the future teachers preparation (M.S. Kobzeva, N.A. Gorbachev); deeper understanding of the professional lexics while reading special (equal pedagogical) literature (V.A. Ivanov and A.A. Pushkin); retrospection of philosopho-pedagogical and pedagogical expressions (R.M. Ganiev and O.R. Archegova); pedagogical heuristic activity (V.N. Sokolov); upbringing and education of the personality of the child (Z.B. Tzallagova). Each investigation itself represent a new list in the studying of the aphoristic possibilities as the means of education and help us point out its perspectives in the term of its use in different pedagogical and psychological technologies. In such a way, in school of Wisdom (school № 5, Shelechov, Irkutsk region, Russia) experimental work connected with the examination of the model of the technology of pupil personality formation takes place, which is able to build up one's life according to the laws of Truth, Good and Beauty with the help of the "value-sense" field of aphoristics "Truth. Good. Beauty".

In our investigation we worked out the author's version of the teacher's activity to form interest to the pedagogical science among future teachers. As the means we choose pedagogical aphoristics of Konstantin Dmitrievich Ushinskij. As the result of this investigation the "Program of forming interest to the pedagogical science among students-future teachers with the help of pedagogical aphoristics of Konstantin Dmitrievich Ushinskij" has been developed. The content of the Program include pedagogical aphorisms of K. D. Ushinskij. The use of pedagogical aphorisms of K. D. Ushinskij allowed us to create the activity of the teacher in such a way that forming interest to the pedagogical science among students is achieved through the development and accumulation of pedagogical knowledge, working out beliefs in the rightness of actions, increasing ability of the rational realization of the professional pedagogical activity through the constantly appearing of the creative aspiration to new things, phenomena, etc. Besides that, pedagogical aphorisms of K. D. Ushinskij, due to its energetically compacted sense of the content, contribute to strengthening of assuredness among future teachers in

the rightness of the choice and ability to develop pedagogical skills, in their maturity to get new pedagogical knowledge independently. That was proved by our investigation.

Today we may state the fact that the use of aphoristics and its creative possibilities allow us to consider it as the effective, non-conventional means of the pedagogical process, which is able to influence the formation of the person and his or her qualities and to help to direct the activity of the teachers and pupils on the basis of pedagogic and psychology creative.

The work was submitted to international scientific conference «Basic and applied research. Education, economics and law», September, 9-16, 2008, Italy (Rome, Florence), came to the editorial office on 16.07.2008.

PROBLEMS OF PATRIOTIC EDUCATION IN RECENT TIMES

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Deep politico-social and economical changes taking place at the turn of XX-XXI centuries in Russia influenced radically on the society development in economical, cultural, legal and civil aspects. The changes occurred in the country require the search for a new content, new ways of formation of a citizen able to find himself in this world.

The problems of patriotic education at the present stage are acquiring a special importance. As the basic tendencies creating necessary foundations for the patriotic education perfection in conditions of the Russian society being renovated the following directions are marked out: social life democratization; civil society becoming, striving to Russian citizens' social protection guarantee; priority of national rebirth idea; facing regional and features; influence of the international culture on the formation of a citizen; intensification of attention to positive experience of training a patriot in the history of native pedagogical idea, etc.

The concept content of "patriotism" includes the following components: love to Motherland, native places, native tongue, respect to the past of one's Motherland, traditions and customs of one's people, knowledge of Motherland history, understanding problems facing the country and the ties of patriotism; respect to other peoples, their customs and culture, intolerance to racial and nationalist enmity, striving to provide honour and dignity of Motherland, respect to the army and readiness to defend Motherland; readiness to serve Motherland interests, active and conscious participation in labour activity at the combination of personal and social interests.

Patriotic education has historical roots. In spite of the ideological hesitations the patriot formation problem remains relatively stable in any nation.