

Therefore, the Russian Institute of the higher education, the college, and the University transformation is being observed into the research – test work regime on the new academic curriculums, the educational standards, the new educational technologies, and the management structures approbation and their further approval.

The Institutes of the higher education, the colleges, and the Universities, having changed in the innovative searching process, are being related to the self – developing educational systems category.

The schools and the Institutes of the higher education, the colleges, and the Universities, as the world – wide instructional – educationally systems have already been passing many centuries – old way of its historical development. On the one hand, they have exerted the considerable influence upon the accumulation, the preservation and the culture and the society progress, as a whole, and, on the other hand, they have felt on themselves the cardinal changes variety, having passed in the society, the science, and the culture of all the countries and the nations [6, 7].

So, the University is raising much high up to the mankind achievement tops the whole mastering and the human creation of the cultural values process. It is being conditioned and the fact, that the University educational content is continuously being enriched from the cultural heritage of all the countries and the nations, from different and the various fields of science, the human life and his practice. Therefore, the higher education is being became the necessary and the significant development factor, as of the separate spheres (e.g. the economy, the policy, the culture, and the science), well as of the whole society [9].

Thus, the pedagogical Universities are quite able to give the help in the new knowledge receiving on the educational practice challenges in the world, to render the necessary assistance and the help in the number of the actual challenges of all the education levels and the types, as the educational, the cultural, and the research and scientifically centers. So, the Universities potential and their autonomy are quite able to be used for the large ethical and the scientific and the pedagogical, and the social challenges solving, with which the mankind and the society will be dealt with in the near future, and also to be served the integrating element of the general education system modernization, having kept and preserved the best traditions of the domestic education [9].

None development is not quite able to be without the higher education: exactly the higher school is fully responsible for the teachers' preparation and the further training, for the programs development, and for the investigations carrying out in the education field. So, the Universities will have to be the active participants of the actual and the burning issues and the urgent challenges solution of the present: the misery, the intolerance, the cruelty, the illiteracy, the hunger liquidation, the environment protection preservation. Thus, the

school education radical reforms comprehension is being gone on in the framework of the pedagogical University in the end of the 20 – th century, and the management new philosophy formation by the education and by the educational policy [9, 10].

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THE EDUCATION AS THE PERSONLITY DEVELOPMENT BASE COMPONENT

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The education is being included in itself, however, the two aspects: on the one hand – this is the social experience transfer process to the rising and coming generations by the society, that is the teaching process, on the other hand – this is the social experience mastering level by the man, which in the given case, it is being included in itself the accumulated and the

stored knowledge on the nature, the society, and the man transfer process, these knowledge use methods in the practical activity, the new knowledge getting methods, and the relations nature towards the reality orientation and the awareness on the basis of the accumulated and the stored knowledge and also the know – how. So, they are being formed and their own and the proper relation towards the reality orientation and the awareness in the experience transfer process to the rising and coming generations by the society [2, 7].

The education, as the system is being presented itself the establishments and the institutions developing network of the quite different type and their level. So, the education basic elements, as the macrosystem, having had the state status, – these are the preschool, the school, the secondary special, the higher, and the post graduation additional education [9].

The education content is being defined in the Russian Federation (RF) Law, as the one «from the economic and the social society progress factors, and it should be oriented: upon the personality self – determination provision, the conditions creation for the self – realization; upon the civil society development; upon the legal state strengthening and the further improvement and the perfection» [6].

So, it should be noted, that the education content – this is also and the didactical implementation and the knowledge realization on the world, and the man's activity methods in this world, his creative activity implementation and his further realization experience, the relations standards to the world, to the people and to themselves. The education content – this is, however, the education basic types elements defined and the specified correlation [3].

And the «education system» notion and the conception is the not less considerable one. It is being considered, as the educational programs aggregate, the educational establishments and the institutions network and the management corresponding bodies by them in the Law. So, the educational system is quite able to be considered, as the education significant types defined and the specified aggregate, in the scheme [8].

At the different and the various society evolution stages, and the corresponding education types have been appeared, the correlation and the aggregate of which have been defining the content and the education system at the public development each stage. So, the education process has generally been borne, however, the imitative activity character, at the very first stages of the human society formation. The experience has been perceived by the rising and coming generations in the direct practical activity process, where, first of all, the practical abilities, the skills, and the experience for the different and the various activity types carrying out, which are the significant ones, for the defined and the specified society development level at them: the food getting, the fire strike, the human body protection from the temperature fluctuation and its variation, the sim-

plest means of the labor and the work use and so on. The knowledge on the ambient nature by the mankind during the prolonged period of time has been accumulating rather slowly. The people have been observing the defined and the specified, and the repetitive phenomena, having taken their place in the reality orientation and the awareness, they have been noticing their regularities, but not always they were able to be comprehended all these phenomena causes and the reasons. At the very first stages, the education process society formation has been borne, however, the rising and coming generations' pre – occupational training and the preparation elementary prototype on the most significant practical abilities, the skills, and the experience working out, having provided the man's vital functions and his vital activity [9].

And, it is no mere chance, the education present – day process, as such, is being begun not so much from the knowledge formation, as, first of all, from the man's labor and the work activity natural organs development (e.g. the child's brain, the hands, and the feet) and also from the treatment practical abilities, the skills, and the experience formation with the simplest means of the labor and the work (e.g. the skills to use a pencil, a pen, a knife, a needle, an awl, scissors and so on and so forth), and also from the reading, the counting, the writing abilities and the skills and the experience. The other abilities and the skills and the experience are being formed at the children already at the preschool age, they are familiarizing themselves with the man's practical activity significant and the important types: they are playing in the hospital, in the store, in the school and so on. Such education character is quite able to be considered, as the elementary pre – occupational education first stage.

This is the education original and the peculiar type, and it is quite impossible to be brought it only to the technological training, the peculiarity and the special feature of which is being consisted in the fact that it is being realized at the school just in its pre – occupational (e.g. general labor) part, as it has been noted in the basic scheme [1, 4, 5].

It is quite possible the educational process development, as through the contradictions settlement, well as by the evolutionary way through the well – established educational system further improvement. The contradiction between the social demand to the man's scholarship and the academic literacy and his educational level, the education quality and the type is being come out, as the main educational process contradiction [7, 8].

The educational systems, as well as the every systems, in general, having had their structure, are being consisted in the defined and the specified elements, which are being interconnected between each other. The personality teaching, the upbringing, the education, the training, and the development is the every educational system aim. Thus, the educational

system all the elements have been included not so simply into the interaction process, but the main peculiarity and the specific feature of their connection is the mutual assistance, having directed upon the personality teaching, the upbringing, the education, the training, and the development aims achievement.

The man's development just in the educational system, as the personality, well as the activity subject – this is the obligatory thing: 1) the intellect development, 2) the emotional sphere development, 3) the stability to the stressors development, 4) the self – confidence, and the self – reliance, and the self – acceptance development, 5) the positive relation to the world development and the others reception, 6) the independence, and the autonomy development, 7) the self – actualization and the self – perfection motivation development [7, 8].

First of all, the present – day education kind or type is being defined by the educative – educational system, under the conditions of which the man is receiving his education, and it is substantially and purposefully depended on the human activity types that set mastering quality, and possibly on the occupation, which are being opened the educational system specific character, and also on the science and the technology achievements cultural values and the treasures mastering quality. This is being explained by the fact, that all the educational Institutions and the educative establishments are being concentrated the developed scientific knowledge bases and the sociocultural man's activity superior standards of their epoch [3, 7].

Thus, the general education has been come into its existence, with the cognition and the learning development, with the knowledge on the nature, the society, and the man accumulation by the mankind, with the gradual knowledge role rise in the most general labor activity types implementation, side by side with such specific education type, which afterwards becomes to be named, as the occupational one. The general education, to an even greater degree, has been becoming the education leading type, the knowledge on the native nature quantitative accumulation by the mankind in the process, therefore, it is no mere chance, this education traditional type (e.g. the general one) is being considered, as the «fundamental (e.g. the general scientific and the general cultural) education» in the basic curriculum [2, 9].

In the final analysis, the education is being promoted not so much the mental abilities, the man's thinking activity and his mental activity further formation and the development, as his cognition and his consciousness development, on the whole, the character and the level of which are being defined the efficiency, as the cognitive, well as the labor and the work activity.

So called «the second nature» has been created, with the general education role strengthening in the direct practical activity implementation, with the machinery and the machines advent and their fur-

ther development in the mankind public production, side by side with the nature laws learning and the cognition deepening. Its own specific and the peculiar laws and the regularities, the learning and the cognition, and the use of which has been promoted the public production efficiency rise in the direct practical activity, have begun to be appeared just in itself with this second nature further development (e.g. the nature, which has been created by the man) [7].

The education is quite able to be considered, as the sociocultural phenomenon, the practice and the scientific investigation object, and also, as the social practice link.

It is so significant to know the education whole system specific character at the country, the specific region, and the separate educational Institution and the establishment level just from the practice position. So, this kind of the specific character is being revealed in the education models, in the educational aims, the education content, the received education forms, the types and the quality [5].

So, the aims and the content, as the every type constituent system and the education level are usually being defined by the state policy, and they are being revealed just in the educational standard, and they are being concretized in the real educational process at the every educational system and the every academic subject and the corresponding discipline level [6].

The education fruitfulness is usually being defined by the aims and the educational standard realization degree, by the type, by the quality and also by the education level.

Thus, the man has constantly been including in the self – educational process throughout the whole period of his life, side by side with the education, as the purposeful and the goal – directed, and also the specially organized teaching, the upbringing, the education, and also the training process under the specific educational system conditions [4, 5, 7].

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