

and its components are changeable and flexible. Any process of perceiving the object as the whole requires the division of its peculiarities, sides, parts (analysis) and connections between them (synthesis). The cognitive work is demonstrated more distinctly in the perception of the complex meaning of the picture, perception of which requires understanding, i.e. it is a form of a complex cognitive work.

The process of developing passes 3 stages: listening, describing and explaining. These 3 stages testify the different degrees of understanding of a given content by a child. They depend on the following:

- 1) the picture's structure;
- 2) the degree of narration closeness;
- 3) the kind of the asked question;
- 4) the general culture of a child and observational skills;
- 5) the development of his speech.

That is why a child can show simultaneously different levels of the picture's perception. In other words, the levels can coexist.

The pupils can connect theoretic knowledge with practical activity. The children open up at random and sequent observe the surroundings, connect mentioned facts with data in life, received from the books and teacher's explanations. Theoretical reasoning of the studied new material induces a pupil to check in practice again something discovered by him. The school children acquire tenable and reasonable knowledge. The perceptive culture is a perfection of the whole child's cognitive activity [4].

The perceptive development is a transition form, a conjoint, syncretical, fragmentary perception of the object by the child to the divided and categorical reflection of things, events in their extensional, temporary, casual relations. When developing the perception its structure changes and mechanisms. The children's eye follows the hand movements. A word is a mean of analysis and generalization of perceivable content.

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The work was submitted to international scientific conference «Priorities for Science, Technology and Innovation», Egypt (Sharm el-Sheikh), November, 20-27, 2008. Came to the editorial office on 10.10.2008.

ON INCREASE IN QUALITY OF EDUCATION THROUGH APPLICATION OF ACTIVE FORMS OF TEACHING

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In order to get a profession a student needs to master a certain amount of knowledge which comprises knowledge of separate disciplines. A generally accepted competence building approach implies that a specialist should not only have knowledge and skills, but also be able to apply the acquired knowledge in practice, he or she should learn to find and use effectively the necessary information, be ready to solve tasks arising from the course of work.

With such approach to teaching students being implemented, it is necessary to intensify active forms of teaching. Introduction of active forms of teaching makes it necessary to change the prevalence of lectures and seminars and to increase the amount of students' independent work under professors' supervision. But the problem does not lie in the necessity to change the correlation of class hours and independent work in the academic plan, but in preparation of the necessary methodological provision that enables students to master certain parts of academic disciplines while doing individual tasks.

In recent years interactive and dialogue methods of giving lectures, solving cases and joint project have spread widely. One of the ways to intensification of students' independent work is self-tests that checks academic material mastering.

In the Finance Academy under the Government of the Russian Federation there was established the Centre for testing within the frameworks of increase in quality of specialists training. One of its functions is to create a multipurpose system of knowledge testing and organization of students' independent work. The Centre coordinates the work of the Academy's departments in the development and accumulation of tests banks and carrying out different types of tests.

Effective use of testing in organization of students' independent work means that there is a bank of tests for independent work on the taught disciplines. While planning classes, it is necessary to include both students' self-training and self-testing on different parts and the whole discipline. Students should have an access to computers to carry out tests (or a network in distant learning).

In the Finance Academy most tests are created in ASR (Adaptive system of testing). Moreover, a multifunctional testing system created at the Faculty of Open Education is widely applied. It provides entrance, training and final control of various parts of disciplines through the Internet-training server. There

are some other approaches to implementing tests in teaching process.

Testing technologies if used competently provides a good tool for measuring the level of knowledge from different viewpoints. Taking the changes in the system of higher education into account it is unadvisable to defy the advantages of testing technologies for intensification of teaching process. It goes without saying that the creation of high-quality banks of tests will demand considerable expenditures but their implementation will enable to diversify and increase the effectiveness of students' independent work.

The work is submitted to III Scientific Conference "The Problems of International Integration of Educational Standards", Czechia (Prague) – Luxembourg – France (Paris), April, 20-27, 2008. Came to the editorial office on 19.08.2008.

ABOUT PROSPECT OF DEVELOPMENT OF THE HIGH SCHOOL SCIENCE ON THE BASIS OF ESTABLISHMENTS OF PRACTICAL PUBLIC HEALTH SERVICES

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Federal Law of Russian Federation « About a science and the state scientific and technical policy »N 127-FZ from August, 23rd, 1996 (last addition from 01.12.2007 N 308-FZ) provides two kinds of scientific activity: research and scientific and technical. In high schools employment by scientific activity, and in treatment-and-prophylactic establishments which carry to sphere of services to the population is necessary, scientific work is not obligatory. Nevertheless, among the practical doctors, the much creatively presented people, capable to invent new medical production and to conduct scientific researches. So, in city clinical hospital №3 of M.A.Podgorbunskogo inventions on neurosurgery, traumatology, anesthesiology, resuscitation, abdominal surgeries, urology, endoscopy are created, radiology and to other specialties and 70 patents for inventions are received. At the international exhibition «Week of high technologies», passing in St.-Petersburg in June, 2003, the hospital is awarded by a silver medal. Doctors act with messages on concrete inventions and results of scientific researches at various congresses, the congresses and conferences. Practical doctors only our hospital protect, as a rule, in the Kemerovo state medical academy more than 40 candidate and two theses for a doctor's degree.

Hospital experience has shown, when clinical chairs of medical high schools work in creative cooperation with highly skilled experts of clinical hospitals, use of a mental potential of establishments of practical public health services can bring the consider-

able contribution to development of a high school science and to scientific and technical progress to medicine. Results of research work become high school production, and scientific and technical activity – intellectual property патентообладателя. Various application of patented production, including at the professional organisation of patentno-licence trade on internal and the world market, at ability and diligence, can give additional incomes and open new economic prospects to owners of patents.

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 18.07.2008.

ROLE OF STUDENTS' RESEARCH WORK IN THE AREA OF ECONOMIC PROCESSES STUDY WHILE TRAINING QUALIFIED EXPERTS

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At the present stage the students of higher professional economic tertiary education get background knowledge in various areas of economic sciences, nevertheless, the disruption between the theoretical knowledge acquired in the process of training and the demands of modern Russian economics being now in need for new researches and developments is, perhaps, much greater, than before.

There are many samples about it. So, in the course of microeconomics of any economist having experience of work at a real enterprise, the use of one-commodity model bewilders. But in the real market only multi-commodity firms act practically. Any small enterprise performs different kinds of work and services. And any tiniest booth sells tens types of merchandise. But there can be more than a hundred of such commodities at big enterprises. And the main problem facing the administration consists usually in the choice of the right assortment. The full time students having no practical experience of work and studying the course of microeconomics in a HEI simply don't know what managers really concern themselves in the firm. Problems rise to the surface much later, after graduating from the HEI. Having come to the working place the former student finds out that, in fact, Economics is hardly helpful to anybody in the form it was taught.

Several more examples are given here. On the pages of a standard theory textbook there never appears such a concept as "quality", important for providing the firm's working life. Doesn't it deserve a theoretical treatment? Things are not better with the project thinking. The theory presentment is composed