

*Materials of Conferences***NOVATION DIDACTIC PRINCIPLES OF MODERN EDUCATION IN RUSSIA**

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The problem of contemporary process of modernization of Russian education is discovered in the article, where new quality of a graduate of a contemporary school comes to the fore – meta-object competence. In a frame of reference of meta-object of contemporary education it is necessary to form new didactic principles of its organization.

The process of education is traditionally created in the sphere of actual development taking into account operable processed linkage and quality of a final result. Model of modern education is directed to global both a process and technologies of education where means and forms are determined with meta-object of new knowledge.

Didactic principles that our soviet pedagogic was based on through long decades ( as follows demonstrativeness, consciousness and activity, availability, scientific character, individual attention to students in conditions of collective work, consistency and consecution, stability in knowledge achievement, skills and abilities, combine the theory with the practice etc.) have practically run their course, especially under the conditions of implantation of new education standards and creation of new education content.

It is important to take into account some general and partial didactic principles:

Principle of humanity – unity of generally cultural, social and moral and intellectual development of a personality adopting collective origin in civil society development.

Principle of culture succession – comprehension of deep meaning of folk artistic culture that makes fundamental principle of preservation and development of statehood.

Principle of culture congruity – unity of culture, traditions and experience of creative work under the conditions of world culture comprehension.

Principle of nature congruity – backstop on individual abilities and peculiarities of a personality developing in laws of kindness and beauty.

Principle of social partnership – equality of participants, respect of positions, consideration of perspectives and needs of participants of cooperation and interaction.

Principle of individual and creative self – actualization – phenomenon of creative translation of system of values into scientific and research, practical and art I activity.

Principal of purposeful cooperation and joint creative work – interaction in a dialogue which is

focused on formation of new styles of scientific, creative and social mentality.

Principle of differentiation and integration – comprehension of process and results of activity on the basis of continuity and unity of interrelation of the general, the partial and the entire.

Principle of diagnostics – testability of actions results using parametric and nonparametric methods of mathematical statistics. Principle of unity of fundamental nature and career guidance of educational process – connection of education with everyday life, science and culture, theory with practice, individual needs with social necessity.

These principles are taken as a basis of a new conception of new education didactics in reference with new pedagogical technologies, forms and content of modern system of education.

Principles of modern didactics became scientific-practical norm and law for education system only under the conditions of new pedagogical requirements functioning which can develop specificity, the general and the partial as in the context of material and technical fitting out as in the context of formation of new structure of its content.

Given didactic principles discover clear connections of the most important meta – objective knowledge in social and professional achievement of personhood with civil responsibility for his or her life, life of the country and destiny of ancestors.

These connections are associated with a teacher as a repository of world view who remake folk, creative and scientific experience into the pupils students' knowledge system according to the scheme:

*Ethno* – «I» (I – ethnic) – *Ethno* – «We» (I – social) – *Ethno* – «Knowledge» (I – pedagogical) – *Ethno* – «Culture» (I – cultural).

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### EDUCATIONAL TRAINING OF TECHNICAL UNIVERSITY STUDENTS DURING INNOVATIONS

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Nowadays when we speak of innovative processes in high school, we often think of concepts, programmes, technologies. Such is a standard term set. It should alert us as an experiment transforms into a goal itself within institutions of higher education. And position of students in such institutions, their level of training and civility can stay relatively low. Perhaps the problem is that, in effort to implement innovations, we have not formulated main value orientations of educational training of students.

Changes that have conditioned the necessity for every civilian to accept his responsibility for his own destiny leads to a gradual affirmation of a new system of value orientations in social consciousness. Young people who enter life do not always accept values of free democratic society. Hereby a process of value self-definition within an institution of higher education becomes significant as well as establishing a system of value orientations that is especially necessary for successful realization of future professional activity within a system «person-person».

Pedagogic realization of these values must be aimed for improvement in general culture of a student, its familiarization with national and universal values. It requires cultural direction in higher education. Especially when we see that the «ozone layer» of culture now in our society becomes thin, and spirituality, general level of culture falls while the whole volume of information increase. Organization of educational and training process of developing moral-value orientations of students in terms of etno-regional system implies:

- Theoretical basics that study a multiplicity of scientific concepts and define essential characteristics of a person;

- Methodological basics that unite the system of scientifically-based approaches to organizing educational and training process;

- Didactic basics that reveal structures of educational and training processes as a totality of mutual means of education on general and professional subjects.

Specific contents of main categories of moral values and their character suffer significant alterations within a world of culture, spiritual life of a person. «My culture is a spirit of nation that I belong to, a spirit that leaves its sign on my highest thoughts as well as on the simplest gestures of my everyday existence» (Thierry de Montbrial). A student's personality is studied as a flexible autonomy of value orientations that are displayed in process of perception and apprehension of suggestions, terms, demands, given by the society, and development of moral-value orientations is a process, within which a student integrates the society, obtaining knowledge, mastering values and skills of adequate behavior; solves the problem of developing realized, correct attitude towards ethnic and social roots; makes his own individual preferences in world-perception and world-apprehension.

It is necessary to study moral-value orientations as a behavior standard that represents a totality of qualities that provide for a positive perception of sensible and evaluated artefacts in its correspondence with text ideal and personal experience in area of moral consciousness. Accounting of how a student self-defines in moral-value environment, masters processes of his own value-educational activity allowed us to define the following directions of work in this area:

- Organization of training and education in accordance with modern economic, political, and social realities of a region;

- Improvement of main peculiarities of modern educational system via implementation of value approach toward solution of professional and life situations;

- Studying traditional and modern philosophic, pedagogic, and moral ideas on language and culture as basic elements in setting a goal in education;

- Development of moral-value orientations among students of regional technical institution of higher professional education via teaching professional subjects through apprehension of value nature of culture and morality by a student, as they represent both forms of fixation of such knowledge within a person and source of its mastering;

- Optimization of efficiency in educational-training process through student's interest in results of their education.

A modern tutor of an institution of higher technical education must know of many ways that can help him to achieve his goals. During the search for value orientations in student's training, its harmonization, and education update concepts of a person, a student, spirituality, scholarship, individuality, national and universal culture, health, choice, responsibility, variability, tolerance become the most common ones. It is important that all these categories are fixed in pedagogic mind of a tutor, defining his professional culture and contents of his everyday labor.

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