

*Materials of Conferences***DESIGNING OF THE SOCIAL STATUS IN
CONDITIONS OF THE EDUCATIONAL
ENVIRONMENT OF THE TERTIARY SCHOOL**

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Many social factors influence the formation of an individual as subject of attitudes and conscious activity, among these factors are culture, group experience, unique individual experience. The process of individual formation, acquiring of values, norms and patterns of behaviour accepted in the given society and social group plays a significant role in life of the society and individuals. In this respect theoretical and practical interest lies in the field of diagnostics of the social status as a position of an individual or a group according to social attributes (economic standing, profession, qualification, education) because it is the statuses that define a degree of inclusion of an individual into various groups as well as the position which an individual occupies in them, thus building the static structure of a society. Certain requirements to behaviour and expectations correspond to the social status. Special attention is given to the achieved statuses, i.e. social positions which are fixed through an individual choice and competition. The focus of our sociological research is the projected social status of university youth by means of estimation of their reflection in relation to the problem under consideration.

The research was based on the responses of senior students of a medical university, the technique used in the research is diagnostics of social frustration level developed by L.I.Vasserman (modified by V.V.Bojko). The recorded results reflect different degrees of dissatisfaction of a significant part of students with the situation in the country, their financial position, medical services and everyday consumer services as well as an opportunity to choose place of work.

The average social frustration level of the social group of students in the research is characterized as "lowered" based on the value of a corresponding index. Indexes describing satisfaction with political situation in Russia and medical services belong to the category "moderated", indexes describing satisfaction with financial position and an opportunity to choose place of work are "uncertain".

Priority activators of students' social dissatisfaction are: 1) problems of the Russian society, 2) fundamental institutional changes in the sphere of public health services, 3) low level of financial position of students. In our opinion the dissatisfaction of half of students (51,7 %) and absence of students completely satisfied with Russian political situation positively characterize the civic stand of the future specialists.

Modernization of public health services (existence of the market of medical services, private medical practice, etc.) is ambiguously perceived by students, the evidence of which is dissatisfaction with health services (49,8% of respondents), uncertainty in a real choice of worthy place of work (more than 30%).

Reorganization of the system of professional training also disturbs future doctors: 22,8 % of students cannot estimate the received professional education positively; 19,8 % are not satisfied with their activities; 18,7 % are not satisfied with conditions of study; 19,7 % are dissatisfied with their mode of life in general. Internal structure of the educational environment of a certain university is positively characterized with the absence of respondents unsatisfied with the university administration.

The fact that up to 40,3 % of students are not satisfied with their financial position correlate with the results of social interrogation of students of 4-5 years of study, according to which the fourth part of students has to work at off-hour job.

As a whole the investigated group of students is characterized with low level of reflection in relation to the projected social status - indirect characteristics receive negative estimation, and «their own position in society» is characterized only positively.

The fact that students are satisfied with their family relations (parents, spouses and children for married students), with friends and fellow workers (for working students) characterizes students' social interactions at microlevel positively.

The results of the sociological research allow to estimate the influence of social factors on internal readiness of graduates of medical universities to professional work (to P.Muchinski, 2004). Expectation of negative facts connected with employment, reorganization of social institute of public health, social and economic problems in the society have deforming influence on formation of the social status of the future specialists, reduce its level of autocompetences and self-presentation.

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**SYSTEM APPROACH TO THE LEARNING OF
DRAWING IN UNIVERSITY**

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In the contemporary society, the personality – centered direction has come to be replaced the graphically – centered direction of the education, which finds its expression in the competent approach by the

comprehension by us, as the unity of the theoretical and practical preparedness of the specialist to the labor activity implementation. The competent approach realization demands the contemporary methods of teaching introduction, which formulate the occupational competence of the students, as the future specialists, arm the methods of the knowledge activation, which is often left the quite passive one, that is to say, it doesn't find its practical application. The system approach to the students teaching is one of such methods at the engineering graphics teaching.

Under the system, they usually comprehend the elements totality, having connected between each other by the definite relations, which comes forward, as the total whole in the interactions with the environment. The contemporary presentations on the system permit to distinguish two approaches to the system comprehension:

- a system – some object image, which reflects our presentations on its arrangements, is the method of the information organization on the object and serves to the cognition targets;

- a system – the some construction, which is the tool of the challenges solution and serves to the targets of the social practice.

It is quite possible to distinguish the main sides in the system notion:

1) the system composition – a great number of its elements or the parts. It is so important to show and to give the clear presentation on each element, a division of the discipline at the engineering graphics study;

2) the system structure – the connections or relations totality between the parts. It is necessary to demonstrate the connection between the tasks, having gradually complicated their solution, as far as the engineering graphics mastering;

3) the system itself – is that the whole one, that is being formed, as a result of the parts connection by means of the connections, and it doesn't come to the separate parts;

4) the system interaction, as the whole one with its environment, in which the system attributes are being manifested. The necessity is appeared to show the discipline connection with the real production tasks, the activity result – at the production;

5) the special – purpose system character or its connection for the purpose of the activity: the aim defines the selection principle of the parts and connections, and, therefore, the different systems will correspond to the different aims. For example, the quality of the specialists' preparation influences upon their production activity.

Under the object systemacy, we comprehend its attribute to master all the system indications. As, in principle, every object can be considered, as some system, then the surrounding world systemacy assumes the universal character.

Concerning the thinking, the system approach acts as the organization method of the thinking process, as it demands the definite sequence carrying out of the actions. Increasingly, it is also related to the spatial thinking, without of which it is quite impossible to master the drawing disciplines.

In the process of the system approach realization, all the main operations of the spatial thinking have been started working at the drawing disciplines learning: the analysis (e.g. fragmentation into the parts); the synthesis (e.g. transition from the parts to the whole one); the comparison (e.g. juxtaposition of the whole one and the interaction exposure); the abstracting (e.g. emphasis, substantially, important from point of view of the aim); the generalization (e.g. transition from the specific objects to the system); the concretization (e.g. movement from the general system conception to the particular system). Thus, the development and activation of the thinking takes its place, as a whole.

The system approach acts as a means of the information ordering on the object, because it presents the information in a form of the system, it includes the system into the systems hierarchy as the subsystem and as the over – system. This ordering plays an important role in the learning process.

The system approach is not the end in itself: its application must give the real, but the quite perceptible effect, in every specific case.

It is necessary at the drawing disciplines learning:

- to define, clearly, the aims of every kind of activity (at solution of the tasks and the semester tasks execution);

- in accordance with the aims to define the teaching technologies, which unite the teaching methods, means, and forms (e.g. the application of the applied computer programs and the classical drawing in the drawing rooms);

- to conduct the students' teaching with the observance of the mental development logic and the competences achievement, having developed by every student (e.g. the multilevel test tasks use).

Thus, it is necessary to solve the challenges of the structurization and the hierarchy of the studied discipline, having revealed the regularities and the interconnections with the aim of their more efficient use for the system approach realization at the drawing disciplines learning in the Technical University. The teachers' task – is to learn the students to perceive the cause-and-effect relations, as some threads, having connected everything in the reality surrounding us, then they begin to see not simply the separate parts, but the whole one and interconnected, having formed a habit to the system thinking, they themselves are consciously and purposeful learning to form the circumstances, to define their aims and tasks.

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INFORMATION TECHNOLOGIES IN HIGHER SCHOOL PREPARATION OF PRE-SCHOOLING TEACHER

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The moving of modern informative, political and cultural transformations in Russia has entered into all spheres of human activity including kindergartens. At present new information technologies are used in both managing system and teacher's work.

We have studied and analyzed the work of several Moscow and Moscow region early-education centers which shows that modern computers, multimedia projectors and interactive school boards are either installed or being installed there.

But the work is run by the teachers who have finished courses in the field of information technologies or those who have technical education but not masters in pre-school teaching methods.

We are sure that modern kindergarten requires a teacher who is quite at home at latest achievements in science and culture, informed in modern methods of teaching, familiar with technical equipment and special early educational software.

The teacher must be a master of nowadays information and multimedia technologies as well as pedagogic, psychology and early education teaching methods.

For a period of several years we studied and compared informational environment of the high school and kindergarten, analyzed approaches to the problem of projecting students' professional competence and realizing it in their future professional activity.

We believe that professional preparation must involve comprehensive subjects connected with information technologies, optional courses, special courses and practice. Therefore in Moscow State Humanitarian University named after M.A. Sholokhov

is established a new speciality "Information Technologies in Early Education" in bounds of which the work with early education teachers is held.

We have worked out the new specialty curricular which includes

- modern information technologies
- theory and methods of using information technologies in kindergartens
- computerized testing in pre-school preparation
- information technologies in school managing
- information technologies for early-age children development
- children educating programs and games

This curricular is fulfilled by teachers of Informatics and Mathematics chair and Theory and Methodology of Early Education chair of Moscow State Humanitarian University named after M.A. Sholokhov

On the basis of State Educational Standard for Higher Education, Moscow State Humanitarian University named after M.A. Sholokhov curricula for the following specialties: "Pedagogic", "Pre-schooling Pedagogic and Psychology", "Pedagogic and Methodology of Pre-schooling education", "Special Pre-schooling Pedagogic and Psychology" and "Program of pre-schooling education in kindergarten", we worked out the innovative program on formation of information competence of teachers which satisfies a person's demands to enrich knowledge in the field of information technologies and improve professional preparation of future pre-schooling teachers.

The program consists of introductory and three sections. The aim and tasks of the course are displayed in the introductory. The first section includes the list of technical, program and methodical equipment. It describes the studying process organization, kinds of class activities and requirements to the final testing of students. The second section, which is Theme Planning and Program Content, includes the list of themes to teach and detailed content on each of the themes.

Theme Planning is composed of three parts. The first one is "Computer skills". The third part is "Professional competence of pre-schooling teacher" is devoted to the questions of using computer tests to establish the level of a child's readiness to school studies, psychological and pedagogical bases of computer technologies and computer technologies for school managing.

Also children educational software and computer games are displayed here.

The result must be shown in the final research and annual conference where the listeners share the material they have devised and the experience they've got during the work at kindergartens.

Evidently the work to be carrying out favors the higher school professional preparation and rising of the level of pre-school teacher professional skills.

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REALISATION OF THE PRINCIPLES OF THE BOLOGNA DECLARATION IN RUSSIA

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Attention to the European educational system has deep political and historical roots in Russia. European universities with their long history, used to be a