

KAZAKH NATIONAL AGRARIAN UNIVERSITY

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PEDAGOGICS OF THE HIGHER SCHOOL  
THE TEXTBOOK FOR DOCTORAL CANDIDATES  
OF ALL SPECIALTIES

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Pedagogics of the higher school. Textbook.

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Textbook - reflects the main maintenance of a course of pedagogics of the higher school, updated according to current axiological and akmeological trends in the theory and practice of training and education of doctoral candidates. The maintenance of offered materials includes the program of lecture and seminar occupations, their substantial aspect, and also scope of researches, creative tasks, literature for independent work and the appendix with methodical recommendations. The textbook is intended for doctoral candidates of all specialties.

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## **PREFACE**

The pedagogics is obligatory discipline in the general system of universal pedagogical training of doctoral candidates of higher education institution and is included in the state educational standard of the Republic of Kazakhstan. In modern conditions the higher school, being a source of replenishment of society experts of the top skills and scientific shots, it is considered as the most important subsystem of all system of a social production. She plays a special role in a reconstruction and cultural development, sciences, forms of the social and economic relations of the state and society. Constantly growing requirements to level of professionalism of experts caused creation of system of continuous education to life. For ensuring mobility and the openness, fuller accounting of specific features of the personality, high-quality development of the Kazakhstan educational system it is necessary to refuse narrow specialization. It is necessary to form spiritual and moral and professional values at future expert, and the content of preparation to be guided by ensuring fundamental nature of education. In the conditions of reforming of system of high school education special value is received by problems of preparation of a highly qualified pedagogical personnel. This manual is intended for doctoral candidates of natural and technical faculties of KAZNAU.

## **I. Organizational and methodical section**

Requirements to vocational training of doctoral candidates are caused by system of the higher education of the Republic of Kazakhstan which is focused on satisfaction and formation of educational needs of the identity of the being trained. Thus the special attention has to be paid to formation of professional qualities of experts, development of their high moral culture, intelligence and creative thinking.

**1 . Discipline purpose.** The purpose of a course is formation at doctoral candidates of basic knowledge and abilities of scientific search, their practical use in real pedagogical activity, as necessary basis of formation comprehensively developed, socially active, creatively the clever person. In the course of seminar occupations doctoral candidates have to seize various forms of the organization of pedagogical process, get acquainted and comprehend the pedagogical ideas traditional and innovative technologies of pedagogical process in higher education institution. Studying of discipline promotes formation of moral and valuable and professional and personal orientation of the doctoral candidate in a modern world outlook and spiritual situation of the Kazakhstan society, to mastering culture of self-education, self-education and creative self-development, trains them for passing of student teaching and increases their interest to work of the teacher of the higher school.

**2 . Tasks.** The main objectives of discipline – to acquaint doctoral candidates with fundamentals of pedagogical science of the higher school, to give them an idea of variety of pedagogical concepts in the modern world, of bases of technology of complete teaching and educational process and of education problems in Kazakhstan. It is possible to distinguish from tasks also stimulation of educational and informative activity being trained, the organization of cognitive activity for mastering scientific knowledge and formation of skills, development of thinking and creative abilities, development of dialectics-materialistic outlook and moral and esthetic culture.

**3 . Discipline place in vocational training of the graduate.** Pedagogics – one of important disciplines within training of the professional teacher of the higher school as studies regularities of education, training and education and management of these processes. The course of pedagogics acquaints doctoral candidates with the purposes, tasks, the principles, methods, forms and tutorials and education at the higher school; opens the main methods of scientific and pedagogical researches, factors of development of the personality, a basis of pedagogical technologies and communications. Axiological and akmeological approaches to creation of the maintenance of studies are thus considered. Studying of discipline promotes formation of a pedagogical orientation of doctoral candidates in further research and pedagogical activity.

#### **4 . Requirements to level of development of the content of discipline.**

As a result of studying of a course of pedagogics of the higher school, based on state standard, the doctoral candidate has to:

**1. Nobility:**– essence and training and education problems at the higher school, biological and psychological limits of human perception and assimilation, psychological features of youthful age, influence of individual distinctions of students on results of pedagogical activity; – the main achievements, problems and tendencies of development of pedagogics of the higher school in Kazakhstan and abroad, modern approaches to modeling of pedagogical activity; – legal and standard bases of functioning of an education system;

**2. To be able:**– to use knowledge of fundamental bases, modern achievements, problems and tendencies of development of the corresponding scientific area and its interrelations with other sciences in educational process; – to state a subject material in interrelation with the disciplines presented in the curriculum, mastered by students; – to use knowledge of culture and art as educational tools of students;

**3. To own:** – methods of scientific researches and organizations of collective research work; – bases of scientific and methodical and educational and methodical work at the higher school (structuring and psychologically competent transformation of scientific knowledge to a training material, methods and methods of drawing up tasks, exercises, tests on various subjects, systematization of educational and educational tasks);

– methods and receptions of an oral and written statement of a subject material, various educational technologies;

– bases of use of the computer equipment and information technologies in educational and scientific processes;

– formation methods at students of skills of independent work, professional thinking and development of their creative abilities;– methods of emotional self-control.

Besides, the teacher has to have idea of economic mechanisms of functioning of system of the higher, postgraduate and additional professional education. This working program assumes realization fundamental and applied the psychologist-akmeological of ideas of preparation of pedagogical shots.

#### **4 . Communication with disciplines (interdisciplinary communications).**

This course is connected with the following training course: "Psychology of the higher school", "**Philosophy**".

**5 . As the basic principles by drawing up the program acted:** accounting of specifics of a professional orientation; creative self-development; scientific character of the contents; communications of the theory with practice; variability's and alternativeness's of the contents; systematicity and sequences; methodological consistency, etc. Depending on specific conditions of the organization of study expediently combination of various methods of discussion of educational subjects. Use of such types of occupations, as problem lecture, a seminar generalization, a seminar conversation, a seminar debate, a seminar - conference, business game, etc. is supposed.

## **SECTION 1. TEORETIKO-METODOLOGICHESKIE OF THE BASIS OF PEDAGOGICS**

### **SUBJECT 1. PEDAGOGICS OF THE HIGHER SCHOOL: SUBJECT, PLACE IN SYSTEM OF SCIENCES**

1. Problem of unity and integrity of world educational space. Universal tendencies of development of modern pedagogical science.

2. Intrinsic and functional characteristic of pedagogics as sciences.

3. Definition of a subject of pedagogics of the higher school. Its main categories.

4. System of anthropological sciences and pedagogics place in it. Problem of dialectic interrelation of pedagogics and psychology.

5. Principles and methods of pedagogical research.

The pedagogics of the higher school – is science about regularities of process of education and vocational training of the expert in the conditions of the higher education institution, developing on their basis the theory, a technique, technology of the organization and management of this process. It is possible to carry to its scientific branches: didactics of the higher school, the theory and education technique in higher education institution, a institution maintaining, management in the highest school, etc. Object of pedagogics of the higher school – the pedagogical systems functioning in higher educational institutions, and also control systems of higher education institutions. The subject of pedagogics of the higher school is process of education and vocational training of experts in the conditions of higher education institution, detection of regularities of this process. Education as sphere of social practice and theory subject. Conceptual framework of pedagogics of the higher school – education, training, education, development, formation, self-education, self-education, vocational training, professional development.

Education – social, purposeful creation of conditions (material, spiritual, organizational) for assimilation by new generation of socio-historical experience for the purpose of preparation it to public life and productive work. The category "education" – one of the main in pedagogics. Characterizing concept volume, allocate education in broad social sense, including in it impact on the identity of society as a whole, and education in narrow sense – as the purposeful activity, urged to create system of qualities of the personality, views and belief. Education is often treated in even more local value – as the solution of any specific educational objective (for example, education of certain traits of character, informative activity, etc.). In literal sense the word "education" means creation of an image, a certain completeness of education according to a certain age step. In this sense education is treated as result of assimilation by the person of social experience of generations in the form of system of knowledge, skills and abilities, the relations. In education allocate the processes designating directly act of transfer and assimilation of experience. This kernel of education – training.

Training – purposeful process of direct transfer in assimilation of experience of generations in interaction of the teacher and the trainee. As process training includes two parts: teaching during which transfer (transformation) of system of knowledge, abilities, experience of activity, and the doctrine as experience assimilation through his perception, judgment, transformation and use is carried out.

In the course of education development of the personality is carried out. Development – objective process of internal consecutive quantitative and high-quality change of the physical and spiritual beginnings of the person. The pedagogics is closely connected with physiology. For understanding of mechanisms of management of physical and mental development of trainees it is especially important to know regularities of activity of an organism as a whole and its separate parts, functional systems. The knowledge of regularities of functioning of higher nervous activity allows pedagogics to design developing, training technologies, the tools promoting optimum development of the personality. Data of sociology promote deeper judgment of a problem of socialization of the personality. Results of sociological researches are base for the solution of the pedagogical problems connected with the organization of student's leisure, vocational guidance, and many others. The sociology theoretical and practice - applied researches includes education and education problems in area. In structure of sociological science such directions, as education sociology, education sociology, students sociology, etc. fruitfully develop. The reference value for pedagogical science has the philosophical knowledge which is base for judgment of the purposes of education and education during the modern period of development of pedagogical knowledge. The theory of knowledge allows to determine regularities of educational cognitive activity and mechanisms of management by it. Due to the profound judgment of a phenomenon of education at the present stage of pedagogical knowledge intensive development gets one of the philosophical directions – philosophy educations. The economic science defines an education role in growth of efficiency of a social production, financial and material the technical resources necessary for creation of optimum infrastructure of an educational system.

New, additional opportunities for research of processes of education and training are opened before pedagogics by cybernetics. Using its data, the pedagogical science develops regularities, ways and mechanisms of management of educational process. So there was a programmed training. In pedagogical researches data of many other sciences are actively used: law, economy, information scientists, statistics, ecology, ethnographies, ethnology, history, technical science. Methodological fundamentals of pedagogics of the higher school. Fundamental strategy of the higher education. Paradigms of the higher education: pedagogical, andragogical, akmeological, communicative. Structure of methodological knowledge: philosophical, general scientific, concrete and scientific and technological levels. General scientific level of methodology of

pedagogics of the higher school. Concrete methodological principles of methodological researches (personal, activity, dialogical, cultural, ethnopedagogical, anthropological approaches, etc.). Scientific research in pedagogics, its main characteristics. Organization of pedagogical research. System of methods and technique of scientific and pedagogical research. Theoretical methods of research: comparative-historical, modeling, mathematical and statistical methods, etc. Methods of empirical research: supervision, conversation, studying of school documentation, questioning, etc. Pedagogical experiment, stages of its organization. Skilled work and its difference from pedagogical experiment. Studying and synthesis of pedagogical experience as method of pedagogical research. The main tendencies of development of the higher education in the conditions of a new sociocultural situation. Problems of modern pedagogics of the higher school.

### **Recommended scope of researches**

1. P. P. Blonsky. Methodology and methods of pedagogical research.
2. System city and structure of scientific and pedagogical knowledge.

### **Creative tasks**

1. Pedagogics call science and art. State the point of view and prove its correctness.
2. Proceeding from tendencies of development of society known to you and education, try to define prospects of development of system of sciences about the person: what value of sciences increases? What new scientific disciplines can (or have to) to appear?
3. In what you see interrelation between training, education and education?
4. Analyze the concepts "education" and "pedagogics subject" reflected in various manuals, pedagogical literature. Find similarity and distinction in their definition.
5. Open a role and value of pedagogics of the higher school in the solution of problems of updating of our society.
6. In what you see a difference between problems of pedagogical research and a research problem?
7. What methods you would find possible also expedient to use for studying of the identity of the student, collective or experience of the colleague? Try to prove their choice and to characterize conditions of their application.
8. Proceeding from a problem of the research, define its object and a subject.
9. In what scientific novelty of your research consists?

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## **SUBJECT 2. ALL-METHODOLOGICAL PRINCIPLES OF DEVELOPMENT OF THE HIGHER EDUCATION**

1. System methodological principle.
2. Axiological methodological principle.
3. Cultural methodological principle.
4. Anthropological methodological principle.
5. Humanistic, synergetic and hermeneutic principles.

The system methodological principle – is synthesis of system and at the same time multidimensional approach to research of problems of the higher education, problems of pedagogics of the higher school. Due to the development and realization of this principle in research of problems of pedagogics of the higher school it apply as: system and target, system and structural, systemic-functional, system and cluster. The analysis of a problem of values in philosophical, psychology and pedagogical and sociological literature. The concept "axiology" is introduced into scientific circulation in 1902 by the French philosopher P. Lapi, and in 1908 it was used actively in the works by the German scientist E. Gartman. Further the problem of the values which has gained the active development in the second half 50th – the middle of the 60th of the XX century, admitted actual the Soviet scientists (O. G. Drobnitsky, T. V. Lyubimova, V. T. Tugarinov and others) and there is that till today. The scientists considering axiological questions within pedagogical science (V. V. Krayevsky, Z. I. Ravkin, etc.), don't see any contradiction in a combination of axiological and structural and system approaches. According to a number of scientists (Z. I. Ravkin, V. A. Slastenin, V. P. Tugarinov), valuable approach "represents necessary "bridge" from the theory to practice, a link between them".

The concept value is the main category of a pedagogical axiology. Directed by a question of education and education of student's youth it is a question first of all of axiological level, the spiritual and moral maintenance of the arts education, urged to form valuable consciousness of the personality. Cultural wealth directs educational, professional and social self-determination of the identity of the pupil, his internal motivation, a choice to them the image "I", trajectories of a course of life. About a role of pedagogical values in formation of personal qualities of future expert. It is possible to distinguish the following from pedagogical values: professional thinking, pedagogical creativity, independence and courage in upholding of the style and the position in pedagogics, education, self-checking, tolerance, responsibility, active pedagogical life. Many pedagogical values will be indissolubly connected with values of universal value, spiritual: honesty, keenness, breadth of views, self-confidence, cheerfulness. The teacher of higher education institution is the carrier of cultural and pedagogical wealth, the last in turn make a basis of professionalism of his personality.

Pedagogical values can be considered as variables which change value depending on formation of personal style of activity, professionalism, formation of professional culture and his outlook, technology educational educational process, and also from political, national and economic transformations. But, having approved, values represent rather independent sizes. Problem of classification of pedagogical values.

The effective solution of many actual problems of education and education is impossible without deep understanding of the cultural principle in pedagogics. It is important to carry out the substantial analysis of the concept "culture". The ethnopedagogics developed universal mechanisms of familiarizing of the person to work, to cultural and moral wealth, to comprehension of harmony and beauty of the nature surrounding us. Strengthening of a dialogue of training, education and self-development in pedagogical process of higher education institution. Ability of the teacher to carry on dialogue with students at high creative level.

Culture bases, elements of culture have to be the center of the updated maintenance of the higher education and develop culture of activity, culture of thinking, culture of communication, ethical culture, esthetics -art culture, political, psychological and physical culture at students. Anthropology as science about an origin and evolution of the person. Konstantin Dmitriyevich Ushinsky as founder of pedagogical anthropology and his work "Person as education subject. Experience of pedagogical anthropology". The pedagogical anthropology represents the base, the pedagogics basis. It studies the nature of the child, children, their groups, and also Wednesday in which children mature. In it issues of essence of the person as and the tutor are resolved. It investigates essence of education, training, the education taken in their interaction with the world surrounding them.

Subject of pedagogical anthropology is the object of pedagogics – people developing. Having deep historical roots, anthropology, according to a number of modern scientists (V. P. Zinchenko, B. M. Bim-Bud, etc.) in modern conditions of global reforms can give a new impulse for development of the person on the basis of improvement of educational educational systems. The pedagogical anthropology is necessary to supply the theory and practice of education by reference points for the accounting of a natural variety of personal properties. Besides, this science is necessary as a basis of the vitaltypology of pedagogical situations, for development of methodical options of training and education. Develops the doctrine about pedagogical "diseases", about their signs, their external and internal reasons and development, about their therapy and prevention. Among diseases of soul and spirit malignant sincere educations like anthropophobia, existential emptiness and love of power are especially dangerous. The pedagogical anthropology can rely thus on this psychology and psychoanalysis, psychiatry. Anthropological approach in pedagogics – is such philosophical the methodological principle according to which research is carried out taking into

account achievements of a complex of sciences about the person for the purpose of receiving complete knowledge of the person in the conditions of development and self-development of pedagogical systems. Within this approach it is possible to allocate a number of rather independent approaches: personal and complete, spiritual moral, biologist -genetic and experimental, social.

**Their modern judgment.** Personally focused pedagogics brings to the forefront of the person, its value, his personal freedom, his ability to predict and plan itself. Within this direction the humanistic principle is considered. Processes of formation of synergetic outlook. The sense of the concept "synergetism" (unity) reveals in a context of the analysis of self-organization and self-development of big systems. Scientific approaches to the self-organization concept. Synergetism for pedagogical systems – is process of interaction of two interfaced, interconnected subsystems (teaching and the doctrine, education and self-education), bringing to new growths, increase of creative potential of spontaneous subsystems and transition providing them from development to self-development. The synergetic allows to carry out integration from the positions many basic philosophical and pedagogical methodological principles, such as axiological, anthropological, hermeneutic. The last approach is most characteristic for the humanities. The hermeneutics is considered both as the theory, and as art of interpretation of texts, the translation of their cultural contents from sign abstract forms in real and time, cultural forms and meanings. In relation topedagogics of the higher school thehermeneutic principle allows to comprehend and rethink philosophically as earlier acquired pedagogical experience, and to attach young generation of teachers to intelligent mastering different types and forms of pedagogical innovations.

### **Recommended scope of researches**

We suggest to execute some micro researches and to write papers on one of the following subjects:

1. Dialogue of national cultures – fundamentals of the Kazakh ethno pedagogics.
2. Wise precepts of national pedagogics.
3. National pedagogics about preparation for life and work.
4. Educational value of national traditions, ceremonies, holidays.
5. Ethno pedagogics about moral, labor, intellectual, physical and esthetic training of the person.
6. Formation of a universal ideal in the history of culture.
7. Concept of spiritual development. Ideal of the social order in the history domestic pedagogics of modern times.

### **Creative tasks**

1. Try to develop the program of researches of one of modern pedagogical problems (on your discretion), implement one or several all-methodological principles: axiological, cult urological, anthropological, synergetic, .

2. Carry out discussion and discuss one of the following problems:
- How to modernize the higher education in Kazakhstan?
  - What to be to the modern high school textbook?
  - How professionally to realize itself in the conditions of pedagogical innovations?
  - How to stimulate moral self-development at students?

Thus break into five teams. Each of teams has to use one of the all-methodological principles actively: axiological, cult urological, anthropological, synergetic, hermeneutic

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### **SUBJECT 3. DEVELOPMENT, SOCIALIZATION AND EDUCATION PERSONS**

1 The characteristic of traditional and innovative approaches to a problem of education and development of the personality.

2 Value of heredity in formation of the personality.

3 Essence of socialization and its stage. Factors of socialization and formation of the personality.

4 Development and education. Development diagnostics.

5 Self-education in structure of process of formation of the personality. Concept about development of the person. Biological and social development. Dialectics of development of social formation and education of the personality in modern society. Specifics of pedagogical approach to the concept "personality". Leading modern concepts of development of the personality. Factors of development of the personality.

Natural and biological in the person. Hereditary properties of the person as basis for formation and development of the personality. Concept of socialization. Socialization mechanisms. Major factors of socialization: the macro - meso - and micro factors. Crucial role of the social environment in formation and development of the personality. Spontaneous influence of the social environment on the person. Concept about education. Activity approach to education. Education as purposeful and systematic process of formation and development of the personality. Age features of development of the personality, her natural potential. Educational potential of activity and communication, as main forms of manifestation of activity of the personality. Driving forces and the main regularities of development of the personality from a position of modern pedagogical science.

Development diagnostics in the higher the school. Tests of intelligence. Tests of abilities. Tests of achievements. Problem of intellectual development in connection with success of adaptation at the higher school. Personal tests. Projective techniques. Questionnaires and questionnaires. Psychophysiological methods. Diagnostics in a context of inspection of groups of students and teachers at the higher school. Influence of test conditions on implementation of tests of abilities, intellectual and personal tests. Computerization of diagnostic techniques. Self-education in structure of process of formation of the personality. Self-education – is the conscious, purposeful independent activity conducting to probably fuller realization, development and improvement of the personality. Methods of self-education: introspection, self-control, self-assessment, self-checking, etc.

#### **Recommended scope of researches**

1 Diagnostics of activity of the teacher of higher education institution.  
Creative tasks

2 As you understand the concepts "education", "formation" of the personality. In what their distinction and interrelation?

3 Try to analyze that you inherited from the parents of primogenitors. Especially pay attention to inclinations to certain kinds of activity.

4 Compare some opinions on force of the educational influence, belonging to the well-known people. With whom you agree and why? "Education can do everything" (Helvetius). "From any education, my friend, escape in full sail" (Voltaire). "Education will be able to make a lot of things, but it isn't boundless. By means of inoculations it is possible to force a crab to give garden apple-trees, but no art of the gardener will be able to force it to bring acorns" (V. G. Belinsky).

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## **SUBJECT 4. PRIORITY STRATEGY AND TENDENCIES OF DEVELOPMENT OF THE HIGHER EDUCATION**

1. Modern strategy of modernization of the higher education in Kazakhstan.
2. Current trends of development of the higher education abroad.
3. Bologna Process and other integration processes in development of the higher education.

Strategy of development and higher education model in Kazakhstan. Draft of the program "Education and development of innovative economy: introduction of modern model of education in 2009–2012". The main strategic activities of the Ministry of Education and Science of RK till 2015.

The target programs "Scientific and Scientific and Pedagogical Shots of Innovative Kazakhstan" for 2009–2013. New model of education and basic principles of innovative economy. Structure of system of professional education by 2020. Current trends of development of the higher education: Democratization of the higher education. Creation of scientific and educational industrial complexes as form of integration of science specific to the higher school, education and production. Fundamentalization of education. Individualization of training and individualization of work of the student. Humanitarization and humanization of education is directed on overcoming of narrowly techno thinking of experts natural a scientific and technical profile. Computerization of the higher education. Tendency of transition to mass higher education. At the European universities the tendency to autonomies', transition to self-government and selectivity of an administrative board of higher education institutions at all levels amplified. Requirements to professionalism of teachers grow, the importance of pedagogics and psychology in preparation and professional development of teaching personnel of higher education institutions increases. There is a system of a regular assessment of overall performance of higher education institutions from society. These and some other tendencies are differently expressed in the different countries – depending on national features, state of the economy, traditions of an education system. But to some extent they are shown in all developed countries and can't be ignored by the Kazakhstan higher school having both own high samples and remarkable traditions. Bologna Process and higher education system. Purposes and problems of Bologna Process as tools for the all-European educational space. Need of educational reforms and the prerequisite of realization of the principles of Bologna Process in Kazakhstan. Problem of ensuring quality of the higher education within Bologna Process. Development of high school science within Bologna Process. Education system during all life.

### **Recommended scope of researches**

1. Traditional and innovative technologies of management of educational systems.
2. Modern aspects of the organization of additional education and management of them.

3. Problem of introduction of achievements of pedagogical science in practice of work of educational institutions of various level.

### **Creative tasks**

1. Allocate 10 priority strategy which, in your opinion, can significantly increase competitiveness of the Kazakhstan education system.

2. That, in your opinion, the Kazakhstan education system has to borrow and creatively adapt: a) from the American; b) the British; c) the French; d) German system of the higher education?

3. In what advantage and in what you see shortcomings of the Kazakhstan higher school of comparison, for example, with American?

4. What and in what you see difficulties of Bologna Process?

5. If, you are the Minister of Education and Science of RK, what actions you would undertake for increase of competitiveness of the graduate of the Kazakhstan higher education institution?

6. How professionalism, life experience, erudition, creative approach to execution of office functions, humanity of the head correspond in administrative activity?

### **Literature for independent work**

The analytical report on the higher education in the Russian Federation / Under the editorship of M. V. Larionova, T. A. Meshkova. – M.: Publishing. GU VShE house, 2007. – 317 pages.

Brudnov A. Each educational establishment is unique//Education of school students. – 1999 . – No. 1.

Zaytseva L. V., etc. Management of innovative educational institutions in a functioning and development mode. – M, 1997.

Teeth N. Kak to direct teachers. – M, 2003.

Innovative policy of a higher educational institution / [Devyatkina M. A.

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Simonov V. P. Pedagogical management. – M, 1997.

Smirnov S. D. Pedagogics and psychology of the higher education: from activity to the personality: studies. grant for the student. higher. pedag. studies. institutions. – M.: publishing. Academy center, 2001. - 304 pages.

Shakurov R. H. Social and psychological bases of management: head and pedagogical collective. – M, 1990.

Shishov S. E. Kalney V. A. Shkola: Monitoring of quality of education. – M, 2000.

## **SUBJECT 5. EDUCATION SYSTEM**

1 Modern education system: democratic transformations, education models, main tendencies of development.

2 Law of the Republic of Kazakhstan on system education. Factors of its development.

3 Features of an education system at different stages of history of Kazakhstan. Pre-October and post October periods.

4 Essence of a modern state policy of education, its priority principles.

5 Educational institutions, their types. Education forms. Education governing bodies.

Modern education system: democratic transformations, education models, main tendencies of development. Law of the Republic of Kazakhstan on system education. Factors of its development. The education system is set of educational programs and standards, a network of educational institutions and governing bodies, and also a complex of the principles defining functioning of system. Features of an education system at different stages of history of Kazakhstan. Pre-October and post October periods. Higher education origin in Europe. First European universities: principles of the organization and activity, relation with society and power. Emergence and the main tendencies of development of the higher education in Kazakhstan in the XVII-XIX centuries. It is possible to carry out a parallel Kazakhstan and Russia. The first higher educational institutions in Russia: Slavs - Greek-Latin Academy (1687), School of mathematical and navigation sciences (1701) in Moscow; in Petersburg it is Sea Academy (1715), the Academic university at Academy of Sciences (1725 – as the independent Petersburg university was newly founded in 1819), Mountain school (1733), Sea military school (1750). The important role in formation of the higher education in Russia was played by the Academy of Sciences created in Petersburg on the instruction of Peter I. In 1755 the Moscow university that allowed to finish three-stage model of a uniform education system – "a gymnasium – university – academy" was founded. Female education in the history of the Russian higher school. Student teaching and pedagogical ideas in an education system in Russia the XVIII-XIX centuries. (K. D. Ushinsky, K. D. Kavelin, N. I. Pirogov, N. V. Bugayev, etc.). Features of development of the higher education in Russia and the USSR between the First and Second world wars. Dynamics of proliferation of the higher school in the USSR in 1927 – 1940. In 1932 the All-Union committee on the higher technical education, and in 1935 was educated. The All-Union committee on affairs of the higher school (VKVSh) is created. System recovery of the higher education, its qualitative and quantitative dynamics after the Great Patriotic War. Merits and demerits in work of the Soviet higher school. Prospects of development of the higher school in the Republic of Kazakhstan. Essence of a

modern state policy of education, its priority principles. Educational institutions, their types. Education forms. Education governing bodies.

### **Recommended scope of researches**

1. Essence and types of innovative policy of higher education institution in modern conditions.
2. Characteristic of an education system of one of foreign countries. Its merits and demerits.
3. Similarity and distinction of pre-revolutionary and modern lyceums and gymnasiums in Kazakhstan. Your relation to their functioning.
4. Examples of alternative schools. Your assessment to them.

### **Creative tasks**

1. Give the analysis of the state educational standard of the higher education.
2. What main requirements "Law RK on education"?
3. In what feature of democratization of management in an education system?
4. On the basis of legislative documents by training and the concept write out and analyse the priority directions of development of the higher school as major institute, the basic principles of a state policy in the field of education.
5. Write creative work: "Model of higher education institution of the XXI century" in which reflect the priority purposes and values.

### **Literature for independent work**

Gagayev P. A. Gagayev A. A. Filosofiya and history of the Russian orthodox pedagogics (philosophy of school of Russia in cultural and historical tradition)//education Integration. – 2001 . – No. 1.

Ginetsinsky V. I. the educational standard – a problem of theoretical preparation//Pedagogics. – 1999 . – No. 3.

Spiritual basis of development of the Russian school of the XXI century (draft of conceptual and basic provisions). – Yekaterinburg-Moscow, 2007.

Zagvyazinsky V. I. design of regional educational systems//Pedagogics. – 1999 . – No. 5.

The law of the Russian Federation "About education" (in the last edition).

– M.: Publishing house: Sphere, 2010. – 96 pages.

Innovative policy of a higher educational institution / [Devyatkina M. A. Miroshnikova T. A. Petrova Yu. I. etc.]; under the editorship of R. N. Fedosova. – M, 2006.

Kozlova G. N. "Way of life" of a domestic gymnasium of the end of XIX – the head of the XX century//Pedagogics. – 2000 . – No. 2.

The concept of modernization of Russian education for the period till 2010//the Order of the Government of the Russian Federation "About approval of the concept of modernization of Russian education for the period till 2010" No. 1756 – p of 29.12.2001.

The national doctrine of formation of the Russian Federation//the Resolution of the Government of the Russian Federation "About the national doctrine of education in the Russian Federation" No. 751 of 04.10.2000.

Smirnov S. D. Pedagogics and psychology of the higher education: from activity to the personality: studies. grant for the student. higher. pedag. studies. institutions. – M.: publishing. Academy center, 2001. – 304 pages.

**SECTION 2. BASIS PSIHOLOGO-AKMEOLOGICHESKIE  
FORMATIONS OF THE IDENTITY OF THE EXPERT  
SUBJECT 6. THE TEACHER OF THE HIGHER SCHOOL – THE  
CREATIVE PERSON**

1. Teacher of the higher school as intelligent personality and person of culture.
2. Teacher of the higher school as tutor.
3. Teacher of the higher school as teacher.
4. Teacher of the higher school as methodologist.
5. Teacher of the higher school as researcher.

Complete approach to studying of the identity of the high school teacher. Axiological characteristic of the identity of the teacher of the higher school, in particular, as intelligent and spiritually rich personality, creative and free person, civil active and competitive personality, as person of culture. One of the main functions of activity of the teacher of the higher school – the educational. Priority system of values for the high school teacher. Pedagogical competence and its psychological-pedagogical culture. The analysis of the pedagogical tasks solved by the teacher by the tutor. Support on those real motives and abilities of students which already are. Organization of educational affairs. Ability to carry on active dialogue with students. Development of ability and ability to carry out self-checking, self-correction of the activity. Pedagogical intuition and creative approach to business. Functional approach to the analysis of activity of the modern high school teacher allows to allocate the following functions: gnostic, design, constructive, organizational, communicative, controlling, also training, educational, developing and others. Design of various educational activity of students, its effective organization as one of the main tasks of the high school teacher. Essence of pedagogical skill. Questions of development of thematic plans, abstracts of lectures. Education of the identity of the student through training in a concrete subject one of the main tasks of the teacher. Creation of own creative laboratory, development of an educational and methodical complex and didactic material, use in training of audio-, video and other technical means. Tasks of the high school teacher as methodologist in modern conditions. Self-development of methodical culture, continuous increase of professionalism and skill as one of the directions of its activity. Methodical work on chair – is the various activity of high school teachers directed on studying, mastering and distribution of the best pedagogical practices, on increase of professional qualification and skill, for continuous work on self-education and professional self-development. High school teacher as researcher. System analysis research abilities of the teacher. Mastering methodology, experimental and research culture.

**Recommended scope of researches**

1. "I - the concept" creative self-development of the teacher of the higher school.
2. Features of teaching activity.

### 3. Akmeological model of the teacher of the higher school.

#### **Creative tasks**

1. analyze and write out in 2 columns taking into account a rating of the importance of your 10 personal qualities, which: a) will promote your professional creatively to self-development; b) will constrain your professional and creative self-development.

2 . Using ideas of an axiology and akmeology, develop the program of the creative self-development on the next year - two taking into account results of performance of the previous task.

3 . Develop and discuss "The moral code of the teacher of the higher school".

4 . Develop "I – the concept" creative self-development taking into account the individual tendencies and abilities.

#### **Literature for independent work**

Akmeology: the textbook / Under general edition A.A.Деркача. – М.: RAGS publishing house, 2004. – 688 pages.

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Andreyev V. I. Pedagogic of the higher school. Innovative predictive course. Kazan: Center innovation. technologies, 2008. – 500 pages.

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Kulayev K. V. Problems of self-development of the personality//Pedagogics. – 1998 . – No. 8.

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Mironova M. N. Attempt of complete approach to creation of model of the identity of the teacher//Vopr. psychology. – 1998 . – No. 1.

Fundamentals of pedagogics and psychology of the higher school: studies. grant / bus - соот. : Zh. A. Konakova, V. P. Andronov, T. D. Andronova, N. I. Meshkov [etc.]; under the editorship of Zh. A. Konakova. – Saransk: Publishing house Mordov. un-that, 2009. – 208 pages.

Development of professional competence of teachers / Bus - соот. M. I. Chumakova, Z. V. Smirnov. – Volgograd, 2008.

Savotina N. A. Problems of formation of future expert//Pedagogics. – 1997 . – No. 1.

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Chuvatova (Sadovnikova) N. E. Christian an axiology in K. D. Ushinsky and F. M. Dostoyevsky's creativity//education Integration. – 2001 . – No. 1.

Shchurkova N. E. Pedagogical technology. – М.: Ped. society of Russia, 2005. –256 pages.

Tsvetkova of A. T. Akmeological approaches to high school training of teachers//Pedagogics. – 1997 . – No. 1.

## **SUBJECT 7. STRUCTURE OF PEDAGOGICAL ACTIVITY**

1. Pedagogical act as organizational and administrative activity
2. Consciousness of the teacher and structure of pedagogical activity.
3. Pedagogical abilities and pedagogical skill of the teacher of the higher school.

Pedagogical activity as difficult organized system of a number of activity: very first from them – activity of the teacher training directly. The following it is activity of synthesis of experience of the training, consisting in comparison of procedures of training and allocation of the most effective receptions and ways of training, – activity of the methodologist designing receptions and methods of training. The third activity – too methodical, but is directed on creation of educational means, subjects. The fourth activity consists in coordination of subjects in a single whole – activity of programming, drawing up training programs.

Analysis of difficult activity, allocation of its elements. Pedagogical act (action) as communicative, diagnostic act.

The pedagogical act as the organizational and administrative activity representing purposeful, systematic impact of the teacher on group of students and the certain student for achievement of set results of training. Distinctive features of management of educational process consist in the following: conscious and systematic influence; existence of relationships of cause and effect between operating subsystem (teacher) and object of management (student); dynamism or ability of an operated subsystem to pass from one qualitative state into another; reliability; stability.

Requirements of effective implementation of management of pedagogical process of training:

- the formulation is more whole than training;
- establishment of initial level (condition) of operated process;
- development of the action program providing the main transitional conditions of process of training;
- receiving in certain parameters of information on a condition of process of training (feedback);

– processing of information received on the channel of feedback, development and entering into educational process of correcting influences. Consciousness of the teacher and structure of pedagogical activity. Professionalism of the teacher of higher education institution in pedagogical activity is expressed in ability to see and form pedagogical tasks on the basis of the analysis of pedagogical situations and to find optimum ways of their decision. One of the most important characteristics of pedagogical activity is its creative character. Disclosure of such structural components, as constructive, organizing, communicative and gnostic. Constructive abilities provide realization of tactical



targets: structuring a course, selection of the concrete contents for separate sections, a choice of forms of carrying out occupations, etc. Ease of establishment of contacts of the teacher depends on a level of development of communicative ability and competence of communication with students and other teachers, and also efficiency of this communication from the point of view of the solution of pedagogical tasks. The gnostic component – is system of knowledge and the abilities of the teacher making a basis of his professional activity, and also the certain properties of cognitive activity influencing its efficiency. Design abilities provide a strategic orientation of pedagogical activity and are shown in ability to be guided by an ultimate goal, to solve actual problems taking into account future specialization of students, when planning a course to consider its place in the curriculum and to establish necessary interrelations with other disciplines, etc. Allocate components of pedagogical activity by types: objects and subjects of activity, the purpose, on means of achievement of the purpose, by results. Pedagogical abilities of the teacher of the higher school: didactic, academic, perceptual, speech, organizing, communicative, predictive and ability to attention distribution at the same time between several kinds of activity. The concept of pedagogical abilities of N. V. Kuzmina, including 5 structural elements (the purpose, educational information, means of communication, pupils and teachers) and 5 functional elements: research, design, constructive, communicative, organizing. Levels of pedagogical abilities: perceptual and reflexive and projective abilities. Important property of pedagogical activity this resistance to "syndrome of emotional combustion" or psychophysiological exhaustion. Signs of this syndrome. Types of a pedagogical orientation (N. V. Kuzmin). Elements of pedagogical skill. Interiorization of welfare values makes social and pedagogical culture of the teacher. The master of pedagogical work – is highly competent in psychology-pedagogical and in actually subject domain the expert, able to reproduce at high level professional knowledge, skills. Level of professionalism of the teacher of the higher school depends on his competence, and also on extent of development professional pedagogical thinking. Problem of pedagogical creativity which is result of individual work.

### **Recommended scope of researches**

1. Pedagogical skill. Ways and stages of its formation.
2. Motives of a choice of a pedagogical profession and motivation of pedagogical activity.
3. Bases of professional self-education and self-education of students of higher education institution.

### **Creative tasks**

1. Write creative work on one of subjects for choice: "My favorite teacher", "My ideal of the teacher of the higher school", "Modern teacher, what it? ", etc.

Characterize thus those properties of the identity of the teacher which reflect his social a moral, professional and pedagogical and informative orientation.

2. From pedagogical literature mark out the most important personal qualities which are necessary for effective activity of the teacher of the higher school.

3. Make the program of professional self-education for the next period (3 months, half a year, year).

4. Write the paper on the subject "Social and Psychological Conditions of Formation of Future Teacher of the Higher School" where give the students characteristic as social group and show its role in professional formation.

5. Tell about methods, receptions and results of activity of one of masters of pedagogical work.

6. What concepts matter: pedagogical equipment and pedagogical technology?

### **Literature for independent work**

Andreyev V. I. Pedagogics of the higher school. Innovative predictive course. Kazan: Center innovation technologies, 2008. – 500 pages.

Kukharev N. V. On a way to professional perfection. – M.: Education, 1990. – 159 pages.

Mizherikov V. A. Introduction in pedagogical Profession / Mizherikov V. A. Ermolenko M. N. – M.: Ped. about-in Russia, 2000. – 288 pages.

N. I. bags psychology and pedagogical factors of the academic progress. – Saransk: Publishing house Mordov. un-that, 1991. – 84 pages.

Nikolskaya A. A. Age and pedagogical psychology of pre-revolutionary Russia. – Dubna: Izdat. Feniks center, 1995. – 336 pages.

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Skok G. B. Kak to analyze own pedagogical activity. – M.: Ped. about-in Russia, 2000. – 112 pages.

To the teacher about pedagogical equipment / Under the editorship of L. I. Ruvinsky. – M.: Pedagogics, 1987. – 160 pages.

School of orthodox education / Sost. A. N. Strizhev. – M.: "Паломникъ", 1999. – 576 pages.

Development of professional competence of teachers / Bus - сост. M. I. Chumakova, Z. V. Smirnov. – Volgograd: Teacher, 2008. – 135 pages.

Shchurkova N. E. Pedagogical technology. – M.: Пед. society of Russia, 2005. – 256 pages.

Fokin Yu. G. Teaching and education at the higher school: Methodology, purposes and contents, creativity: Studies. grant for the student. Higher . studies. institutions. – M.: publishing. Academy center, 2002. – 224 pages

## **SUBJECT 8. STUDENT AS CREATIVE PERSON**

1. Justification of need of akmeological approach to definition and to formation of the identity of the expert.
2. Student as subject of educational activity.
3. Age and specific features of development of the student.
4. Psychology and pedagogical features of gifted students.
5. Aksiogramma of the identity of the student.

Justification of need of akmeological approach to definition and formation of the identity of the expert. Akmeology is defined as the science arisen on a joint of natural, public and humanitarian disciplines both studying regularities and phenomena of development of the person at a step of his maturity and especially at achievement by him of the highest level in this development. Methodological principles of akmeology of complexity, system city, subject, determinism, social determination of the personality, principles of development and activity, etc. Akmeological approach represents system of the principles, receptions and the methods, allowing to solve pedagogical problems and tasks. Educational activity – is activity as a result of which there are changes in the subject. Educational activity of students is characterized by operating system of informative interests, since perception of information and finishing the most difficult creative processes, abilities of the general and private character, the emotional phenomena which motivate many systems of educational actions, and also the general and private motivations. Educational activity switched on the difficult psychological mechanisms based on personal structures and depending on age psychological features. Subjectivity of the student of the higher school – one of manifestations of ability to transformation and improvement of in educational and follow-up professional activity.

Components of individual work of the teacher on formation of the identity of the student: 1) studying of features of activity and identity of the student; 2) definition of the purposes and problems of individual work; 3) selection of forms and methods of individual work for realization of goals and tasks concerning education and training of this student; 4) the analysis of practice of individual work, results of application to the student of these or those measures of influence, specification and introduction of additional measures of pedagogical influence. Subjectivity of the student is considered as a condition of upholding of identity and vice versa, showing subjectivity, the student forms the identity. Need of studying and accounting of age and specific features of development of the student. Age features – it is the most characteristic for the age period of students of feature of their physical, mental and social development. Features and contradictions of the second period of youth (18 – 25 years):

- 1) maturity in the intellectual, moral and public relation;

2) the self-assessment is inconsistent and sometimes isn't realistic that causes sometimes internal uncertainty in, often being accompanied external sharpness and a free behavior; thus frankness and honesty, truthfulness, high insistence to itself and another are peculiar to youth;

3) the critical attitude towards teachers, thus criticism and self-criticism in combination with the sensitive attitude towards companions and teachers;

4) it is characterized by maximalism and a categoriality of estimates which not always speak about adherence to principles;

5) youth possesses the increased social activity, this time of the maximum blossoming of the personality;

6) there is one more psychological feature of mental development of students: if training and education always advance development in school, sometimes development of students advances training and especially education in higher education institution.

Students notice sometimes almost inaudible things. Mistakes and even reservations don't pass the unnoticed. Students appreciate the courageous, truthful, sharp word concerning not only subjects, but also their, their scientific growth, the relation to study, moral qualities. Therefore, it is important to estimate their activity. The mass of students not uniform, also develop not as there was a wish. Means it is necessary to find approach.

Features and contradictions of formation of the identity of the young man have essential value when determining the contents, forms and work methods with them at the higher school.

Psychology and pedagogical features of gifted students. Problem of diagnosing of creatively gifted identity of the student and originality of work of the high school teacher with them. Identification aksiogramma identity of the student.

### **Recommended scope of researches**

1. Development of the creative person of the expert – the main problem of akmeology.

2. Creativity in structure of the identity of the expert. Methods of diagnostics and stimulation of creative activity.

3. Formation of the identity of the expert at the main stages of professional formation.

4. Realization of process of formation of the complete identity of the student in practice of higher education institution work.

### **Creative tasks**

1. Using various methods (supervision, conversations, testing), make the characteristic of age and specific features "the difficult student".

2. Compare for this purpose "the difficult student" natural and pedagogical factors of his development. What pedagogical conclusions from this comparison follow?

3. Using various methods, make the characteristic of age and specific features of the gifted student.

4. In what there can be a difference of ideal model of the identity of the student – the graduate of the following faculties: a) the legal; b) physics-the mathematical; c) the construction; journalism?

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### **SECTION 3. DIDACTICS OF THE HIGHER SCHOOL**

#### **SUBJECT 9. FUNDAMENTALS OF DIDACTICS OF THE HIGHER SCHOOL**

1. The general concept about didactics and didactic system.
2. Actual problems of modern didactics of the higher school.
3. Essence, structure and driving forces of process of training.

Fundamental justification of didactics as independent science Ya. A. Komensky in his work "Great Didactics". Concept about didactics and didactic system. Didactics – the section of pedagogics of the higher school, opening and proving the purpose, tasks, the contents, regularities, the principles, methods, means, technologies, forms of educational process on training of teachers and other experts.

Pedagogics of the higher school, developing theoretical and methodical bases of training of students, leans on the didactic base of the general pedagogical science that creates certain prerequisites for more intensive and its fruitful development. Didactics – theoretical and at the same time standard applied science.

The didactic system – is system of process and results of the training, difficult on structure, its central elements are teaching (activity of the teacher) and the doctrine (educational activity of students).

Teaching is pedagogical activities of the teacher for the organization of educational activity of students. The doctrine – is purposefully organized by the teacher by means of didactic and technical means of direct or indirect control activities of the student for the solution of a certain class of educational tasks as a result of which the student seizes knowledge, abilities, develops the personal qualities.

Didactics of the higher school – science about the higher education and training at the higher school – intensively developing branch of pedagogical knowledge. The object of research of modern didactics – is process and result of functioning and self-development of didactic systems.

Analysis of actual problems of modern didactics of the higher school. One of them is systematization of scientific knowledge in the field of the didactics. Problems of "technological effectiveness" of didactic system, development of author's technologies of training, security of beforehand set quality of training and education, etc.

For formation of pedagogical thinking it is important to understand essence, structure, logic of functioning and development of educational process at the higher school. To understand essence of training, it is necessary to allocate the main components of this process – target, stimulating-motivational, substantial, control regulating, estimated Process of training is the purposeful, socially caused and pedagogically organized development ("creations") of the identity of the trainees, occurring on the basis of mastering the systematized scientific knowledge and the ways of activity reflecting structure of spiritual and material culture of mankind. The essence of process of training consists in stimulation and the

organization of active educational cognitive activity of students for mastering by them knowledge, to development of abilities, development of views. The modern didactics considers training process as bilateral: teaching and doctrine. V. P. Bespalko expresses process of training by a formula:  $DP = M + Af + Hey$  where DP – didactic process, M – motivation students to the doctrine, Af – algorithm of functioning, educational cognitive activity of the student, Hey – algorithm of management, activities of the teacher for management of the doctrine.

### **Teaching and educational process of higher education institution realizes 4 main functions:**

1) educational, giving the chance to students in the course of training to acquire the scientific systematized knowledge according to the curriculum on a preparation profile, and also the corresponding skills, allowing to apply, use the personified knowledge in practice;

2) bringing up which is directed on that the maintenance of a training material, the organization of process of training promoted formation of the identity of future expert, it individually and professionally significant qualities;

3) developing which focuses on that informative processes influence development of thinking, memories, imagination, observation, the speech more productively;

4) professional which is shown that understanding and perception it gives the chance to give to teaching and educational process a professional orientation. Driving force of process of training are its contradictions. Identification of these contradictions. As one of universal contradictions the contradiction between informative and practical tasks and cash level of knowledge, skills of students, their intellectual development put forward by a course of training acts. The main condition transformation of contradictions into a driving force of process of training is their harmony with informative opportunities of students. Determination of this harmony and compliance – business of pedagogical skill of the teacher of the higher school productive.

### **Recommended scope of researches**

1. Problems of the content of education and prospect of its development.
2. Polytechnic and professional education.
3. National and regional component of the content of education.

### **Creative tasks**

1. Why always there was such fueled tension to the content of education? What prospects of its improvement?

2. What ratio of polytechnic education with the general and professional? In what their interrelation? Try to express schematically this ratio a graphic way.

3. In what ratio there is knowledge, skills? Confirm the reasons with concrete examples.

4. Why it is impossible to oppose teaching and the doctrine? What role is played by each of these kinds of activity in modern process of training?

5. Give examples of practical use in the course of training of basic provisions of theory of higher nervous activity.

6. How to achieve in students of internal interest to cognitive activity, sense of duty as incentive of the doctrine?

7. By what motives pupils of different age in educational activity are guided? What does the teacher have to know about pupils for their successful training? Make the questionnaire on identification of motives of the doctrine of students and carry out it in group, having analyzed results and having drawn conclusions on prevailing nature of motives of the doctrine.

8. Make the scheme of the principles of didactics in their historical development.

9. Give examples of situations in which violation of certain principles of training caused negative consequences.

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## **SUBJECT 10. PEDAGOGICAL REGULARITIES, PRINCIPLES AND METHODS**

1. Systematization of pedagogical regularities, principles and rules.
2. The principles of training as the main reference point in teaching activity.
3. Multidimensional approach to classification of methods of training, education of the personality.
4. Heuristic methods of generation of new ideas.
5. Optimum choice of methods of training by the teacher of the higher school.

Problem of pedagogical regularities, the principles and rules in Yu. K. Babansky, V. I. Zagvyazinsky, I. Ya. Lerner, V. V. Krayevsky's works and others. Regularities of training – it is objectively existing, repeating, stable relations between components of teaching and educational process in higher education institution the support on which increases its efficiency. The principles of training – it is the basic provisions requirements defining an orientation of educational process, its contents, methodical instrumentation, activity of the teacher. The principles of training as the main reference point in teaching activity.

System of the principles of didactics in higher education institution: historicism; scientific character; system cities and sequences; communications of the theory with practice at the leading role of the theory; presentation and figurativeness of training; consciousness, activity and responsibility of students; joint activity (interaction) of teachers and students; connections of independent work of students with educational cognitive activity in audience; professional orientation of training. Multidimensional approach to classification of methods of training, education of the personality. Didactic methods – it is ways of joint theoretical and practical activities of the teacher and students on achievement of the didactic purposes and tasks. Analysis of the concepts "reception" and "means" of training.

Theoretical-information training methods (conversation, story, discussion, consultation, etc.). Practical-operational training methods (exercises, algorithm, pedagogical game, experiment, etc.). Search and creative methods of training (supervision, Socratic conversation, "brainstorming", creative dialogue, etc.). Methods of independent work of students (reading, video tape, etc.). Control and estimated methods.

Heuristic methods – it is system of heuristic rules of activity of the teacher (teaching methods) and activity of students (doctrine methods), developed taking into account regularities and the principles of pedagogical management and self-government for development of intuitive procedures of activity of students in the solution of creative tasks. Brainstorming method modifications, methods of heuristic questions and multidimensional matrixes, a method of the organized

strategy, etc. Optimum choice of methods of training by the teacher of the higher school.

### **Recommended scope of researches**

1. Skill of the teacher of the higher school and his creative approach to education methods.
2. Education methods in the western pedagogics.
3. Funds of pedagogical influence for the personality.
4. Traditional and innovative methods and receptions in V. F. Shatalov's experiment on his books "Pedagogical Prose", "Where and as the Three Disappeared", "Experiment Proceeds".
5. Specifics of methodical receptions in E. N. Ilyin's experiment on his books "Lesson Birth", "Communication Art" and on V. V. Ivanikhin's book "Why at Ilyin all read".

### **Creative tasks**

1. Prove, what methods of training aren't identical to the principles of training?
2. How methods and methods of training are interconnected among themselves?
3. Training methods are classified by what criteria? What of classifications of methods of training known to you is most acceptable? The answer motivate. Prepare its scheme, having allocated in it: basis of classification, authors of this concept, main groups of methods.
4. What modern methods and receptions practice experience of teachers of the higher school?
5. Having analyzed, variety of classifications of methods of training existing today, schemes remove and represent schematically the classification of methods of training.
6. Investigate, what methods of training prefer to use in the practical activities:
  - a) teachers of humanitarian subjects in comparison with teachers of natural and mathematical subjects;
  - b) beginning teachers in comparison with the teachers having high level of pedagogical skill.
7. Investigate, in what case, in what situations the assessment stimulates interest, the creative relation of the student to a studied subject and in what, on the contrary, reduces its interest to a subject.
8. Investigate to what of heuristic methods teachers and what – no, give preference? Try to explain, why?
9. Investigate, what methods of education are given preference: a) beginning teachers; b) the teachers, possessing high level of pedagogical skill.

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## **SUBJECT 11. THEORETICAL BASES OF THE INTENSIFICATION TRAINING BY MEANS OF USE EDUCATIONAL TECHNOLOGIES**

1. About the concepts "theory" and "technology" of training.
2. Modular creation of the content of discipline and rating control.
3. Intensification of training and problem training. Heuristic technologies of training.
4. Active training. Business game as form of active training.
5. Personal the focused training.
6. Technology of sign and contextual training.
7. Technologies of developing training. The differentiated training.
8. The competence-based focused training.
9. Information technologies of training and technology of remote education.

Intensification of Educational Process (IEP) as strategy and tactics of development of the higher school, means of improvement of quality of training of specialists. Principles, ways and means of IOP. Intensification of educational process as means of the organization of effective independent work and total control. Communication as basis of an intensification of educational process. Subject-subject interaction of the teacher and students as a basis of efficiency of teaching and educational process in higher education institution. About the concepts "theory" and "technology" of training. The pedagogical technology – is system of design and practical use of pedagogical regularities adequate to these technology, the purposes, the principles, the contents, forms, methods and tutorials and the education, guaranteeing rather high level of their efficiency, including at the subsequent reproduction and replication. Criteria of technology of training: focus, conceptuality, system city, diagnostics, security of quality of training, novelty. Design stage of pedagogical systems: I stage – modeling; II stage – design; III stage – designing.

### **Principles of pedagogical design:**

- 1 . The principle of human priorities as the principle of orientation to the person – the participant of subsystems, processes or situations – is the main thing.
- 2 . The principle of self-development of designed systems, processes, situations means their creation dynamic, flexible, capable on a realization course to changes, reorganization, complication or simplification. Didactic creativity – is activity in the training sphere according to the invention of various ways of selection and structuring a training material, methods of its transfer and assimilation by pupils. Technological creativity – is activity in the field of pedagogical technology and design when search and creation of new pedagogical systems, pedagogical processes and the educational pedagogical situations promoting increase of productivity of education of pupils are carried out. Organizing creativity – this creativity in the sphere of management and organizing activities for creation of new ways of planning, control, alignment of forces,

mobilization of resources, communications with Wednesday, to interaction of pupils and teachers, etc.

Problem of classification of technologies of training. Classification of educational technologies (Savelyev A. Ya. scientific research institute of the higher education): – on an action orientation (pupils, students, teachers, etc.);

- on the training purposes;
- on subject Wednesday (humanitarian, natural, technical disciplines, etc.);
- on applied technical means (audiovisual, computer, video computer, etc.);
- on the organization of educational process (individual, collective, mixed);
- on a methodical task (technology of one subject, means, a method).

Modular creation of the content of discipline and rating control. The educational module – is rather independent block of educational information including the purposes and an educational task, methodical recommendations, an approximate basis of actions and a control device (self-checking) of success and performance of educational activity.

The working program of discipline forms a basis for formation of modules. The number of modules depends both on features of the subject, and on the desirable frequency of control of training. Modular training is inseparably linked with the rating monitoring system. Than the module is larger or more important, the bigger number of points to it is allocated for those. Control on modules is usually made 3-4 times in a semester, it includes offset or examination in a course. The module contains informative and educational and professional speak rapidly. The first forms the theoretical knowledge, the second – professional skills on the basis of the acquired knowledge. The ratio of theoretical and practical parts of the module has to be optimum that demands professionalism and great pedagogical skills of the teacher. Types of rating control at modular training. Merits and demerits, restrictions of modular training. Intensification of training and problem training. The training intensification – is transfer of bigger volume of educational information to trainees at the invariable duration of training without decrease in requirements to quality of knowledge. For a successful intensification of educational process it is necessary to develop and introduce scientifically reasonable methods of the management of the informative process, persons mobilizing creative potential. Improvement of methods of training. Group forms of educational activity as factor of an intensification of training. Methods of active training. By activization of educational activity the purposeful activity of the teacher directed on development and use of such forms, contents, receptions and tutorials which promote increase of interest, independence, creative activity of the student in assimilation of knowledge, formation of abilities, skills in their practical application, and also in formation of abilities to predict a production situation and to make independent decisions is understood.

Problem training in higher education institution this training in the solution of non-standard tasks during which trainees acquire new knowledge, skills. Problem of formation of creative abilities of students. Problem lecture. Problem situation. Conditions of success and chain of problem training. Development of professional problem thinking of students. Forms and means of problem training: problem statement of a training material in a monological mode of lecture or a dialogical mode of a seminar; partial and search activity when performing experiment, at laboratory works; independent research activity. Problem seminar. Main objective of a problematic approach this development of creative skills, formation of the creative professionally focused thinking.

Problem of search of methods of active training (M. I. Makhmutov, I. Ya. Lerner, etc.) . Role-playing game, problem lectures, problem seminars, brain storm, method of game production design, analysis of concrete situations, EXPERT technology (method of activesociological testing, analysis and control). Business game represents a form of a reconstruction of the **subject** and social content of future professional activity of the expert, modeling of such systems of the relations which are characteristic for this activity as whole. Principles, structure of business games. Personal the focused training includes the following concepts: identity, the personality, the self-satirized personality, self-expression, the subject, subjectivity, the I-concept, a choice, pedagogical support. Principles of this approach: self-updating's, identity, subjectivity, choice, creativity and success, trust and support. Methods: dialogue, game, reflexive, pedagogical support, diagnostic, creations of a situation of a choice and success. Heuristic technologies of training. Present stage of development of heuristics. Heuristic methods and techniques of their application. Technology of sign and contextual training – technology of professional education. The main characteristic of training of the contextual type realized by means of system of new and traditional forms and methods of training, modeling of the subject and social content of future professional activity is.

Technologies of developing training (L. V. Zankov, D. B. Elkonin, V. V. Davydov, etc.). Developing training is understood as the new active activity way (type) of training going for change to an explanatory illustrative way (type). Akmeology and akmeological approach to engineering education. Training differentiation – is the didactic principle according to which for increase of efficiency the complex of didactic conditions considering typological features being trained (their interests, creative abilities, an training standard, learning ability, working capacity, etc.) is created according to which the purposes, the content of education, a form and training methods are selected and differentiated. Types of differentiation: external and internal, system and target.

### **The competence-based focused training.**

Information technologies of training define as set of electronic means and the ways of their functioning used for realization of training activity. Problem of their classification.

### **Recommended scope of researches**

1. Diagnostics of quality of educational process in higher education institution.
2. Ways of technologization of programs of subject matters and indication of levels of assimilation of elements of their contents.
3. Techniques of designing of educational process in higher education institution.
4. Interactive training.

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## **SUBJECT 12. FORMS OF THE ORGANIZATION OF EDUCATIONAL PROCESS AT THE HIGHER SCHOOL**

1. Role and lecture place in higher education institution. Structure of lecture occupation and assessment of its quality.
2. Development of a lecture form in system of high school training.
3. Seminar and practical training at the higher school. Seminar as interaction and communication of participants.
4. Independent work of students as development and self-organization of the identity of trainees.
5. Design and creative activity of students.
6. Bases of pedagogical control at the higher school.

The form of the organization of training in higher education institution – is appearance of educational educational process, a way of existence and expression of the content of education. The choice of form of education of students depends on the didactic purpose, the maintenance of a training material, and also on level of pedagogical culture of the teacher and a condition of educational and methodical base of higher education institution.

Forms of educational activity at the modern higher school:

- 1) theoretical (lecture, seminar occupation, term paper, thesis, consultation, educational excursion);
- 2) practical (laboratory occupations, practical work);
- 3) combined (student and work practice);
- 4) control (colloquium, offset, examination).

Role and lecture place in higher education institution as main link of a didactic cycle of training. Historical digression. Outstanding lecturers – mathematician M. V. Ostrogradsky, historians O. V. Klyuchevsky and T. N. Granovsky.

Lecture – one of forms of the organization of training in the conditions of which the teacher systemically and consistently mainly monological states and explains a training material on the whole subject, and students listen and write down the content of lecture, and in separate situations and ask questions which the teacher answers.

Requirements to lecture: the moral party of lecture and teaching, scientific character and informational content (modern scientific level), substantiality and argumentativeness, existence of enough of striking, convincing examples, the facts, justifications, documents and scientific proofs, emotionality of a form of a statement, activization of thinking of listeners, statement of questions for reflection; accurate structure and logic of disclosure of consistently stated questions; methodical processing – removal of the main thoughts and provisions, underlining of conclusions, their repetition in various formulations; statement available and clear language, an explanation of again entered terms and names; use



whenever possible audiovisual didactic materials. The listed requirements are cornerstone of criteria of an assessment of quality of lecture.

The structure of lecture depends on the contents and character of a stated material, but there is the general structural framework applicable to any lecture. First of all, this message of the plan of lecture and strict to it following. Lecture carries out three main functions: information (states necessary data), stimulating (awakens interest to a subject), bringing up and developing (gives an assessment to the phenomena, develops thinking). Sometimes allocate such functions, as focusing (in a problem, in literature), explaining (directed, first of all, for formation of the basic concepts of science), convincing (with emphasis on system of proofs). Lecture and as systematization and structuring all massif of knowledge of this discipline is irreplaceable.

Introduction lecture. Survey and repetitive lectures. Survey lecture. Criteria of an assessment of quality: contents, technique, management of students, lecturing data, productivity of lecture. Development of a lecture form in system of high school training. Problem lecture. Lecture visualization. Lecture together. Lecture with in advance planned mistakes. Lecture press conference. Lecture - discussion. Seminar and practical training at the higher school. Practical training is urged to deepen, expand, detail the knowledge gained at lecture in the generalized form, and to promote development of skills of professional activity. They develop scientific thinking and the speech, allow to check knowledge of students and act as means of operational feedback. Technique of a practical training. Structure: introduction of the teacher; answers to questions of students on not clear material; practical part as planned; concluding remarks of the teacher. A variety of occupations follows from actually practical part. It can be discussions of papers, discussions, the solution of tasks, reports, training exercises, supervision, experiments. Seminar occupations. The seminar purpose – synthesis of the literature studied by students, its correlation with a material of lectures, formation of abilities to analyze and critically to estimate various sources of knowledge, development of creativity and search-research abilities of students. Pedagogical problems of a seminar (according to A. M. Matyushkin): development of creative professional thinking; informative motivation; professional use of knowledge in educational conditions; repetition and fixing of knowledge; control; pedagogical communication. Three types of seminar occupations:

1) the developed discussion according to the plan, in advance offered by the teacher;

2) discussion on the problem called previously, but questions are formulated in common by the teacher and students on the occupation; 3) discussion and protection of papers on an occupation subject. Seminar as interaction and communication of participants. Forms of seminar occupations: seminar discussion, seminar research, seminar - debate, etc.

Criteria of efficiency of seminar occupation: degree of activity of students; dilatability level; depth of discussion of a subject; ponder ability of collectively formulated conclusions; satisfaction of students and the teacher the given classes.

Laboratory researches integrate theoretical-methodological knowledge and practical skills of students in uniform process of activity of educational and research character. Joint group activity – one of the most effective forms. The most important party of any form of a practical training are exercises. Independent Work of Students (IWS) as development and self-organization of the identity of trainees. SRS along with the classroom represents one of forms of educational process and is its essential part. Planning and control are necessary for its successful performance from teachers, and also planning of volume of independent work in curricula of specialties main chairs, a teaching department, methodical services of educational institution. SRS is intended not only for mastering each discipline, but also for formation of skills of independent work in general, in educational, scientific, professional activity, ability to assume responsibility, independently to solve a problem, to find constructive solutions, an exit from a crisis situation, etc.

Independent work is performed with use of the basic didactic materials, urged to correct work of students and to improve its quality. Psychology and pedagogical aspects of success of SRD and way of its further improvement. SRD organizational forms.

The colloquium is one of forms of studies, conversations of the teacher with pupils for clarification of knowledge. The colloquium carries out control training function. It is especially pertinent when the subject is read 2-3 semester, and total control one. It is possible to appoint it instead of a seminar on concluding practical session. The colloquium gives the chance of diagnostics of assimilation of knowledge, carries out organizing function, makes active students and can be recommended in teaching practice as one of the most effective forms of feedback. Design and creative activity of students – is one of forms of independent work of the students, directed on the solution of educational and scientific problems, creative (research) tasks and tasks, performance which (decision) is carried out by the student mainly independently on the basis of pedagogical methods and means of problem and heuristic training. Stages of this activity:

- 1) self-determination, self-updating, motivation;
- 2) organizational and information support;
- 3) promotion of assumptions, formulation of hypotheses, ideas, development of the project;
- 4) planning;
- 5) collecting additional information and implementation of the project;
- 6) registration of results of the executed project;
- 7) protection of the project.

Bases of pedagogical control at the higher school, allowing to stimulate training and to influence behavior of students. Functions of pedagogical control: diagnostic, training and educational. Forms of pedagogical control: examinations, offsets, oral poll (interview), written control, papers, colloquiums, seminars, term, laboratory examinations, project works, diary records, magazines of supervision. Each of forms has the features. On time pedagogical control shares on current, thematic, module, total, final.

Assessment and mark. The assessment and mark are results of the carried-out pedagogical control. Assessment – a way and the result confirming compliance or discrepancy of knowledge, skills of the student to the purposes and problems of training. Mark – numerical analog of an assessment. Absolutization of a mark conducts to a formalism and irresponsibility in relation to results of training. Ways of increase of objectivity of control.

### **Recommended scope of researches**

1. Problem of a ratio of lecture and seminar occupations.
2. Distance learning.
3. Seminars and conferences. How to operate discussion?

### **Creative tasks**

1. Why seminar occupation didactics consider as the most difficult form of educational process in higher education institution?
2. Prove the statement "a seminar – an important form of development at students of independence, activity, ability of work with literature".
3. Develop and prove the akmeological concept of training, i.e. the training focused on the maximum creative self-realization of students.
4. Develop the model of training which is most focused on mutually training of students.
5. Formulate 10 – 15 problems of modern didactics and prove: a) what of them are most actual; b) what development from them can significantly advance the training theory; c) estimate and review, in what degree the solution of the problems offered by you will promote quality of training?

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## SUBJECT 13. PEDAGOGICAL DESIGN

1. Publishing house "Aytumar", 2015. Forms and stages of pedagogical design.

2. Design of the maintenance of lecture courses.
3. Structuring text of lecture.
4. Essence, principles of design and development tendency modern educational technologies.

### **Recommended scope of researches**

1. Conditions of effective carrying out different types of high school lecture.
2. Statement justification "Lecture – the main form of education in higher education institution".

### **Creative tasks**

1. Why lecture at the higher school equally is both a method and form of education?
2. Show or simulate a fragment of high school lecture.

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**SECTION 4. THE THEORY AND PRACTICE OF EDUCATION OF  
STUDENTS IN HIGHER EDUCATION INSTITUTION  
SUBJECT 14. ESSENCE AND PRIORITY STRATEGY  
EDUCATION OF STUDENTS**

1. Essence and modern educational system of students in higher education institution.
2. Education of the spiritual and moral and healthy personality.
3. Education of patriotism and civic consciousness of students.
4. Education of the student as competitive and creative person.

The analysis of intrinsic characteristics of a modern educational system demands the analysis and the concept "education". Education of the spiritual and moral and healthy personality. Influence spiritual on formation of the personality in modern science is insufficiently fully studied. And whether the science fully can and comprehensively investigate this problem as spirituality in its full value belongs to such form of public consciousness as religion. The category spiritual, spirituality, nevertheless, has broad application in various and, first of all, in the humanities. In them spirituality is understood and as cognitive activity of mental processes in total providing it (informative, emotional, strong-willed). In the sphere of the spiritual included the highest mental manifestations – thinking, memory, attention, imagination, moral qualities.

The spiritual sphere of the person is the main beginning having impact on all mentality I (smother) including its conscious sphere as its certain part. The soul acts as the intermediary between spiritual and corporal therefore to consider mental processes, knowledge as result of gnostic activity, moral qualities as spiritual characteristics, in our opinion, not absolutely correctly. They treat the ideal sphere on which the great influence makes not only the material, materialized influences, but also the spiritual sphere. The morals as set of certain standards of behavior have historical and class character, and its various components far don't correspond to original virtues.

The spirit can initiate not only the ideal phenomena, but also be shown in material, create and transform it. The spirit is the leading factor influencing nature of psychosomatic regulation. Not reducibility of the moral, moral beginnings to spiritual can be explained them with passing, changeable character. At the heart of moral standards good ideals, virtue lie. Whether it is possible to connect today many operating moral standards with good ideals. Spiritual education, and respectively and spiritual consciousness it is impossible to understand as a component and result of intellectual, esthetic, ethical education. This separate and independent direction which, in turn, has impact both on intellectual, and on ethical and on physical spheres of the being formed personality.

The analysis of a problem of physical training of students at the higher school. Physical training – is the process which is a component of the general education of

the personality, aimed at the development, self-development of physical culture of the person.

Education of patriotism and civic consciousness of students. About a role and value of patriotism of the personality in K. D. Ushinsky's works. Patriotism is a synthesis of spiritual and moral, civil and world outlook qualities the persons who are showing in love for the country, to the house, in aspiration and ability to protect and increase the best traditions, values of the people, the national culture, the earth.

Education of the student as competitive personality. System role and systemic-functional approaches to education of students.

### **Recommended scope of researches**

1. Implementation of the principles of education in A. S. Makarenko's pedagogical system.
2. The principles of education used in experience of V. A. Sukhomlinsky.
3. Self-education and re-education as education components.
4. Motives and structure of process of self-education.

### **Creative tasks**

1. Make the comparative analysis of definitions of process of the education, reflected in pedagogical literature. In what their similarity and distinction? What of definitions you consider as the full?
2. Give examples of situations in which violation of certain principles of education caused negative consequences.
3. What ideas are cornerstone of reorganization of process of education the higher school?
4. What problems demand additional researches when determining system of the principles of education?
5. Develop a complex of rules on implementation of system of the principles of education. We will remind that in a form and style of a statement of the rule have to be laconic, concrete, correct; rules have to order: that is possible and that is inadmissible to do, properly to arrive to reach desirable result.
6. Why there is a need for re-education of pupils?
7. How you explain behavior of some young people who are constantly delivering inconveniences to surrounding people and as though deprived conscience?
8. analyses own personal formation: what element of system of your school education was the strongest and had on your formation decisive impact?
9. Give examples of the life situations reflecting positive result of application of the principles of education.
10. Whether the concepts "principles of education" and "regularities of education" are identical? In what you see interrelation between these concepts?

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## **SUBJECT 15. FORMATION OF BASIC CULTURE OF THE PERSONALITY**

### **IN COMPLETE TEACHING AND EDUCATIONAL PROCESS**

(Seminar conference)

1. Content of the concept "Basic Culture of the Personality". Main directions of education of the personality.
2. Philosophical and world outlook training of students (essence, appointment, outlook functions; main ways and means of formation of scientific outlook; educational function of religion ...).
3. Civil education in system of formation of basic culture of the personality (the purpose and the content of civil education of students; patriotic education; formation of culture of international communication; legal education ...).
4. Formation of bases of moral culture of the personality (contents and methods of moral education; criteria of moral good breeding; humanity education; ecological culture of students ...).
5. Labor education and vocational guidance of students (tasks and content of labor education; pedagogical conditions of the organization of labor education; vocational guidance; formation of bases of economic culture of students ...).
6. Formation of esthetic culture of students (concept about esthetic culture of the personality; formation of esthetic culture by means of art ...).
7. Education of physical culture of students (tasks and content of education of physical culture; fixed assets of education of physical culture; physical and moral aspects of ant alcoholic and anti-nicotinic education ...).

#### **Creative tasks**

1. What main objectives of formation of basic culture of the personality?
2. What is a substantial basis of formation of outlook of the student and what specific role of science, art, work in this process?
3. Than and how norms and rules by which the relations of people are established are defined?
4. Why moral education can't be carried out in a separation from other types of education: intellectual, labor, legal, civil, esthetic, ecological, economic?
5. In what you see the reasons of moral neglect of children? Give examples of overcoming of these reasons.
6. In what you see difficulties of formation of legal culture of modern youth?
7. Open contradictions of esthetic education, the related shortcomings of spiritual development of youth. Show the main ways of fight against in spirituality, dampness and bad taste.
8. Define, in what distinction of the concepts "physical training" and "physical development". What of them is wider?
9. What in your opinion, reasons of origin of addictions, alcohol intake, drugs, toxic means and tobacco young men and girls?



### **Literature for independent work**

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## **SUBJECT 16. IMPROVEMENT OF CONDITIONS AND PROCESS EDUCATION**

1. Improvement of organizational structure and scientific and methodical ensuring education of students.

2. Educational activity of the curator of student's group. Forming nature of training. Educational potential of subject matters. World outlook and valuable orientations of students when studying subjects. Interrelation of training, education and development. Possibilities of strengthening of bringing-up function of training. Stimulation of research activity of students. Organizational structure and scientific and methodical ensuring education of students. Management of educational work in higher education institution. System of educational work at faculty, in educational group.

Educational activity of chair, curator of student's group. Tasks and duties of the curator. Work of the curator as organizer of pedagogical management and public self-government of collective, focused-educational work and self-education of students.

Studying of students. Formation of self-government institutions of educational group. Statement of tasks of collective. Planning of educational work in educational group. Problems of planning of educational work in educational institutions. Planning indicators: collective formation, activity organization, orientation and educational work, control organization, organization of pedagogical study. Requirements to plans. Scientific validity, focus of plans, optimality of plans. Prediscretion of activity of students in implementation of plans. Types of plans of educational work. The organization of planning of educational work in educational institution. Contents of the plan of work of the curator. Technique of its drawing up: the analysis of results of education of group, statement of educational tasks on are planned the period, definition of the content of work for the solution of these tasks, selection of performers, establishment of concrete terms of performance. Structure of the plan of educational work in educational group.

Organization of activity and relations of students. Control and assessment in education of students. Training of students in self-government. Individual work with students. Search approach in the organization of self-government of group of students. Variety and purpose of forms of educational work. The characteristic of concrete types of work with students: conversations, debate, meeting etc. The purposes, the contents and technique of preparation and carrying out these types of work with students. Orientation and educational work of students in group, its tasks, the contents, the organization and a carrying out technique. Professional education of students. Collaboration of the curator with teachers-subject teachers.

Assessment of productivity of educational work. Educational work with students in extracurricular activities, in hostels. Conditions of efficiency of

educational activity, criteria and indicators of an assessment of its quality, criteria and indicators of an assessment of its quality.

### **Recommended scope of researches**

1. S. A. Rachinsky's national school.
2. TsarskoyeSelo Lyceum.
3. S. T. Shatsky's pedagogical system.
4. A.S. Makarenko's pedagogical system.
5. V. A. Sukhomlinsky's pedagogical system.
6. Innovative higher education institutions: history and present.

### **Creative tasks**

1. What new, from your point of view, bring the called concepts in the content of education?
2. Call the provisions uniting these concepts of education?
3. Characterize the basic principles which are cornerstone of the above concepts of education.
4. Prove what of the purposes, the principles, methods, forms of education and the education, applied in Tsarskoye Selo Lyceum, are applicable and today and what – aren't present?
5. Prove and discuss in the group, what ideas of pedagogical system of S. T. Shatsky are especially actual today and what are disputable or even became outdated?
6. Carry out the comparative analysis of pedagogical system of A.S. Makarenko and V. A. Sukhomlinsky, what at them the general and to what difference?
7. How concepts of harmonious, full and versatile development of the personality correspond?
8. Characterize the priority directions in activity of the curator, based on the concept of educational activity and the direction of its realization at the Mordovian state university of N. P. Ogarev.

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## **SUBJECT 17. SUBJECTIVE DEVELOPMENT OF STUDENT'S GROUP**

1. Analysis of structure of student's collective.
2. Main questions of self-government of students.
3. Main questions of the organization of student's collective.
4. Academic group as subject of education.

Activity of students as educational tool. Pedagogical requirements to activity of students: the developed, activity, independence, sensibleness, systematicity, collective character, account individual features of students. Collective as educational tool. Main signs of collective. Educational institution as collective. Collective activity and interpersonal relations as basis of education of the personality. Influence on the identity of public opinion. Educational value of orientation educational work with students. Collective development as a condition of education of the free and comprehensively developed personality. Group of students as object of pedagogical management. Heads of group of students. Functions of pedagogical management. Selection and arrangement of organizers of educational work. Formation of bodies of collective. Statement of problems of educational work. The organization of activity and the relations in collective. Control, assessment and correcting in collective work. Pedagogical study of curators.

Methods and style of the pedagogical management and management. Organizational and administrative, psychology and pedagogical, economic and legal methods of management. Lines of democratic management style: state approach, scientific approach, efficiency, one-man management and management collectivity, insistence and respect of the personality. Need and problems of public self-government of group of students. Essence and value of self-government of group of students. Structure of self-government of group of students of educational institution. Central self-government institutions. Search approach to structure of self-government of group of students of educational institution. Self-government functions. Elections of self-government institutions. Definition of the purposes and problems of activity. Scheduling of self-government institutions. Organization, control, assessment and regulation of activity and relations of students. Pedagogical managements of self-government of students. Forms of education of students to self-government. Academic group as subject of education. Subjective development of the academic group and formation of an active position of students; subjective influence of student's collective on the personality and relation of the personality and collective.

### **Recommended scope of researches**

1. Subjective development of the academic group and formation of an active position of students.
2. Subjective influence of student's collective on the personality and relation of the personality and collective.

3. A.S. Makarenko about value of traditions in collective.
4. Modern assessment of the theory of group of A.S. Makarenko.

### **Creative tasks**

1. In what the dialectics collective and individual in education of the personality consists?
2. In what the sense of the pedagogical management of student's collective depending on a stage of its development consists?
3. Using V. A. Sukhomlinsky's work "The wise power of collective", write out examples of ways of protection of the personality in collective. Give the analysis of views of Sukhomlinsky on interaction of the personality and collective.
4. Give evaluation of the work of bodies of student's self-government in higher education institution in which you studied.
5. Analyze at what level (a stage, a stage) developments there is a student's group in which you studied.
6. Whether it is possible to speak with emergence on the island at Robinson Crusoe Fridays there was a collective? We will remember: associates had a joint activity, there were definite purposes and prospects, cast ...
7. From A.S. Makarenko's theoretical works write out pedagogical recommendations about the organization, the management and maintenance of authority of self-government institutions.
8. Write out from A.S. Makarenko's book "Pedagogical poem" concrete examples of impact on pupils in collective at the first, second and third stages.
9. What essence of the motivational and valuable relation of the personality? Give examples of interrelation of the different parties of education and their role in formation of the personality.
10. What methods you would find possible also expedient to use for studying of the identity of the student, collective or experience of the colleague? Try to prove their choice and to characterize conditions of their application.

### **Literature for independent work**

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Fokin Yu. G. Teaching and education at the higher school: Methodology, purposes and contents, creativity: studies. grant for the student. higher. studies. institutions. – M.: Publishing center "Academy", 2002. – 224 pages.

## **SUBJECT 18. PEDAGOGICAL COMMUNICATION**

1. Essence and genesis of pedagogical communication.
2. Styles of pedagogical communication and their technical characteristics.
3. Dialogue and monologue in pedagogical communication.
4. Contents and structure of pedagogical communication.
5. Features of pedagogical communication in higher education institution.

Essence and genesis of pedagogical communication. Pedagogical communication – the specific form of communication having the features and at the same time submitting to the general psychological regularities, inherent in communication as to a form of interaction of the person with other people, including communicative, interactive and perceptual components. According to the destination communication multifunction. In social psychology allocate 5 functions of communication: pragmatism, forming, confirmations (statements and confirmations of the personality), the organizations and supports of the interpersonal relations, intra personal. Pedagogical communication – set of means and the methods providing realization of the purposes and problems of education and training and defining nature of interaction of the teacher and pupils. Styles of pedagogical communication: democratic, authoritative, liberal. Still styles of pedagogical communication (author: V. A. Kan-Kalik):

1. Communication on the basis of high professional installations of the teacher, his relation to pedagogical activity as a whole. And interest in communication is stimulated in the higher school also with the common professional interests, especially on main chairs.

2. Communication on the basis of a friendly arrangement. It assumes enthusiasm for common cause. The teacher carries out a role of the mentor, the senior companion, the participant of joint educational activity. However thus it is necessary to avoid familiarity. Especially it concerns the young teachers, not wishing to get to conflict situations.

3. Communication distance belongs to the most widespread types of pedagogical communication. In this case in relationship the distance in all spheres, in training is constantly traced, with reference to authority and professionalism, in education with reference to life experience and age. Such style forms the relations teacher–pupils. But it doesn't mean that pupils have to perceive the teacher as contemporary.

4. Communication intimidation – a negative form of communication, anti-humane, opening pedagogical insolvency of the teacher resorting to it.

5. Communication advances, characteristic for the young teachers striving for popularity. Such communication provides only false, cheap authority. Most often in student teaching the combination of styles in this or that proportion when one of them dominates is observed.

Dialogue and monologue in pedagogical communication. Pedagogical cooperation – the bilateral process based on interaction the teacher – the student, which success depends on activity and the identity of the teacher and activity of the



trainee. Pedagogical interaction to adequately individual opportunities of the identity of the trainee, promoting their maximum manifestation. The pedagogical communication based on cooperation, assumes creative search by the teacher of optimum pedagogical decisions.

Contents and structure of pedagogical communication. Stages of pedagogical communication include:

1. Predictive stage: modeling by the teacher of communication with group, stream in the course of preparation for pedagogical activity.

2. Initial stage of communication: organization of direct communication with audience, group.

3. Management of communication in developing pedagogical process.

4. The analysis of the carried-out system of communication and communication modeling in the forthcoming activity.

Features of pedagogical communication in higher education institution.

### **Recommended scope of researches**

1. Pedagogical step and authority of the teacher.

2. Way to spiritual communication.

3. Equipment of pedagogical communication.

4. Pedagogical communication in work of teachers innovators.

### **Creative tasks**

1. In what specifics of pedagogical communication?

2. analyze, what features of your character positively and at the same time negatively influence productive style of communication.

3. Allocate characteristic processing methods of pedagogical impact on the pupils, applied in experience of A.S. Makarenko, V. A. Sukhomlinsky, E. N. Ilyin, T. I. Goncharova, S. N. Lysenkova, etc.

4. Systematically work over equipment, logic, expressiveness and emotionality of your speech. Talking to pupils, you remember that it is necessary to cause constantly in them vision of about what there is a speech. Practice in it.

5. Systematically work over the gestures; try to be exempted from unnecessary gesticulation.

6. On the basis of the dough offered by V. F. Rakhovsky, define level of sociability peculiar to you.

### **Literature for independent work**

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**SECTION 5. PEDAGOGICAL INNOVATICS,  
PEDAGOGICAL MONITORING  
SUBJECT 19. PEDAGOGICAL INNOVATICS**

1. Pedagogical innovates as theory and technology of innovations.

2. Self-development of methodological culture of the high school teacher. Problems of pedagogical innovations, semantic value of the concept "innovation". On the basis of the analysis of scientific literature, now it is necessary to understand that as an innovation new, original that is entered into teaching and educational process of educational institution, and ways of this introduction are various.

Innovative processes –this multipurpose difficult processes on creation, development, use and distribution of innovations. Barriers to innovative processes.

Modernization in education – is system of the innovations directed on improvement, improvement of functioning, development and self-development of educational institutions and system of their management as a whole. Positive tendencies in innovative processes of modernization of the higher education in Kazakhstan. Various forms of involvement of the teacher in innovative activity:

1) the organization of constantly operating scientific seminar for the most actual problems;

2) training of certain teachers at research institutes and other higher educational institutions;

3) faculty meetings, "round tables", discussions;

4) business, role-playing, heuristic games on generation of new pedagogical ideas;

5) creative work of teachers in methodical associations;

6) participation in scientific and practical conferences of various level;

7) generalization both own experience, and best pedagogical practices;

8) occupations at special advanced training courses;

9) independent research, creative work on a subject, problem;

10) participation in collective experimental and research work within some common problem.

Indicators and criteria of efficiency of creative self-realization of the teacher of the higher school. The methodological culture of the teacher – is the integrated characteristic of extent of his mastering modern methodological knowledge, research abilities and abilities of application of the scientific principles, methods and means of pedagogical research. Problem formulation, purpose specification, definition of object of research. The research objective corresponds to seven criteria:

1) formulation clearness's;

2) to completeness of signs of the expected end result;

3) control, i.e. opportunities to estimate, compare to some standard;

- 4) realities of achievement;
- 5) communications with a problem, conceptually significant idea, research hypothesis;
- 6) temporary definiteness and limitation;
- 7) prediction.

Experiment hypothesis. Formulation of research problems.

Stages of experimental and research work:

- 1) stage of theoretical studying of a studied problem and carrying out if it corresponds to logic of the research, separate short-term search and pedagogical experiments;
- 2) carrying out the developed long-term experiments with use of means of pedagogical diagnostics;
- 3) processing of materials of pedagogical experiment;
- 4) more widespread introduction of the received results in student teaching.

### **Recommended scope of researches**

- 1. Traditional and innovative technologies of management of educational systems.
- 2. Modern aspects of the organization of additional education and management of them.
- 3. Problem of introduction of achievements of pedagogical science in practice of work of educational institutions of various level.
- 4. Domestic innovative policy of higher education institution – the instrument of management of innovative activity.

### **Creative tasks**

- 1. Than public management of education is characterized? Open the content of activity of public governing bodies in your educational institution.
- 2. Get acquainted with the Law RK on education, the concept of development of modern education and express the opinion to various aspects of management of education system establishments, in particular in higher education institution.
- 3. How professionalism, life experience, erudition, creative approach to execution of office functions, humanity of the head correspond in administrative activity?

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## **SUBJECT 20. PEDAGOGICAL MONITORING**

1. Pedagogical monitoring as system diagnostics of quality of education.
2. Accreditation as one of forms of an assessment of quality of the higher education.
3. State educational standard and assessment of results of training.

Pedagogical monitoring – is system diagnostics of qualitative and quantitative characteristics of efficiency of functioning and tendencies of self-development of educational system, including its purposes, the contents, forms, methods, didactic and technical means, conditions and results of training, education and self-development of the personality and collective. The problem field of pedagogical monitoring is much wider, than a traditional assessment of knowledge, abilities or even personal qualities of the trainee. Priority problems of pedagogical monitoring. Drawing up "the diagnostic card" studying of the identity of the student. Accreditation as one of forms of an assessment of quality of the higher education. State educational standard and assessment of results of training.

### **Recommended scope of researches**

1. Development of marketing activity of higher education institution.
2. Assessment of innovative policy of higher education institution.
3. The innovative project – the main form of the organization and realization of innovative activity of higher education institution.

### **Creative tasks**

1. Study methods available to you the identity of the specific student. Develop together with it the program of its creative development for the next 2 – 3 years.
2. Develop the research project "Difficult Student". Make исследовательскую the program (the plan of a theoretical and pilot study in relation to this project).
3. Call 2 – 3 problems of self-education.
  - What strategy of the solution of the called problems you see?
  - How you understand "Self-development of psychology and pedagogical culture"? And what in this plan you really could make?
4. Make the state-of-the-art review of psychology and pedagogical literature "Education of creatively gifted students".
5. Imagine that you the curator of student's group. In your group there are a lot of poor students. What possible program of your actions?
6. What of pedagogical innovations, strategy in respect of education spiritually and physically healthy personality you consider the most perspective and productive? Prove, why.
7. Call 5 – 7 pedagogical ideas which practical realization can significantly increase quality of the higher education in Kazakhstan. Prove the point of view.

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## **Section 6. DIDACTIC BASES of the COMPUTERIZATION of TRAINING**

### **Subject 21. Computer as tool of activity of the person**

Means intensifications and improvements of study the training computerization has to be important. Problem of didactics in this regard consists in defining and providing those conditions under which such intensification is really reached.

It is necessary to deal with the key concept "computer as tutorial" first of all. In the course of work by means of a means of labor of people the activity causes in advance planned changes of an object of the labor. Means represents itself a thing or a complex of things which the person places among themselves and an object of the labor and which according to the deliver purpose serve as the conductor of its impacts on this subject. From these positions only also it is possible to understand essence of that new that bears with itself the computer, and also essence of those transformations which are involved by a computerization training. According to a number of psychologists, the computer is such means and the tool of the human activity which application will qualitatively change and will increase possibilities of accumulation and a application of knowledge each person, and also opportunities knowledge. Use of the COMPUTER as the tool of knowledge of the person means emergence of new forms cogitative, mnemonic (from Greek *mnemonikon* – storing art), creative activity that it is possible to consider as historical development of mental processes person. Process of mastering by the tool of reorganization of activity of the person with introduction in its structure of the new tool interested long ago the scientists. L.S. Vygotsky in 1930 wrote that inclusion the tools in process of behavior of the person causes the new functions connected with use of this tool and an managements by it to reality, does unnecessary a number of the natural processes which work is performed by the tool, alters course the mental of processes and their intensity, duration, a sequence, replaces one functions by others, i.e. reconstructs all structure behavior 3.

P. Ya. Galperin, approximately during the same period investigating psychological distinctions between the tool of the person and auxiliary means at animals, noted that the fixed method of application which addresses the person as new objective reality of the tool along with its natural feature, represents a public way of its application. The system of cannon operations is a product of society, a social production, and the tool – the carrier of a certain type of activity, in it a certain context of action is recorded. Tool "will bear in itself the stamp of public methods of the use which address the certain person as the same objective reality as material life of the tool".

The tool possesses own logic of action with it and to seize the tool, it is necessary to obey to this logic. So, the child which learns to use a spoon, has to join in system of the cannon operations assigned to a spoon as by cultural means.

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.Galperin P. Ya. Functional distinctions between the tool and means//the Anthology of age and pedagogical psychology / Under the editorship of I.I. Ilyasov, V. Ya. Lyaudis. – M, 1980. – Page 203. the child needs to be disaccustomed to natural methods of capture of a spoon by a hand that he tries to do at the beginning of training, and to subordinate him to requirements of cannon receptions. Gradually the child refuses attempts to use a spoon as the simple extender of a hand, and it turns in the holder and a engine of the tool. There is a tool as the new reality placed between the person and the nature, the tool in all the historical and psychological value. At the beginning of the spoon use it is for the child simple lengthening of a hand, and therefore always a bad hand which it never will replace. In this case, as P. Ya. Galperin shows, means doesn't open any new opportunities for the subject and represents only some variation of the already cash.

The spoon and the computer as tools of human activity bear with itself, of course, different opportunities. However psychological features of their influence on reorganization of activity and "formula" of their development are in many respects similar and essentially not differ. The main scheme of mastering any means consists in in the beginning to subordinate the actions to logic of the actions which are set by this means, and then to subordinate him to the purposes and problems of activity, having had new opportunities in achievement results this activity.

At the first stage the computer acts as a subject of educational activity during which knowledge of operation of the car is acquired, are studied programming languages, skills of work of an operator are acquired. At the second stage this subject turns already into a cure of educational or professional tasks, into the activity tool person. So, the musician acquires in the beginning music basics and game school on this or that tool, and then by means of this means expresses a condition of the soul, this or that art idea. This transition of a subject to means, the tool also causes development of activity and thinking of the person and leads a reorganization of habitual actions, their forms and ways.

## **SUBJECT 22. MAIN PROBLEMS OF A COMPUTERIZATION OF TRAINING**

Computer is not simply technical device, he assume the corresponding software. The solution of the specified task is connected with overcoming of the difficulties caused by that one part of a task – designing and production of the COMPUTER – is carried out by the engineer, and another – the teacher who has to find reasonable didactic justification between logic work the computer and logic of expansion of live human activity of the doctrine. Now the last is meanwhile sacrificed to logic machine; after all successfully to work with the computer, it is necessary as supporters of a general computerization note to possess algorithmic thinking.

Other difficulty consists that any means, used in educational process, is only one of equal components of didactic system along with other its links: purposes, contents, forms, methods, activity of the teacher and activity of the pupil. All these links are interconnected, and the in one of them causes changes in all others. As the new contents demands new forms of its organization, and new means assumes reorientation of all of others components didactic system. Therefore installation in a school change class or high school audience of the computer or display is not the computerization termination, and its beginning – the beginning of system reorganization of all technology of training.

Activity of subjects educations – the teacher and the pupil, the teacher and the student will be transformed first of all. They should build essentially new relations, to master new forms of activity in connection with change of means of study and specific reorganization of its contents. And in it, instead of in mastering computer literacy teachers and pupils or a saturation of classes training equipment, the main difficulty of a computerization of education consists.

Three main forms in which can to be used the computer when performing of training functions by it are allocated: a) as exercise machine; b) as the tutor which is carrying out certain functions for the teacher, and the car can carry out them better, than the person; c) as the device modeling certain subject situation (imitating modeling). Possibilities of the computer are widely used and in such nonspecific function in relation to training, as carrying out bulky calculations or in a calculator mode.

It is most expedient to apply training systems to a development and fixing of skills. Here programs of control and training type are used: step by step the pupil receives dosed information which directs at the correct answer at the subsequent presentation of a task. Such programs can be carried to the type inherent in traditional programmed training. The task of the pupil consists in perceiving commands and to answer them, to repeat and learn prepared for the purposes of such training a ready material. When using the computer in such mode intellectual passivity of pupils is noted.

Difference of tutorial systems is defined by that at accurate definition of the purposes, tasks and the content of training are used the operating influences going both from the program, and from the pupil: "For training systems such exchange of an information action received the dialogue name". Thus, tutorial systems. Psychology and pedagogical bases of use of the COMPUTER in a high school training / Under the editorship of A.V. Petrovskogo, N. N. Nechayev. – M, 1987. – Page 168.

Savelyev A.Ya. Problems of automation of training//psychology Questions. – 1986 . – No. 2. – Page 11. provide some kind of dialogue being trained with the COMPUTER in real time. Feedback is carried out not only at control, but also in the course of assimilation of knowledge that gives to the pupil objective data on a course of this process. As a matter of fact tutorial systems are founded on the same ideology of the programmed training (branched programs), but the dialogue strengthened by opportunities with the COMPUTER.

It is necessary to emphasize difference of such "dialogue" from dialogue as way of communication between people. Dialogue is a development of a subject, a positions, the point of view joint efforts of two and more people. The trajectory of this joint exchange of thoughts is set by those meanings which are generated during the dialogue.

It is obvious that "dialogue" with car that essentially isn't. In the machine program those branches programs on which the process initiated by a user of the COMPUTER moves are set in advance. If the pupil gets not on that branch, the car will give out "remark" that he got not there where it is provided by logic of the program and that it is necessary to repeat, therefore, attempt or to begin with other course. Essentially the same occurs when we incorrectly dial phone number, and the subscriber answers "Were mistaken number" or simply hangs up. By the way, for the same reason the individualization of training is realized only so far as in the car the branched program is put. In principle has to be on the contrary: in view of uniqueness of everyone person in the training car there have to be individual programs. But it surpasses possibilities of the computer, in any case now. Certainly, the programmer arrives correctly, providing system of remarks the cars given out in certain places programs and imitating situations of communication. But as there is no real dialogue so far as there is no communication also, there is only an illusion that and another. Dialogue with car, to be exact, with an array of formalized information, can't essentially be. From the didactic point of view "the dialogue mode" is reduced only to a variation or sequence, or the volume of issued information. It also exhausts opportunities of operating by the ready, machine information fixed in "memory". "Dialogue", – M. V. Ivanov writes, is the dialectic contradiction of a subject realized in pedagogical communication, and contradiction even the most modern car can't master in any way, it essentially isn't adapted for it. Introduction it is inconsistent howl it estimates information "two". It means that the computer, acting as means of realization of the purposes of the person, doesn't substitute creativity processes, doesn't select them at pupils. It is

fair and for those cases when the COMPUTER is used for Ivanov M. V. Ways of improvement of methods of teaching at the higher school//modern. higher. school. – 1982 . – No. 3. – Page 121. the educational imitating modeling giving a mode of "intellectual game", though, undoubtedly what exactly in this function use of the computer is most perspective. With its help such training environment which promotes active thinking of pupils is created.

Use of machine models of these or those subject situations opens properties of these situations inaccessible earlier, expands a zone of search of versions of decisions and their level. The number of the purposes generated by the user increases, originality of their formulation is noted. In the course of work mechanisms of regulation and activity control are reconstructed, her motivation is transformed. All this is defined by as far as the programmer manages to put in the training program of possibility of an individualization of work of the pupil, to consider regularities of educational activity.

Individualization call one of advantages of computer training. And it is valid so though the individualization is limited to opportunities concrete training programs and demands big expenses of time and forces of the programmer. However that ideal of an individualization which connect with broad introduction of personal computers, has also the reverse hundred-krone. The individualization curtails also so scarce in educational process dialogical communication and offers its substitute in the form of "dialogue" with the COMPUTER. Really, the active child in the speech plan, having been admitted to school, generally listens to the teacher, takes "a reciprocal position" and speaks at lessons with special permission of the teacher when it "will cause to a board". It is counted that for full academic year the pupil has opportunity to tell only a few tens minutes – in mainit silently perceives information. Means of aformation of thought – the speech – is actually switched off, and for those who became a student, it occurs and at the higher school. The being trained have no sufficient practice of dialogical communication in language of studied sciences, and without it as show psychological researches, the independent thinking doesn't develop.

If to go on the way of a general individualization of training with the help of personal computers, without caring of primary development collective in the form and an essence of educational occupations with rich opportunities of dialogical communication and a interaction, it is possible to miss possibility of formation a thinking of pupils. Danger of curtailment of social contacts, individualism in production and public life is real also. These phenomena meet in the countries which are widely introducing computers in all spheres of activity much. It is impossible to be guided recklessly by ways of introduction of the COMPUTER in those countries where proceed from essentially other ideas of mental development of the person, than what are developed in modern domestic psychology and pedagogical science. Arise a serious multidimensional problem of a choice of strategy a computer introductions in training which would allow to use all its advantages and to avoid losses because they inevitably negatively will affect

quality of teaching and educational process which not only enriches the person with knowledge and practical abilities, but also forms his moral shape. It is necessary to consider that broad practice of training in our country at the comprehensive and higher school in many respects continue to be based on theoretical representations of explanatory-illustrative approach, at which training scheme reduced to three main links: material statement, fixing and control. At information and cybernetic approach, the computer technology also is based on which, the main point essentially doesn't change. Training makes as extremely individualized process of work of the school student and the student the familiar information provided on the screen of the display. It is obvious that by means of these theoretical schemes it is impossible to describe such pedagogical reality of today, as, for example, problem lecture, a problem lesson, a seminar discussion, business game or Research work.

In most cases at schools try to go on the way of the smallest resistance: translate contents of textbooks and diverse types of tasks into a programming language and put them in the car. But if the material was unclear on subject, for example on chemical, language, it doesn't become clearer in computer language, it is rather on the contrary.

Authors of the program in similar cases try activate work of pupils with a training material at the expense of huge opportunity of the computer on processing of information, increase in its volume and transfer speed. Certainly, opportunities of the person for information processing far aren't exhausted. However increase information loading it is possible only on condition that the pupil sees personal sense of its receiving. And it happens when he understands a material and connects a received information with practical action. In this case information turn in knowledge.

Knowledge is an adequate reflection in consciousness of the person of the objective reality, providing to it to possibility of reasonable, competent action. However in training the knowledge is results works of the person not with real objects, and with their "deputies" – sign systems which make the contents the educational of subjects, educational information. Reflection of reality is carried out through assimilation of such systems, and in it advantage of any training. Its shortcoming consists that these sign systems as though close to the person of possibility of apractical relation to reality, and for this reason many being trained aren't able to put knowledge into practice.

Danger of a separation from the reality, inadequate reflection of reality at computer training increases as the substantial information provided in the textbook in this or that subject language (physics, chemistry, biology, etc.), has to be expressed in one artificial language, programming language. There is as though a replacement replacement that multiplies a opportunity of receiving being trained formal knowledge which don't approach it to practice, and, on the contrary, distance from it.

Conclusion which is drawn by researchers in those countries where saved up computerization experience, first of all in Zapakd's developed countries, consists that real achievements in this area don't give the grounds to believe that use of the COMPUTER will cardinaly change traditional system of training to the best. It is impossible simply build the computer in habitual educational process and to hope that it will carry out revolution in education. It is necessary to change the concept of educational process, in which computer organically fitted as a new, powerful tool of training.

In foreign literature it is noted that attempts of introduction of the computer are based on the education concept which main objective is accumulation of knowledge, skills which are necessary for performance of professional functions in the conditions of industrial production, and the old concept of an education any more doesn't conform to its requirements.

The conditions created by means of the computer, have to promote formation of thinking being trained, focus it on search of system communications and regularities. The computer as P. Norton emphasizes, is a powerful tool of rendering help in judgment people of many phenomena and regularities, however it is necessary to remember that it inevitably enslaves mind which uses only a set of the learned facts and skills.

Assimilation of knowledge of the COMPUTER and its opportunities, programming command of the language, ability to program are only the first steps on a way of realization of opportunities of the computer. Really effective it is possible to consider only such computer training in which opportunities for a formations and development of thinking of pupils are provided. Thus it is necessary the investigate still for regularity of the most computer thinking. It is clear only that the thinking formed and operating with help of such means as the computer, in something it is significant differs from the thinking created by means of, for example, the habitual printing text or a technical tool. To reconsideration is exposed not only concept of thinking, but also idea of other mental functions: perception, memory, emotions, etc. The opinion is expressed, for example, that new technologies of training by means of the COMPUTER significantly change sense of a verb "to know". The concept "accumulate information in memories" is transformed to "process of receiving access to an information action". It is possible to disagree with such treatments, but it is undoubted that they are cast by attempts to enter a new, computer technology of training and that psychologists and teachers have to investigate feature of development of activity and mental functions of the person in these conditions. It is clear, that all problem can't be reduced to a formation of algorithmic thinking by means of the computer.

## **SUBJECT 23. CONTENT OF COMPUTER TRAINING**

Problems of computer training, as shown above, aren't reduced to mass production of computers and their embedding in existing educational process. Tutorial change as, however, and changes in any link of didactic system, inevitably leads to a reorganization of all this system. Use of computing equipment expands possibilities of the person, however it is only the tool, the tool of the solution of tasks, and its application shouldn't turn into end in itself, fashion or formal action. Possibility of a computerization of educational process arises when functions carried out by the person can be formalized and are adequately reproduced by means of technical means. Therefore before starting design the educational process, the teacher has to define a ratio between automated and not automated its parts. According to some references, the automated mode on the volume of a training material can reach 30% of the contents. These data can help to choose sequence of a computerization of subjects. It is natural that first of all she will mention those from them which use the strict logical-mathematical device which contents gives in to a formalization. Unformalized components need to be developed in any other, not algorithmic way that demands from a teacher, the teacher of the corresponding pedagogical skill.

At design of the content of educational activity it must be kept in mind that it includes knowledge from subject domain, and also that knowledge which are necessary for assimilation of the maintenance of a subject, including knowledge of the most subject activity. Thus, the bigger fragment of training is covered by the training program, the bigger value gets this second component of the contents. Here elements of mathematics, formal logic, heuristic cures the educational of tasks can be useful.

According to the concept of sign and contextual training the theory is acquired in a context of practical action and, on the contrary, practical actions have the approximate basis the theory. Such approach is by us the basis for experience of computer training in that part, which Savelyev Ave. Problems of automation of training//psychology. Questions. – 1986 . – No. 1 Mashbits E.I. Psychological bases of management of educational activity. – Kiev, 1987. Verbitsky A. A. The concept of sign and contextual training in higher education institution//Vokprosa of psychology. – 1987 . – No. 5. the settlement of tasks concerns chemical. At traditional approach pupils or listeners of preparatory office of chemical engineering higher education institution owe to learn to solve a set of subtypes of tasks by working off of the corresponding ways of the decision. The simple translation of this procedures on the computer the little improves business. System contextual expansion of the maintenance of chemical science sets the reasonable logic connecting all possible computer programs of the solution of these tasks. Acquiring logic of such expansion and possibility of its translation into a programming language, the being trained acquires this language in a context of studying of the maintenance of a subject.

In the course of work being trained not simply substitute missing data in the formula entered by the teacher, and make conscious work on the theoretical analysis of a chemical material. As a result they obtain data, transformation the which on known procedure makes the solution of a task. The theory and practice act as two parties of the same process of the decision, and the task appears dialectically inconsistent phenomenon. On the one hand, it is that, "appearance" of that is accepted by the theory, and with another – object practical a applications of this theory. The contradiction is removed in the course of the decision tasks which approximate basis is the theory.

There is also other option at which being trained independently makes settlement chemical tasks of set the teacher to algorithm of actions. This procedure is not than other, as essential part of the computer program. In a context of the solution of substantial chemical tasks the being trained acquire also logic of drawing up programs for a computer. It is necessary to write down only this logic in the corresponding computer language.

Making the tasks, being trained seize the first stage of programming – algorithmization of the maintenance of chemistry. At the second stage such attributes of programming, as record of numbers, operators, rules of creation of programs, etc. accustom. Such images, listeners at the same time use two languages: substantial language of chemical science and formal language the programming, one in a context of another. Some kind of resource-saving technology is realized, need of introduction of a additional course of programming disappears.

The reviewed example is urged to illustrate that thought that the computerization of training doesn't mean a simple additive of new means in already developed educational process. Design of new educational process on the basis of the modern psychologist-pedagogical theory is necessary. And it is a task more difficult, than preparation of training programs for existing subjects. The destiny of a computerization will depend eventually from pedagogical and psychologically reasonable Agapova O. I. Shvets V. I. Verbitsky A.A. Realized system contextual approach//Messages high. schools. – 1987 . – No. 12. reorganizations of all educational process.

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## **Section 7. OTHER FORMS of the ORGANIZATION of TRAINING**

### **SUBJECT 24. EDUCATIONAL EXCURSIONS**

a) Essence of excursions as study forms. Types of excursions. Along with lessons study at school is carried out in the form of excursions. The word excursion (excursio) of a Latin origin and in translation into Russian means a sortie, visit of any place or object for the purpose of its studying. In this sense excursion is understood as such form of the organization of training at which pupils perceive and acquire knowledge by an exit to the location of studied objects (the nature, plants, historical monuments) and direct acquaintance with them. Excursions are very effective form of the organization of study. In this regard they carry out the following functions.

The first. By means of excursions the principle of a presentation of training because in the course of their pupils as it is noted above, directly get acquainted with studied subjects and phenomena is realized. The second. Excursions allow to raise level of scientific character of training and to strengthen its relations with life, with practice. The third. Excursions promote technical training as give the chance to acquaint pupils with production, with application of scientific knowledge in the industry and a rural farms. The fourth. Excursions play an important role in professionally orientation of pupils to a production activity and in their acquaintance hardly employees of the industry and rural farms. In training programs in each subject the obligatory list of excursions and their contents has to be established. From this point of view all tours conducted at school conditionally are divided on some types. Production excursions belong to the first look. These excursions are planned in courses of physics, chemistry, mathematics, economic geography. They assume visit by pupils of enterprise and agricultural objects, new buildings etc. Production excursions help studying of bases of a modern production and promote expansion of a technical outlook and labor education of pupils.

The second look are natural-science excursions. They carried out for increasing knowledge in such subjects, as botany, zoology, geography, etc. These are excursions in the field, in the wood, on a meadow, to the small river, the lake, in a zoo, etc. Historical-literary excursions belong to the third look. These are tours which are conducted on literature and history and assume exits in historical places, visit of art exhibition, art galleries, book-depositories, archives, etc. Special, the fourth, a look make local history excursions for the purpose of studying of the nature and history of the native land. At last, it should be noted and the fifth type of excursions which received the name of the complex. These are such excursions, which carried out in several subjects at the same time. For example, excursion to a glass plant can be carried out at the same time for an deepening of knowledge of physics, chemistry, mathematics, geography, and on each from these subjects specific questions are studied. The physicist and the chemist acquaint pupils with application of these sciences on a production, the mathematician opens the questions, the geographer tells about

economic relations of the enterprise, etc. However classification of educational excursions is carried out also depending on what didactic problems are solved in process their carrying out. From this point of view two types of excursions are allocated. Excursions of the first type serve as means of studying of a new material pupils, excursions of the second type are used for fixing of that material which is studied previously in class. For example, when studying in the VI class tour is aware of subject "Rivers" geography can be conducted for the purpose of judgment and assimilation of a new material. Pupils under the leadership of the teacher leave to the river, and he explains them the main questions of a watercourse, learns to define the left and right coast, explains why one river bank, as a rule, happens cool, and another flat, etc. As we see, the main objective of this excursion consists in visually to tell to pupils new knowledge.

But on the same subject tour can be conducted and in other plan. The teacher, using pictures and schemes, states all these questions at a lesson, and then will organize with pupils excursion to the river for the purpose of fixing of the material stated on occupations.

b) Didactic bases of carrying out educational excursions. When carrying out excursions the major task consists in achieving detailed judgment and strong assimilation studied material. The technique of excursions has to be subordinated to the solution of this task.

In the general plan this technique includes:

- a) excursion preparation;
- b) exit (departure) of pupils to studied objects and assimilation (fixing) of a training material on a subject of occupations;
- c) processing of materials of excursion and leading of its results.

We will consider in more detail these questions on the example of studying it is aware of physics of a subject "An internal combustion engine. Use of engines". On this subject of the program provide carrying out production excursion. What didactic provisions are realized in this case?

First of all the preparatory work to excursion and, in particular, accurate definition of its purpose is of great importance. In this case it consists in acquainting pupils with a structure the modern of internal combustion engines and their use on a pro.

Preparation of excursion is connected also with a choice of object of studying. The nearest automobile garage where there are engine of internal combustion and where there is an opportunity to observe them in work can be it. The third moment of preparation of excursion consists in raising specific questions on which they should pay special attention before pupils. Such questions in this case be following: how fuel in cameras a combustion, what purpose of the carburetor, the cylinder, candles, etc. moves. At last, by excursion preparation the teacher visits its object and solves who will act as the guide – he or the employee of the enterprise. In the latter case the teacher agrees with him about the purpose of excursion and its contents, and also about a technique of an explanation of a material.

The second stage is made by substantial part of excursion, i.e. a study organization on perception and assimilation (or to fixing) a studied material during its carrying out. It becomes by means of the story, an explanation, conversation and demonstration (display) of the major parts and details of studied object. In this case tour is conducted as fixing of that material, which was studied at a lesson therefore it begins with short poll of pupils: the internal combustion engine consists of what main parts? What role in it is played by a flywheel? After poll the teacher shows all these parts and knots on the disassembled engine, and then is demonstrated its work.

In the course of excursion it is necessary to care of activization of thinking of pupils and to induce them to assimilation studied material. For this purpose the teacher (guide) asks pupils about the principles of work of an internal combustion engine, about ways of a transformation of rectilinear movement in rotary, etc. During excursion pupils make entries of the major provisions of a subject, and also drawings, sketches, etc. Excursion comes to an end with leading of its results, generalization of that new that pupils learned during its carrying out. On this example the general approaches to preparation and carrying out excursion are shown only. If to talk about excursions on literature, history or botany, certainly, their carrying out differs a number of specific features. So, excursion on botany can include collecting various plants and a preparation of a school herbarium. In this case processing of a collect material and its streamlining is required. Historical-literary excursions can include meetings with participants of these or those historical events, writers, etc. Other can be and summing up. They can be expressed in the form of written reports, compositions, conferences, and also by the organization of exhibition, etc. All these questions are in more detail considered in courses of private techniques.

## **SUBJECT 25. FACULTATIVE OCCUPATIONS**

a) Value of facultative occupations. As shown in chapter about the content of education, curricula of comprehensive schools included facultative classes in subjects which are studied at the choice of pupils. Facultative occupations as form of education are entered in the late sixties – the beginning of the 70th, when it was carried out one of the next reorganizations of the maintenance of a school education. They received the name from the Latin word *faculties* that means possible, optional, provided on a choice.

Therefore, facultative classes are given on a voluntary basis and at the choice of pupils in parallel with studying of obligatory subjects. By means of facultative occupations the school is urged to solve the following problems: a) to satisfy inquiries in deeper studying of separate subjects which interest pupils, b) develop educational and informative interests, creative abilities and talents of pupils. In it their important pedagogical value also consists.

b) Contents and organization of facultative occupations. As it is already noted, facultative classes are given in parallel with a studying of obligatory subjects for the purpose of deepening and enrichment of knowledge of pupils and development of their creative abilities and talents. It has impact on their contents. It can include deeper studying of separate subjects or sections the training program in any subject, and also contain new subjects and the problems which are going beyond the program. For this purpose for the aid to the teacher special programs are formed and manuals in facultative subjects are created. As for the organization of facultative occupations, they can be carried out in the form of usual lessons, excursions, seminars, discussions, etc. Unfortunately, at schools they are quite often used not for increasing knowledge and development of abilities of pupils, and for overcoming of their lag in mastering a programs material that, naturally, distorts their sense and didactic appointment.

## **SUBJECT 26. FORMS OF OUT-OF-CLASS STUDY**

a) Concept about forms of out-of-class work. Cool occupations as it was already noted, are usually carried out with constant structure study, according to in advance defined schedule and have obligatory character. But, along with obligatory studies, outside school day at schools and other educational institutions various forms of study which have a voluntary nature for pupils are used and are called satisfy their various informative and creative inquiries. These forms of voluntary studies are called out-of-class, or after-hour. The concept the out-of-class specifies that carrying out these occupations doesn't require full structure of a class that pupils of various classes at own will can participate in them that they are carried out out of the schedule of obligatory studies. In this sense forms of out-of-class study treat: subject circles, scientific organizations, Olympic Games, competitions, etc.

b) Subject circles and scientific organizations. If study at school is put well, on classes in each subject there are pupils who seek for expansion and an enrichments of the knowledge, for technical creativity, for carrying out skilled work on biology, etc. It causes need of the organization of work of subject circles and scientific organizations of school students. Circles are created on a voluntary basis separately from pupils of parallel classes or if parallel classes isn't present, from pupils of V-VI, VII-VIII, etc. classes. Management works circles is performed by teachers-subject teachers.

The content of occupations of circles includes: more profound studying of single questions of the training program which call interest pupils; acquaintance with life and creative activity outstanding scientists, writers and other scientists and culture, with the latest developments of science and equipment; carrying out the evenings devoted by the separate scientist or discoveries; organization of a technical modeling and experience work on biology, organization of meetings with researcher, etc.

Recently creation of scientific organizations of school students which unite gained distribution and coordinate work of circles, hold the mass events devoted to science and equipment, will organize competitions and the Olympic Games on various branches knowledge. Unfortunately, at many schools the old tradition when each teacher considered for himself as honor and a duty conducting circle and other out-of-class work on the subject is lost. Many teachers don't conduct now such work.

c) Olympic Games, competitions, exhibitions of student's technical creativity. For stimulation of educational cognitive activity of pupils and development of their creative competitiveness in studying of mathematics, physics, chemistry, Russian and literature, foreign language, and also in technical modeling in the schools, areas, areas and the republics the Olympic Games, competitions are held, exhibitions of a children's technical creativity will be organized. These forms of out-of-class work are planned in advance, for participation in them the best school

students that gives a big impulse for development of their abilities and inclinations in various branches of knowledge are selected. At the same time they allow to judge creative kind of work of teachers, their ability to look for and develop talent.

**Literature for independent work**

Danilov JR. Training process at the Soviet school. – M, 1980.

Kutjev V. O. Extracurricular activities of school students. – M, 1983.

## **APPENDICES. METHODOICAL MATERIALS**

### **APPENDIX 1 SUBJECT AND FORMS OF INDIVIDUAL WORK QUESTIONS FOR SELF-PREPARATION**

1. Intrinsic and functional characteristic of pedagogics as sciences. Definition of a subject of pedagogics of the higher school. Its main categories.
2. System of anthropological sciences and pedagogics place in it. Problem of dialectic interrelation of pedagogics and psychology.
3. Principles and methods of pedagogical research.
4. Characteristic of the all-methodological principles of development of the higher education.
5. Development, socialization and education of the personality.
6. Modern strategy of modernization of the higher education in Kazakhstan.
7. Current trends of development of the higher education abroad.
8. Bologna Process and other integration processes in development of the higher education.
9. Modern education system of RK. Principles of its construction. Law of the Republic of Kazakhstan on education.
10. The teacher of the higher school – the creative person.
11. Structure of pedagogical activity.
12. Student as creative person.
13. Subjective development of student's educational group.
14. Essence and modern educational system of students in higher education institution.
15. Formation of basic culture of the identity of the student in complete educational educational process.
16. Improvement of organizational structure and scientific and methodical ensuring education of students.
17. Educational activity of the curator of student's group.
18. Family and street as factors of development of the personality.
19. Essence and genesis of pedagogical communication. Styles of pedagogical communication and their technical characteristics.
20. Contents and structure of pedagogical communication.
21. Features of pedagogical communication in higher education institution. Dialogue and monologue in pedagogical communication.
22. The general concept about didactics and didactic system. Actual problems of modern didactics of the higher school.
23. Essence, structure and driving forces of process of training.
24. Systematization of pedagogical regularities, principles and rules.  
The principles of training as the main reference point in teaching activity.

25. Multidimensional approach to classification of methods of training, education of the personality.

26. About the concepts "theory" and "technology" of training. Essence, principles of design and tendency of development of modern educational technologies.

27. Modular creation of the content of discipline and rating control.

28. Intensification of training and problem training.

29. Heuristic technologies of training.

30. Active training. Business game as form of active training.

31. Personal the focused training.

32. Technology of sign and contextual training.

33. Technologies of developing training.

34. The differentiated training.

35. The competence-based focused training.

36. Information technologies of training and technology of the remote educations.

37. Role and lecture place in higher education institution. Structure of lecture occupation and assessment of its quality. Development of a lecture form in system of high school training.

38. Seminar and practical training at the higher school. Seminar as interaction and communication of participants.

39. Independent work of students as development and self-organization of the identity of trainees. Design and creative activity of students.

40. Bases of pedagogical control at the higher school.

41. Forms and stages of pedagogical design.

42. Pedagogical innovatics as theory and technology of innovations.

43. Self-development of methodological culture of the high school teacher.

44. Pedagogical monitoring as system diagnostics of quality of education.

45. Accreditation as one of forms of an assessment of quality of the higher education.

46. State educational standard and assessment of results of training.

## **APPENDIX 2**

Approximate plan of studying of the identity of the student

1. General information about the student: surname, middle name; age, faculty, course, group. As long studies at university where studied earlier.

State of health. Social origin. Relationship status. Living conditions.

2. Characteristic of psychological features of the student. Orientation of the personality: general outlook and erudition. Depth and width of interests, ability to their realization. World outlook aspects of the identity of the student (system of



values, aspirations, vital belief). Self-assessment, Level of claims (underestimated, overestimated, internally).

Features of informative processes: attention (switch, stability, distribution, concentration, volume); memory (features of storing, the accuracy of reproduction, a ratio of processes of storing and a hammer), prevailing type and a type of memory; thinking (quality of mind, independence, ability to allocate the main thing, the width, depth, flexibility, criticality); prevailing type of thinking (theoretical or practical); the speech (richness of a lexicon, ability precisely to express the thoughts). Features of the emotional and strong-willed sphere of the personality: Expressiveness of emotional experiences (expressivity); features of reaction to meeting Vital difficulties; prevailing mood; formation of strong-willed qualities of the personality (determination, persistence, initiative, self-control).

Individual and psychological features of the personality: presumable type of higher nervous activity; temperament, character (features of its manifestation in educational and other kinds of activity); degree of a personal maturity of the student; tendencies and abilities, their communication with professional interests.

3. Position of the student in student's group. The relation of the student to group, situation in group (authority among members of group), the sociometric status; the importance of group norms and values for the student.

4. Relation of the student to teaching structure.

5. Professional self-determination of the student: relation to mastering profession (degree of formation of ideas of future profession); development of professional qualities, skills of future work.

6. Psychology and pedagogical recommendations.

### **APPENDIX 3**

Approximate plan of the psychology and pedagogical characteristic of the academic group of students

1. General information about group: number of students; age and sexual structure.

2. Educational and research activity of group: prevailing motives of the doctrine; place of educational and research activity in structure of valuable orientations; relation of students to various subject matters; level of activity of students on classroom occupations; possible reasons of low progress, lack of interest etc. Certain students have groups; the sphere of dominating scientific interests of students; the main forms of participation in scientific research activity (reports, papers, term papers, participation in scientific conferences of students, publications, etc.).

3. The psychology and pedagogical characteristic of relationship in group:

- structure of the interpersonal relations: emotional preferences; reference character; domination, preferences; existence of micro groups, factors of their emergence in the academic group; leaders and a sphere of influence on group;
- unity of student's group: level of valuable orientation unity; extent of differentiation of interests of students in educational and extracurricular activities; existence of the group purposes and common causes; psychological health of the personality in group;
- organization of group: degree of independence of students in planning, preparation and carrying out group affairs; distribution of the rights and duties between members of group, ability to consider thus individual and psychological features (abilities); efficiency of joint decisions (their acceptance and realization);
- norms and traditions of group: their existence (absence reason), contents, adjustable spheres of group life; sources of emergence and ways of maintenance; deviation cases from group norms, group reaction;
- intergroup relations: inclusiveness of the academic group in life of a course, faculty, higher education institution; spheres and interaction forms with other academic groups.

4. Relationship of the expert student with this academic group: at stages of acquaintance, work with group, its studying, the end of practice.

5. Psychology and pedagogical conclusions and recommendations about improvement educational and scientific and professional educational process in group.

## **APPENDIX 4**

### Situational tasks

#### No. 1

On a practical training one of the students, taking, as a rule, a place near the teacher, studies abstracts of lectures or the textbook in other subject. Questions of the teacher answers that he for this subject will have no lot of time, and on occupation it needs to be present as he can hear something useful. Sitting at the first tables, he perceives information better. To classes goes regularly, examinations performs well, but questions of the teacher doesn't answer as "is occupied". Analyze a situation from a position of the teacher. Your actions.

#### No. 2

The student of a third year worked with one teacher (performance of term papers, participation in conferences etc.). On the fifth year because of the conflict states desire to perform the thesis at other teacher. The student studies on "perfectly" and intends to arrive in postgraduate study. The situation of negotiations with other teacher is known to the previous head. Whether it is possible to avoid the conflict between teachers, the teacher and the student, at last,

to keep desire to be engaged in further scientific work. What have to be the relations of the student with the research supervisor?

No. 3

Having a little been late, on lecture the head of the group who has just got a grant enters. Sitting next students ask to give out them a grant that the head and does, involving an increasing number and distracting listeners. How the teacher has to move himself in this situation?

No. 4

During practical occupation one of students defiantly reads the newspaper while others perform a task. On a question of the teacher why it doesn't work with others, answers that he doesn't want. On the following occupation – the same. The teacher says that if it isn't interesting to the student...

No. 5

The teacher is the head of some society which students don't seek to enter. To attract students in ranks of the organization, the teacher lays down a condition "yet you won't write the application on the introduction, at examination you won't receive the ticket". Analyze a situation from a position of the teacher and the student.

No. 6

At examination the teacher notices a crib at the student and reports that the highest point for this student will be "4", as a result the student receives "3", than was very happy. What criteria of an assessment of knowledge the teacher used; correctness, completeness, sensibleness, effectiveness, system city, durability? How in this situation to define level of knowledge of the student?

No.

7

The student was late for examination. The teacher gives it an individual task. The student hands over examination ahead of schedule. The teacher claims that the student wrote off, and gives other, more difficult task. The student carries out it. The teacher gives the third task with which the student can't cope. The student asks to help with the decision, but the teacher doesn't consult. The situation passes into the conflict: the student was sharply expressed to the teacher and left audience. Analyze a situation.

No. 8

The teacher set house examination. When checking he found two absolutely identical correct works with the original non-standard decision. How the teacher has to behave?

No. 9

On student teaching the student conducted an open lesson. Were present: teacher, teacher of the university, three probationers. Upon termination of a lesson pass to discussion, and here the teacher with anger falls upon students who on a course of a lesson didn't analyze it, even managed to read books. Students, the teacher and all university are accused. How to behave to the teacher of higher education institution?

## APPENDIX 5

### TECHNIQUE OF THE ASSESSMENT OF EFFICIENCY TRADITIONAL AND INNOVATIVE EDUCATIONAL OCCUPATION

Indicators and criteria of an assessment of efficiency of a traditional lesson

Efficiency indicators Criteria of an assessment Assessment

1. Extent of achievement of the objectives:

a) the training

b) the developing

c) the bringing up

Clearness, sequence, expediency

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Information substantial saturation of a lesson

Information density

3. Flexible productive use of methods of training and education, their compliance to occupation type Flexibility, productivity

4. Flexible and productive use of frontal, individual and group forms of education Flexibility, productivity

5. Complex use of didactic technical means of training

Complexity, productivity

6. Culture of pedagogical communication, explanation of Dialogues.

7. Level of interest, emotional spirit and creative activity of students on occupation Interest, activity, emotionality

8. Objectivity and efficiency of a pedagogical assessment of results of educational activity of students Objectivity, efficiency

General assessment of efficiency of occupation

Indicators and criteria of an assessment of efficiency of innovative occupation

Efficiency indicators Criteria of an assessment Assessment

1. Degree of originality and novelty of a technique (technology) of occupation

Originality, novelty

2. Flexibility of a combination of traditional and innovative forms, methods training, contents of occupation

Flexibility, system city

3. Extent of use of means of the pedagogical diagnostics, allowing to reveal efficiency of a pedagogical innovation of Dialogical

4. Technological effectiveness, opportunity for reproduction of a pedagogical innovation by other teachers of the higher school Reproducibility

General assessment of efficiency of innovative occupation.

## **APPENDIX 6**

Approximate scheme of the analysis of lecture occupation

Logically harmonious system of the analysis of the attended lecture of the teacher is carried out according to the following approximate scheme:

1. Preliminary data on studied science, student's audience and the teacher.
  2. Training of the teacher for lecture.
  3. Organizational beginning of lecture and training of students for it.
  4. The principles of high school didactics and their reflection in the content of lecture.
  5. Contents and internal structure of lecture.
  6. External structure and technique of carrying out lecture by the teacher.
- Conclusions according to the contents and a technique of reading lecture.

## **APPENDIX 7**

### **SCOPE OF TOTAL WORKS**

1. Innovations in modern science.
2. Computerization of educational process.
3. The psychological analysis of the computerized educational activity.
4. Work in the Internet and psychological features of Internet dependence.
5. Innovative processes in branch on an example ...
6. The innovative enterprises of branch and their feature on an example ....
7. Structure and features of professional activity at the innovative enterprise on an example ...
8. Structure and the main characteristics of readiness of the expert to innovative activity on an example ....
9. Design of educational programs on the example of higher education institution ...
10. Application of thesaurus (dictionary of special terminology) and qualimetric approaches to design of educational programs.
11. Design of a subject matter on an example ...
12. Approaches to selection and structuring educational information.
13. Design of educational texts on discipline ...
14. Control system of quality in higher education institution on an example ...
15. Problems of quality of education in the conditions of Bologna Process.
16. Ways of an assessment of quality of educational process in higher education institution.
17. Features of professional activity of the teacher in the conditions of innovative higher education institution.
18. Ways of introspection and self-assessment of activity of the teacher.

19. Development of professionally significant qualities of the teacher in the course of self-education.

20. The analysis and assessment of experience of the organization of educational work at faculty as educational and scientific and administrative division of technical college.

21. Model and organizational and pedagogical conditions of the organization of educational work at faculty of technical college.

22. Adaptation of first-year students.

23. Psychology and pedagogical support of students in personal and professional self-determination.

24. Social environment of educational institution as factor of formation of competitive experts.

25. Innovative environment of educational institution as factor of professional development of the student.

26. Education of the student as competitive personality.

27. Education of the spiritual and moral and healthy personality.

28. Education of patriotism and civic consciousness of students.

29. Patriotic education of students on the basis of history studying (chemical, mathematical, etc.) sciences.

30. Sociocultural potential (humanitarian, natural-science) disciplines.

31. Stimulation of research activity of students: experience, problems, solutions.

32. Scientific work of students abroad.

33. Economic education of students in the course of studying (humanitarian, natural-science) disciplines.

34. Features of esthetic education of students.

35. Formation of a healthy lifestyle of students.

36. Student's self-government as development tool of social and professional competences of future expert.

37. Public organizations and associations of students: experience of activity, problem, prospect.

38. Students' scientific societies: experience of activity, problem, prospect.

39. Stimulation of self-education of students.

40. High school teacher as object and subject of education.

41. Personal example of the high school teacher as incentive of self-education of students.

42. Coauthorship of the teacher and the student – what to it to be?

43. Management of educational activity at faculty of technical college.

44. Quality of the higher education – providing mechanisms.

45. Definitions and classifications of competences, their variety.

46. Actual problems of science of the XXI century.

47. Science as object of taught discipline (on the example of studying of concrete disciplines).

48. Main directions of scientific activity (higher education institution, faculty, chair).

49. Higher education institution schools of sciences as important factor of a development of education.

50. Science as a form of increase of scientific and pedagogical qualification of the teacher of VSh (on the example of concrete science).

51. Innovative structures and forms of the organization scientific research activity in higher education institution.

52. Essence, principles, ways and means intensification of educational process.

53. Intensification of educational process (on the example of studying of concrete disciplines).

54. Research activity of chair: state, problems, its ways improvement.

55. Research activity of students: state, problems, its ways improvement.

56. Research practice of masters of equipment and technology: state, problems, ways of its improvement.

57. Registration of applications for participation in a grant and on the patent for the invention: experience, problems, ways of their decision.

58. The analysis of scientific researches on the chosen problem (on the example of theses and abstracts).

59. Features of self-education in information society.

60. Main directions of an intensification of self-education of the teacher.

61. Technologies of formation of self-educational abilities.

62. Culture of reading as means of improvement of quality of self-education.

63. Features of pedagogical understanding.

## **APPENDIX 8 STUDENT TEACHING**

Main objective of student teaching – training of future teachers of the higher school for pedagogical activity. Need of introduction of student teaching in curricula is caused by that practice forms professional consciousness in the conditions of natural pedagogical process. Problems of student teaching:

- formation at future teachers of the higher school of professional consciousness, thinking and culture;
- development of abilities to develop and apply modern educational technologies, to choose optimum strategy of teaching depending on the purposes of training and level of training of pupils;
- development of pedagogical abilities of individual style of professional activity and creative attitude towards her;
- consolidation of communication of the theoretical knowledge gained during classroom occupations, with practical solutions of professional tasks.

## CONTENT OF STUDENT TEACHING

1. Acquaintance with educational process of university.  
Visit of lectures, seminars, laboratory researches (passive student teaching).
2. Holding seminars and practical training (active student teaching).
3. Preparation of necessary documents following the results of student teaching:

practice diary;

analytical materials following the results of visit of lectures, a seminar and practical occupation;

the plan abstract of the given classes including psychologist-the pedagogical characteristic of groups in which practical classes were given.

The general duration of student teaching – 6 weeks.

Preparation for student teaching includes classroom classes in the following subjects:

1. Purpose and problems of passive student teaching.

Forms of occupations in higher education institution: lecture, seminar, practical occupation. The scheme of the analysis of various forms of the visited occupations. Criteria of an assessment of quality of high school lecture, seminar occupation.

2. Criteria of an assessment of pedagogical skill of the teacher.

3. The main requirements to registration of the diary of student teaching, the plan abstract of the given classes. By results of passing of student teaching the total seminar at which results of the done work are analyzed is held and the assessment of pedagogical activity of future teachers of the higher school is given.

The list of questions for discussion at a seminar:

1. Identification by probationers strong and weaknesses of the pedagogical activity: that worked well and it wasn't succeeded to make, why; whether it was succeeded to come into contacts with students.

2. As I estimate the organizational, communicative abilities.

3. Modeling of ways of development of organizational, design, communicative abilities of the teacher.

4. The analysis of the pedagogical situations which have arisen during practice.

Models of preparation of analytical materials by results of passing of student teaching

Diary of student teaching:

During passing of passive student teaching the probationer makes the diary in which account of the attended lectures and seminar occupations is kept, and also their analysis is given. The diary as follows is made out: the title page (with the instruction First name, middle initial, last name the probationer, a course, faculty, and also First name, middle initial, last name the head of practice), analytical part in the form of the table (with the indication of date of the visited occupation, a



course and number of student's group, a subject of occupation, the main stages of occupation and then the purposes, methods used by the teacher and receptions; in the column "note" the opinion of the probationer reflecting the following is specified: whether it managed to the teacher to come into contact with students in what merits and demerits of offered solutions of the problem put by the teacher in big, and that to a lesser extent the teacher managed that). Plan abstract of carrying out practical occupation. To get the admission to carrying out practical occupation or a seminar, the probationer has to make the abstract of occupation and present it for the statement to the head of student teaching. It is provided that each of probationers gave classes in that group in which he visited occupations during passive student teaching. In this regard it is required that the probationer, first of all, prepared the psychology and pedagogical characteristic of group in which he gives classes.

By preparation of the plan abstract of carrying out occupation it is necessary to consider the following:

- to allocate the main stages of occupation and to define the purpose of each of them;
- to formulate the main problem which needs to be solved during occupation, and to specify ways of its decision;
- to define those methods and receptions which will be used at this or that stage of a lesson;
- to specify fixed assets of training which will be used on occupation;
- to define ways of establishment of contact with students;
- to allocate the main forms of work of students on occupation.

### **Recommended literature**

1. Development of professionalism of the teacher of the higher school: educational methodical grant / Under the editorship of. A. A. Derkacha. – M.: "RAGS" publishing house, 2005. – 386 pages.

2. Fetiskin N. P. Socially-psychological diagnostics of development of the personality and small groups/N P. Fetiskin, V. V. Kozlov, S. M. Manuylov. – M.: Publishing house in-that psychotherapy, 2002. – 488 pages.

## **APPENDIX 9**

### **Test. "I-concept"**

#### Exercise 1.

Possibly, each person has the own heroine concerning what does him by the unique, unique individual different from all other people. Thus involuntarily there is a question: whether share surrounding my opinion on, whether others see me such as what I consider myself? If they define me differently, what is cornerstone of their perception and an assessment?

We will try to find out this question during performance of the following tasks.

Take some sheets of a white paper and write on one of them in the right top corner 10 of the names to which you most got used (it there can be a name and a middle name, the name, a surname, a diminutive, a nickname, etc.) is simple. After that:

A. Give 10 answers to a question: Who do I am such? Make it quickly, writing down the answers precisely in that form as they come at once to mind.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
- .....
10. \_\_\_\_\_

B . Answer the same question as, in your opinion, would respond about You yours the father or mother (choose one).

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
- .....
10. \_\_\_\_\_

B . Answer the same question as, in your opinion, would respond about You your best friend (girlfriend).

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
- .....
10. \_\_\_\_\_

G . Now compare these three sets of answers and in writing specify following:

- 1 . In what consists
- 1 . In what similarity consists?

---

2 . What distinctions?

---

3 . If there are distinctions how you explain them in relation to yourselves? In what degree you behave differently with different people and what roles you assume at communication with close people?

---

4 . How these distinctions are explainable, proceeding from specific features of these other persons i.e. how their expectations form those judgments about you which you to them attribute?

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5 . Specify what of 10 answers of your self-characteristic (point 1) concerned:  
a) physical qualities (shape, force, health, etc.)

---

b) psychological features (intelligence, emotional sphere, etc.)

---

c) social roles (professional activity, relationship status, etc.)

---

D . Then establish sequence which you consider expedient at transfer of these three groups of qualities. Whether there are you now on the initial positions in drawing up the self-characteristic? If isn't present, write down a new sequence mentioned by you at the very beginning of qualities.

Whether increased or were replaced any of them and than you explain it?

If you executed exercise, the result written by you can be defined as verbal definition of your I-concept, i.e. rather coordinated and recorded idea of. Right there we will note dependence of the I-concept on other people perceiving you, presumable you option of the name which, by the way, too in many respects depends on people around.

Now we will try to understand, how judgments about other people are influenced by our attitude towards them, i.e. to find out features I as subject of perception of others.

Exercise 2. Interacting with people around, we usually find out that they are pleasant to us or aren't pleasant. As a rule, we connect this assessment with internal qualities of people perceived by us, instead of with features of own perception. This exercise sets as the purpose to show existence of the variables which are concluded in ourselves and not relating to estimated other persons. It is visually shown in our relation, often inconsistent, to people whom we well know. A . Remember two people who very much are pleasant to you (For designation use their initials). Specify five qualities which in them are pleasant to you. Initials of the first \_\_\_\_\_ Initials of the second \_\_\_\_\_

#### QUALITIES

- 1 . \_\_\_\_\_
  - 2 . \_\_\_\_\_
  - 3 . \_\_\_\_\_
  - 4 . \_\_\_\_\_
  - 5 . \_\_\_\_\_
- 
- 1 . \_\_\_\_\_
  - 2 . \_\_\_\_\_

- 3 . \_\_\_\_\_
- 4 . \_\_\_\_\_
- 5 . \_\_\_\_\_

B . Remember two people who at all aren't pleasant to you. Having designated them, according to the same scheme write down their qualities which aren't pleasant to you.

Initials of the first \_\_\_\_\_ Initials of the second \_\_\_\_\_  
 QUALITIES

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

- 10 . \_\_\_\_\_
- 1 . \_\_\_\_\_
- 2 . \_\_\_\_\_
- 3 . \_\_\_\_\_
- 4 . \_\_\_\_\_
- 5 . \_\_\_\_\_

B . Having specified all these qualities, you will be able to see in what two people who are pleasant to you are similar and aren't pleasant. For example, whether include the two first the list the same adjectives (we will assume "kind", "generous")? Making the same comparison of the second couple of lists, you will see similarity of people not pleasant to you in the qualities noted by you (for example, "cruel", "inert"). Now compare all four lists and define, what personal parameters of people force you to love them or, on the contrary, to hate. Note, what qualities of people are important for you that you look for in people around and that in them revolts you and pushes away.

Write down the conclusions

---

Now it is easy to see communication of the self-characteristic with characteristics which you give to other people, and to draw a conclusion that each individual can understand another only within own I-concept.

Exercise 3. Try to answer a question, what you do from this, what you wouldn't like to do and, on the contrary, that you don't do from this, what you would like to do?

Really, people often should do at all that they would like.

Thus ours I have two temporary orientations: on the present and the future (the past makes a certain criterion for these two orientations, provided with memory with its selective forget). Social tasks and requirements focus the person on the future (achievement of the social status, education of the children, etc.); physiological and psychological requirements on the present, on satisfaction of

momentary desires or in any case the next aspirations. Offered exercise I will help to find out to you the feelings and individual tendencies between the called orientations of yours.

A . Specify three things (it can be duties, occupations, entertainments, affairs etc.) which you would like to do to a thicket.

1 .

---

2 .

---

3 .

---

B . Specify three things which you would like to cease to do in that measure, in what you them do, or not to do at all.

1 .

---

2 .

---

3 .

---

B . Now explain why you don't do enough And you do too it is a lot of B.

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Methodical recommendations. Exercise "I-concept" is carried out on the separate sheets. All exercises are carried out individually.

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