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A TECHNO-BIOLOGICAL ARTWORK

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1. History of the 20th century art abounds with examples of art trends that appeared in the conditions of the so called “scope of complexity”. By “scope of complexity” I mean such state of technical and socio-cultural human environment, which is characterized by lack or insufficient development of humanitarian technologies. In this case culture doesn't have enough time to adapt the emerging technological innovations to man, and technical periphery starts developing chaotically. Eliminating of such discord between man and technology requires effort of humanitarian technologies and return of the principle of their correspondence to physical technologies.

2. At such “scope of complexity” moments, trying to “match” the developmental levels of humanitarian and physical technologies, every time artists had to pay special attention to the material basis of their artwork. They were interested not only and not so much in construction and composition (i.e. formal aspect) of the representational sign, as, in fact, in technical mechanism of image's functioning (its physical technology). The very change of representational mechanism has always made possible the emergence of new physics of representation and as a result appearance of new models that give birth to new meanings and interpretations of structural superfluity of the system. Both art of Modernism, which was a reaction to the machine industrial revolution, and art of the second modernization (postmodern), stimulated by postindustrial computer and informational revolution, equally depended immediately on technical changes in functioning of representation mechanism.

3. On the whole it's necessary to note that the main indicator that manifests the end of a certain historic period is the emergence of strong tendencies of the system's transition onto a more complex level – tendencies which are radically incompatible with the fundamental structures of that period. Incorporating those trends into the reality invariably leads to the systemic catastrophe, followed by the whole environment's shift to the new development phase. According to John Von Neumann, “any system's development occurs in the circumstances when it is on the verge of a catastrophe”.

4. This characteristic is applicable to the state-of-the-art of man's technological and socio-cultural sphere. Introducing the definition, we understand the Third Modernization as the next stage in the development of the socio-economic and cultural Modernistic project, which is taking shape

under *radicalization* and *redundancy* of the technological and scientific progress. At present the Third Modernization process is concurrently supported by two long-term tendencies, equally constituting a structural revolution, both in the socio-economic sphere, and in man's psychophysical organization.

5. Firstly, this is the on-going revolution in the information science that already now enables handling of immense data arrays, and put forward the intellectual production, leading to an exceptionally fast and continuous renewal of the technosphere, and to an "instantaneous", from the point of view of ordinary perception, change of social and economic configurations. Radicalization which defines this process is well illustrated not only by the applications of Moore's law on the exponential growth of the computing power, but also by the change of technological paradigms substantiating it. The list of such paradigms, based on the five generations of the counting devices, is given by Ray Kurzweil: electromechanics, relay devices, electronic valves, transistors, integrated circuits etc. Every time the next paradigm exhausts its potential, it is replaced by the next one, starting from the point where its predecessor is "used up". Thus, at the beginning of the 20th century mankind was doubling the computing power every three years, while at the start of the 21st century we are doubling it every year. The redundancy level in this area (as well as in a whole series of other areas) can be described as the transition to nanotechnologies, operating fundamentally new properties of structures that are on the brink of merge between the smallest of man-made devices, and the biggest molecules of living organisms.

6. Secondly, this is the revolution in biology bringing forth by means of biomedical technologies (genetic engineering, implantology, stem cell engineering, cloning etc.) the flexibility of the very species of "homo sapiens". The evolutionary potential contained in this trend secures not only the euhominid's breakaway from some of his primarily inorganic biological properties, but also his acquisition of features of "inhuman" character, and, consequently, – the modification of the very anthropomorphic pattern of the civilization. This tendency is radicalized by means of man's practical mastering of the transfer from the pro-creative position in generation of homothetic (and other living) creatures, which still preserved a play field for spontaneous natural forces, towards a rationally controlled techno-biological production. As for the redundancy of this trend, it can be characterized not only by the growing evolution speed of techno-biological individuals, who are by-passing the natural selection in the ecosystem, but also by the "qualitative" change of the very definition of evolution. The "new" biology

will be forced to assess the development of the new entities by their economic, not evolutionary, success.

7. Despite of the evolutionally imminent and historically “positive” character of the inceptive aromorphosis (i.e. the system’s transition onto a more complicated level), both of these long-term trends, the informational and the biological, are equally catastrophic. At least because from the point of view of the said “ordinary” perception they carry a practical systemic novelty, incompatible with the realities of yesterday. In order to eliminate such disbalance, the system needs an enhancement of humanitarian technologies, which is accompanied by intensive simulation of physical technologies losing their systemic properties.

8. This very type of models in the sphere of contemporary art is represented by artworks generated with the help of biomedical and information technologies. In order to describe them, let’s use the following “style” definition. *We understand the Third Moderne as the general name for art tendencies which declare new constructive approaches, consolidating qualitative and quantitative characteristics of artefacts through organization, simulation or consideration of impact of the metabolic processes.* In biology, metabolism, as is known, is understood as the exchange of substance, energy, and information. When we note that the main systemic requirement of the Third Moderne is metabolism of artworks, we thus speak of the *necessity to provide embodied artefacts with the properties of growth, variability, self-preservation, and reproductivity.* All these qualities of *metabolas* help to proceed from observation of discrete objects in a discrete area to the description of materialized dynamic systems in the area of relations.

9. Important to note is the fundamental distinction of techno-biological artworks from biological organisms. The main criterion to distinguish a biological organism is his possession of the information on self-reproduction that exists in the genotype inseparably from the individual. As is known, this allows biological organisms to evolve at a low rate set by the “blind” nature of the interspecific informational (natural) selection. The nature of selection in this case is defined by the absence of a rational agent, and its rate is set by the physical inseparability of the genotype (information on the species) from the individual.

10. The techno-biological artwork combines the features of both a living organism, and a technical product. It means that, on the one hand, an artwork possesses the information on self-reproduction, in-built in its genotype, while, on the other hand, it has the “genetic” information, physically separated from it and existing as a document. The combination of these properties

brings forth multi-dimensional and interdisciplinary artistic approaches, which earlier, in the context of the previous stages in art history, were totally unrealizable. Interaction with the *living as technical* (variability) allows to perform an elementary act of the workpiece selection at the level of documentation (at the information level, with no physical realization). Interaction with the *technical as living* (responsibility) creates a certain moral and ethical attitude towards the technological individual, adopting man to it likewise to a living entity. Finally, *interpretation activity* (involvement) is the integration of this entity into a certain social framework by describing the origin of “life” created by the artist.

11. Speaking about realized *Extra Ear* Stelarc’s project, I would like to note the following. Today, one possible artistic strategy is the investigation not of what art *also can do* (in the sense of hi-tech things) but of what *art alone can do*. In such a way the central point of the activity moves from production of “wet” bio-objects (with what science and bio-industry are occupied) to the research in the *conditions for the emergence* of the techno-biological artworks. As a result of such an approach, artwork must fail first, in order to be beautified later; art must lose its practical value in order to obtain artistic value. Stelarc’s third ear is an example of such inusability. The conscious uncompletedness of the project (the ear does not hear) points to the fact that it is precisely the pre-programmed inusability of the third ear, that is ear only by form, but are not designed for hearing in its essence and inner construction, which makes it a fact of art. This *Extra Ear* by Stelarc refer to a long list of historical “failures” of artists, among which are Leonardo da Vinci’s flying machine, constructions by Tatlin and Tingueli, and others. This kind of art engineering has a distinct *preventive* character because, reporting the failure of contemporary science and technology, it also gains a human dimension and contributes to our idea that the world has once been different and is still able to become totally different than it is.

12. The paradoxical combination in a techno-biological artwork of properties of a living organism and of a technical object brings us, at least, to the following conclusions:

- It makes no sense any more to oppose the notions of the “artificial” and “natural” life, just as strive for further combining of life and art. With the emergence of a whole series of techno-biological artworks this debate is given a count-down. As David Kremers said, “... we are rapidly moving from the manipulation of more or less inanimate objects to the generation of more or less living organisms.”

- Since the technology implanted into organic substance on the basis of symbiosis generates a new type of evolutionary synthesis, techno-biological creatures are no longer bound to “reflect” life, or “represent” it. What they *are* supposed to do is to participate *pari passu* with us in its impetuous flow.
- We have to learn to perceive techno-biological artworks “flowably”. It means that the differences between authenticity and falsification, reality and virtuality will now be of impulsive character, depending only upon us. Thus we find ourselves in the situation of an elaborate and unceasing game which localizes new correlations of mobility in granting and withdrawal of the gift of authenticity, and hence – the gift of existence.

13. I would like to conclude this text with the following statement. The basic law of technology, which has been repeatedly uttered by the philosophy and sociology of the 20th century, says that each new technical advance considered by itself appears to be desirable, while technological process as a whole continually narrows the common sphere of freedom. One cannot say that the representatives of technocratic fields are not familiar with this thesis. However, positivism peculiar to these specialists cherishes our hope for an auspicious outcome. This, actually, distinguishes scientists from the artists that work in the field of contemporary technologies. Because the last imagine very clearly (and as a spectacle) the consequences of continuous creation of the positive: when the negative gives birth to crisis and criticism, the positive being exalted to the level of hyperbole gives birth to catastrophe.

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RECOGNITION AND FORMATION OF CREATIVE BASIS OF A PERSONALITY

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It's difficult to find a border between mental activity and intellect in modern researches of human consciousness. That's what M. Mamardashvili states: “Human in a human has no way of natural appearance... Therefore there's no reason for it because no one can be forced to become a human” [1, p. 46]. However it is the difference between mental and intellectual that makes a human: creative abilities, imagination and fantasy. All those

psychological features which are considered initial – perception, sensation, representation – are inherent in the animal world as well. But no animal is able to create new images and of course to create an outlook out of them. In his life a human has to investigate some specific features of objects, otherwise his activity will be rather complicated or impossible. M. Bakhtin points out: “Every creative work is defined by its object and its structure and therefore gives no way to variety and it doesn’t invent anything but reveals what exists in the object” [2, p. 110]. It doesn’t mean that human depends on real objects of the environment but that’s the way creative essence of personality is realized – by means of mental penetration into objects and understanding their peculiarities.

For a long time creativity had been considered as production of something new. But later researches proved that the question is not always about novelty. Creativity is a process of searching unknown tasks and this search activity is the immanent characteristic of thinking. Unknown task is an un-found problem, an absent, unrevealed need which has to be discovered and pointed out. This search is not only intellectual activity; it’s so human that, on the one hand, is a condition for human to survive and on the other hand, according to Mamardashvili, “only when we can’t express our thought we feel passion to prove the necessity of our existence [1, p. 37].” In other words, searching unknown tasks is the initial moment of intellectual activity.

The next step of intellectual creative activity will be wording the task and its main elements, formulating the found problem, its meaning which must reveal the further trends of search. Only then the search for necessary data which would allow to solve a problem is conducted.

One of the current definitions of creative work is as follows: ”Creative work is the process of human activity building up qualitatively new material and spiritual values. This statement may be accepted only to some extent since the search activity of consciousness itself can be interpreted as creative. To obtain a new quality it is necessary for man to possess a special ability, to have definite inclinations and conditions for their realization. But an individual can be engaged in creative search at the level so to say generalized abilities as a student, any person who studies can conduct this search activity without obtaining a qualitatively new result. Another matter lies in the fact that search activity itself may have different directions. But this factor depends on many circumstances starting from personal traits and concluding with the level of society development on the whole, the degree of freedom that can be realized in it etc.

From our point of view man by nature is a creative being as his life constantly demands a dialog similar in essence but different in content. A dialog is obviously a creative process as it implies constant search for an unknown problem that is presented by Another participating in it. This unknown problem always implies a multivariant uncertainty of decisions when it is necessary to introduce some restrictions choosing the optimal variant of decision. Z. Adamar in his time pointed out: "To create means not to be occupied with idle combinations but to investigate only useful ones. Invention (we add: and creative work – A.B.) is identification, choice [4, p.32]. But not only choice determines creative work. Creative work is correlation of the new with the known, the possible with the necessary and the accidental, that is finding the modality which implies obtaining the desired result. Thus intellect implies not only the possibility of creative activities inherent in man but a kind of a dialog to be carried on by man with the world and society. Without this dialog premises for intellect development remain only premises, intellect itself – "normal, but not operating machine" (Lotman), and creative work exists only virtually.

Man carries on a dialog with Nature just from his existence. Exploring Nature he cognizes everything necessary for his survival. But as the "answer" is given in an unknown for man language it becomes necessary to master this language, to penetrate into the essence of things. The opportunity of emerging thoughts is not determined by external circumstances it is "connected with the organization of human being... Thought appears to be some space of consciousness, it possesses some length. It is not in mind, but in consciousness. And consciousness is not in our mind but it stretches so to say. That is space for something emerging: we must allow something to be born and to be born ourselves in it" [1,p.143]. This emergence of thought, feeling, attitude does not remain the "property" of an individual it becomes the property of others. Besides the efforts of search and finding thought change the ability of man in his relationships with the world. And these changes firstly are space of consciousness which becomes the possibility of greater consciousness "... In this space we discover some virtue of growth ourselves..." [1,p.143]. Thus the ability for a dialog can be understood and accepted as creative potential, its further development is in deep and indissoluble connection with the development of thinking and consciousness as a whole.

In ancient times thinking was considered to exist at two levels – reason and mind, reason being connected with cognition of earthly, relative and final, mind governed superior, infinite, divine. Thus appeared the tradition of

understanding reason as a kind of inferior state of thinking in comparison with the superior. The “superior“ state of thinking was interpreted as creative state of spirit later in times of Renaissance and then by Shelling and Hegel.

Shelling was one of the first who put forward the issue of possibility of building up creative potential in the process of university education in his work “On Method of University Education’ in 1808. Giving his viewpoint on the system of sciences Shelling points out that creative work where science and art reveal their common nature becomes the common root of all sciences. And though Shelling considers creative work as creating something new, nevertheless he mentions that creative ability is immanently inherent in man, without it man remains a good machine. Shelling gives this creative ability to thinking which is based on knowledge and can reveal identity of the singular and the general, the particular and the general. Both in science and in philosophy the ability to see “law in a singular fact, behind the general – the particular” by intuition. [5, p183]. This movement of thought is at the same time a creative act and cognition as a force of creation. It is based on establishing connections between phenomena. Each phenomenon as well as each its definition is determined by defining its place in the whole system.

It is obvious that any aspect of creative activity needs knowledge about the world to not “be engaged in idle combinations”, especially as the process of obtaining knowledge itself has some elements of creative work. In the system of education some pattern of search for a unknown task and a way of solving it, thought movement from the particular to the general, from details to law is present. Art may offer an opposite process: from the general to the particular, the singular, the peculiar realization. Of high importance in the system of education is revealing the mechanism of this movement, the analysis of relationships between a particular case and law, composing the whole model or the picture of the world.

Consequently it is possible to diagnose the creative potential of a personality revealing the particulars of thinking, the degree of its development, directions, profundity and systematization. The volume and quality of apperception lines allow to define the possibility of movement from the factual level of thinking to the logical one, and then – to the innovative level. The ability of defining the place of this or that phenomenon in the system of the world, the skill to reveal connections of the known with the unknown, search activity may be interpreted as creative ability. The further building up of creative potential is connected with widening search borders, shifting from factual to logical and innovative levels of thinking, with development of conceptual apparatus, allowing to formulate the discovered task in full. Art is a

peculiar simulator of creative activity as it requires not only joint creative work but the profundity of understanding, the skill to carry on an intellectual dialog with the whole system of work of art.

Thus constructing a creative personality implies firstly revealing the creative potential of man and secondly – orientation of all human activity in any sphere towards search activity.

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MULTILEVEL CREATIVE DIALOGUE

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All people «design» themselves, the vital world, constantly choosing those small strings from which the string of own destiny is weaved. As far as this choice is realized? And what role of spontaneity in the life creativity, expanding the vital world of the person? We tried to come nearer to the answer to these questions, being engaged in studying of a phenomenon of spontaneous creativity.

Human life «is clasped» between two forces – a birth of the individuality accompanied with a pain of loneliness, and aspiration to all unity, with paradoxical understanding general as unique. E.Fromm says that spontaneity, asserting individuality of the person, at the same time connects it to people and the nature [1. p.165]. If to develop this idea further it turns out, that spontaneity of human life provides integrity of the person, allowing the basic creative contradiction inherent in freedom of a dialogue of two forces – aspirations to individuation and aspirations to an unification. In opinion of representatives of humanistic psychology of A.Maslou [2] and E.Fromm [1] only those qualities which grow out our creative activity based on spontaneous displays, give persons force and by that create a basis of its integrity.

What is the essence of spontaneity? «Spontaneous activity is the not compelled activity imposed to the individual by his isolation and powerlessness; it is not the activity of the robot caused by non – critical perception of patterns, inspired from the outside. Spontaneous activity is a free activity of the person; its definition includes literal value of a Latin word «sponte» –

by itself, voluntarily» [1. p. 163]. It is necessary to specify, that in the resulted quotation «activity» is «not making something», and creative activity which can be shown in emotional, intellectual and sensual human life, together with in his will. The precondition of spontaneity is the recognition of the complete person and liquidation of break between «reason» and «nature».

Addressing to spontaneous creativity in practice we face at once with paradox of «the organized spontaneity», differently as in psychological and pedagogical practices «to provoke» spontaneous creativity. It is obvious, that this paradox demands understanding of deep forces of creativity. However, at a category of creativity in a science «unhappy destiny»: at its very wide use in the most different branches of scientific knowledge there is no complete concept owing to what the modern psychology of creativity looks as a bright mosaic of theories, isolated approaches and interesting practical operating time.

Therefore, first of all, it was necessary for us to analyze those deep driving forces which lay in different types, kinds and forms of creativity.

The carried out analysis of concepts, theories and approaches in psychology of creativity gives the basis to divide them into two big groups:

1. Decisions of creative problem situations. (G.Altshuller, 1973; J.Ponomarev, 1976; S. Boles, 1990, etc.). This «logic of overcoming» gravitates to «abstract knowledge». Practical forms of work are connected to the decision of intellectual creative problems and to the fragile of stereotypes. The overwhelming majority of researches in psychology of creativity both foreign, and domestic, belong to «logic of overcoming».

2. Experiences of creative conditions. (A.Maslou, 1960; G.Kneller, 1965; R.May, 1975; F.E.Vasiljuk, 1984; D.Sapp, 1992). It is «logic of comprehension», «meetings with a secret», «penetrations», the «merges», gravitating to «aesthetic comprehension».

The principle of division of approaches into two groups – «overcomings» and «comprehension» – is not connected to «material» or «product» of creativity: mathematical or physical opening can arise through «comprehension» and «meeting», and the work of art to be born through «overcoming». These are two different logic, reflecting the different order and laws of course of creative process in which any subject filling is built.

Creative process in frameworks of «logic of overcoming» can be subdivided into such five stages conditionally: preparation, frustration, incubation, insight, development. Kneller [3] has suggested considering process one more stage named it «*the first insight*». Here also there is a first gleam of «logic of a comprehension – meeting» through «logic of overcoming».

On Kneller's ideas, this stage precedes preparation. At this stage there is still very muffled, but an original idea. It isn't the same idea even but its presentiment. Sapp D. [4] brings some specifications in understanding «the first insight»: during this moment the individual experiences a condition of inspiration. This condition is much weaker, than what arises during the moment insight, but, nevertheless, it is similar to it. The second specification – «the first insight» is not so much a stage, how much the moment, a bright spark. To the same conclusions has come R. May [5], representing this point as *appointment or an unexpected meeting*. «The logic of a meeting» wonderfully is illustrated A.Einstein's with words: «*The finest, that we can taste is a sensation of a secret. It is a source of any original art and all the science*» [quot. on 6. p. 47]. Immersing in a secret, a positive meeting with uncertainty – so is possible to characterize such process of creativity.

If to look more attentively at «logic of a meeting» becomes obvious, that it essentially *stated from «logic of overcoming»*. Its gleam has arisen just because «the logic of overcoming» appears obviously insufficient for understanding of a phenomenon of creativity. From representations about the first insight follows, that in «break» to primary creativity at all there are no consecutive chains of once and for all certain «phases». Direct emotional experience of contact to uncertainty, «meetings with a secret», lies before «comprehension» of this contact. It has convincingly proved O.K. Tikhomirov and his followers who have shown the leading part of emotions in creative thinking [7, 8]. In case of intellectual creativity, after experience of the first insight all classical chain of «phases» can «be attached».

A number of important discoveries concerning features of course of creative process were made by physiologists [9]. It is established, that work with a problem-disputed situation proceeds in a mobilization mode with domination of processes catabolism that is with high power inputs and a small reserve of restoration. Processes of anabolism (restoration and «superfluous accumulation»), that is increases of a structural – energy potential most effectively also it is high-grade proceed «outside of a problem», but at enough intensive «joyful» activity. The aforesaid does not mean, that «Overcoming» with domination of catabolism is only expenses and something bad, and «Meeting» with domination of anabolism is an accumulation, purchase and something unequivocally «good». At any creative process are present as catabolism and anabolism – alive structure can exist only as «steadily supported by superfluous anabolism, induced by a catabolised a phase» [quot. on 9 p.101]. Thus, creative process in two different logics is two types of the laws, two kinds of physiological dominants of processes. However, the alive

structure if it “is alive” and spends and accumulates energy. Breath develops of a breath and an exhalation. One process by existence causes necessity of existence of another. If to rise from a micro-level of biophysical processes on a macro-level of Overcoming and the Meeting, we can catch that «point» of interaction which connects «two wings of creativity» in dia-logic: Overcoming creates «jumping-off place» on which Meetings accumulate a material and weave fabric new comings.

Balancing on «an edge of the razor» between a magic attraction of secret and fear before it and, the main thing, presence of a free choice for the benefit of fear or acceptance – a background for development of two essentially different «logics» creativity in a life of the person. It is obvious, that these two logics are not mutually exclusive or contradicting each other. Their contrast makes two parts of a single whole mutually supplementing each other.

Frequently two types of creativity are opposed: «scientific» and «art». Researches of scientific and technical creativity are subject space of «logic of overcoming». And how to investigate art creativity, with its imperceptible phenomena and a thin emotional texture? In conversations with people who like to draw, the central tendency of logic of a meeting has come to light: typicalness «the first insight» before the beginning or right at the beginning of creative work. Though, by described by respondents to «emotional heat», this feeling right at the beginning of work is more likely comparable with «hereby» insight. More deeply to investigate this phenomenon, it seemed to us expedient to address to the aesthetic party of creativity, but not to «art creativity», in sense of creation or the analysis of works of art, and to free game with art means and materials.

The central part of our creative workshops – the primary art creativity understood by us as actualization primary creativity and fractal aesthetics in psycho-aesthetic space. This creativity is carried out with the help of such art means which on the one hand, most full personify principles of self-organizing in the nature, and on the other hand, are extremely simple and skill to draw do not demand. Thus, primary art creativity unites creative spontaneity and fractal aesthetics, placing them in complete psycho-aesthetic space [10]. Model of our research is based on representations about spontaneous creativity as display of creative self-organizing of the person during which there is «transferring» of potential creative energy in actual.

The most volumetric part of work has been devoted to researches of spontaneous art creativity: within 15 years constant supervision over participants of the creative workshops engaged in primary art creativity in a free

mode and any quantity of time were conducted. Besides an art part, in structure of workshops was present also «intellectual»: classical creative problems. Results of supervision were registered in a diary of supervision, completed creative collections of participants and spontaneous statements entered the name both during creativity and at perception of art collections.

We have revealed, that a starting point for any variant of creativity both «intellectual», and «art» is contact to uncertainty. In an «intellectual» variant increase of negative emotions with an output in a point creative frustration follows. Further, this «turning point» follows either refusal of creativity or continuation – «creative activity» which is formed in the full consent with described by different authors' phases [11]. In a «art» variant the first contact to uncertainty is accompanied by increase of positive emotions with an output in the first инсайт which, as well as the point creative frustration, plays a role of «turning point». The first insight can be last stage of creative «action». The person has gone through rise, inspiration which further was not issued by any creative activity. In case of continuation of process of creativity, the avalanche of positive creative experiences becomes «spring» of self-organizing of complex system «person – activity – situation» and precisely fixed display of these self-organizing chains creative events – experiences are. In our opinion, is quite competent to have creative process in a channel of «logic of overcoming» and a channel of «logic of a comprehension – meeting» as equal and equivalent parts of complete basis of creativity as results of research have convincingly shown, that the role of emotions is the leader both for that and for other logic. From our point of view, the method of dynamic projections suggested and used in research, and in particular «an emotional portrait», creativity allow to open and fix till now unexplored sides of creativity in different «logics».

To most interesting and significant us the starting point of any type of creativity – contact to Uncertainty The wide space of interaction with uncertainty represents a context in which creative dialogue is developed.

We shall not try to give exhaustive definition of uncertainty is a big philosophical question. We shall try only «lined» horizons of concept «uncertainty», basing on results of the content – analysis of statements of participants of our workshops: uncertainty – the reality which given to the person in sensations and has been not submitted in sensual, emotional experience or in symbolical knowledge (sign system) persons.

«Uncertainty» does not mean «anything». Uncertainty is obscure unknown, reality, a receptacle of senses. Uncertainty is not something extremely passive, on what active cognitive action of the person is directed. Uncertainty acts as the partner in the creative communications.

Analyzing materials of supervision over spontaneous creativity in a situation of uncertainty, we have found out the strongly pronounced tendency in someone latent, at someone quite realized to construction of hypotheses concerning «uncertainty» and «reality». And this tendency is penetrated dialoguously and deeply personal attitude. The reality is perceived as «friend» or «foe», «the malicious joker» or «the indifferent clown». And with this «partner» it is necessary to agree, conclude certain contracts and agreements, down to desire «to send far away» «the perfidious partner». For the analysis of this phenomenon we have entered working concept «the existential partner» which in the communicative world of the person sets a dialogical field between sacral and secret limits: The god, a life, a reality, fate, destiny, life, the nature, the world – it is not important, as «it» is named by respondents (the palette of names and interpretation is rather wide), it is important, that «it» is a partner which the person accepts or rejects, overcomes or comprehends and due to which feels like supported or betrayed, accepted or rejected. «The existential partner» has two zones of gravitation – «unknown» and «known». Characteristic feature of the creative communications – the reference to «a pole of uncertainty» existential partner.

Uncertainty sets over system creative dialogical space. The person «expands» itself in over system. Such creativity consists in perception and registration of the senses going from uncertainty to the person. The person feels influence of uncertainty and opens itself for perception real in uncertainty. The degree of «activity» of uncertainty as partner in the communications in many respects depends on resonant adjustments of the person, from readiness for «Meeting». Areas of interactions with uncertainty the following:

The first area – objects. It «ascends» from various subject spheres, subject domains. («Object» can be everything, everything – a small insect – a small cockroach for the biologist, space object for the astronomer). Uncertainty sets a wide palette of unknown persons, uncertain properties of object, probably uncertainty and the object.

The second area – communications. It «ascends» to the multilevel communicative world. Uncertainty creates «a pure field» free choice in which the person is doomed for freedom. Any the accepted decision – down to flight, refusal of freedom – all the same in this case it will be result of a free choice.

Overcoming and Meeting – two ways of contact to uncertainty, both in area of «subjects», and in area of «communications». Here it is necessary to give the small explanatory on two concepts – «contact» and «interaction». Contact – an index point which can «be turned and disappear in anything, and can «be developed» by interaction, as if the universe in a point of the Big

Explosion. Interaction – space mutual – actions: mutual borning, mutual destroying, coexisting ... Both collision and a meeting and overcoming and comprehension – all this the variety is developed in a context of space – interaction [1, 12].

The question on «levels of contact» with uncertainty as initial, primary characteristics of a point of contact in many respects determine an orientation of vectors of interactions in which there is a creative dialogue is very interesting. We have allocated four basic levels, contacts forming a communicative matrix to Uncertainty:

Contact – collision (conducts to «a problem situation» in «heavy» sense of this word).

Contact – perception (conducts to emotional sensation of secrecy, passive acceptance of a condition of contact).

Contact – an involvement (conducts to game with uncertainty, a condition of emphatic activity).

Contact – experience (conducts to changing experience).

Spontaneous primary creativity is the original «spring» pulsing in a communicative matrix of contacts to uncertainty, providing mutual transitions of collision in perception, involvements into experience and so on. Levels «collision – perception – an involvement – experience» develops initial probabilistic models of interactions on the basis of which two «layers» of creative communications are formed.

1) *The layer of «the perfect communications»* means presence steady, but very wide communicative space. In its frameworks there is an output for limits of «standard norm» for this space emotion, impression abilities, «involvements» into game with uncertainty.

2) *The layer of «nascent communications»* opens access for reorganizations of the communicative world of the person, finding of new communicative languages by it. It is an output for limits of stability of «the made out communications».

Perception by the person of a condition of contact to uncertainty – the major characteristic of ability to creativity. The concept «creative perception», used in psychology, through our empirical material was filled with the additional contents: in the act of primary perception contains creative a component, and we determine «creative perception» as the perception generating new significant feelings for the person, emotion, the experiences guiding to an intensification of creative activity of the person.

The carried out researches have allowed making two conclusions in our opinion possessing the heuristic importance. First, at complete basis of

creativity «there are» two different logic, two internal laws of processes which are traced on micro and macro levels. Second, we have bases for a conclusion about a basic opportunity «dialogue of logics»: dialogue of different laws of creativity. Realization of one «logic» (both in process and in «result» of creativity) generates and causes necessity of realization of other logic. They not simply «coexist» or synchronously cooperate as if wings of the butterfly in flight. Yes, we have found out effect of «a flitting moth» in interaction of Overcoming and the Meeting, but it yet all. There is a remarkable Greek word «symphony», it means accord. It not simply simultaneous sounding or «symmetric presentation»: This harmonious connection of much and different, submitted in different proportions. *Dialogical symphonization the creativity*, adding necessary, removing superfluous, generating and destroying, scattering and accumulating – so most precisely it is possible to designate essence of «a dialogue of logics» in uniform basis of creativity.

For high-grade disclosing and development of creative potential of the person creation of conditions for a dialogue with uncertainty in situations of uncertainty is necessary in a vein of different «logics». Displays (or «projections») creative self-organizing of complex system «the person – creative activity – a situation of uncertainty» are the creative thinking, creative communications and creative «products».

So, lively creative spontaneity, its intentions are connected to «dialogical amplitude» creative communications: than more widely this «amplitude» and the more communicative levels it grasps, it is more *probabilities* of comprehension and realization of creative *opportunities*.

The Dia-logic life creativity of persons is developed in multilevel space of contacts to Uncertainty. «The space of contact» is an original context of creative dialogue, and Dialogue is *a Meeting* of creative essence of the person (its uniqueness, authenticity, authenticity) and the existence *overcoming* in process of life creativity fragmentariness, mosaic, dissociation. Multilevel creative dialogue – the answer to «an anthropological call» which is illustrated perfectly with an ancient paradoxical problem: «Perceive itself, and become such!».

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PEDAGOGY OF RESERVE ABILITIES AS A BASIS OF ACTUALIZATION OF CHILDREN`S MENTAL POTENTIAL AT INTENSIVE TEACHING OF FOREIGN LANGUAGE

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The social order for effective and fast teaching of foreign language (FL) at the level of key competence, free dialogue in foreign language from a position of «Concepts of modernization of the Russian formation for the period till 2010» assumes theoretical research and technological development of new educational technologies of teaching foreign languages at primary school which would be focused on realization of the given social order.

The analysis of a modern condition of the theory and technology of teaching FL shows the necessity of an intensification of educational process. Intensive teaching FL has arisen as necessity of acceleration of process of teaching FL with the purpose of achievement of positive result for shorter time. Popularity of the intensive method of teaching FL is accounted for its high productivity. I.M. Rumjantseva defines the intensive teaching as training which for the minimal time term provides as much as possible effective results, thus the pupil does not feel overloads during studying, but, on the contrary, studies it easily enough and with pleasure» [4]. As G.A. Kitajgorodskaja marks, the main word in understanding of intensive teaching is “activization”, as activization is understood activization of mental processes, emotional, reserve abilities of a person [3].

For the first time the idea of intensive teaching FL has been offered by G.K. Lozanov the Bulgarian doctor-psychotherapist. With his name it is connected suggest-direction in pedagogics. More fifty years ago G.K. Lozanov has defined the necessity of intensification of process of teaching FL, his

pioneer idea is especially actual now, during the heightened demand of knowledge of FL.

G.K. Lozanov has suggested to use reserve mental abilities of the person during studying FL. He had been showed the phenomenon of “supermemory” in UNESCO in 1959. From the moment of opening and achievement of the phenomenon of supermemory, there was an opportunity to accelerate process of studying FL. The communications in studied language was formed with synthesis of scientific achievements of physiology, psychotherapy, psychology and didactics, by means of creation of a special emotional atmosphere of studies and active formation of psychological aim on overcoming of difficulties and on the opportunity of high educational result.

The didactics of intensive pedagogy is based on G.K. Lozanova’s theory about reserve abilities of mentality and activization of opportunities, both the person, and collective. In the basis of this theory there is the idea that innormal conditions a person uses approximately 4-8 % of real abilities of his brain. And only in extreme conditions this percent can increase. G.K. Lozanov has assumed, that in educational process it is possible to create conditions at which reserve opportunities of perception and memory can be made active. In this case the process of mastering of studying material will be considerably intensified, without infringement of working capacity and without exhaustion. Efficiency of the process of studying can be raised in 2-5-7 times for the same school hours at preservation of activity of nervous processes. G.K. Lozanov insisted on the paradox of pedagogy of reserve abilities which consists that at escalating intensity of mental work in educational process, activization of reserve abilities of memory and intellectual activity prevents the development of exhaustion [2].

The further development of this direction has led to more thin understanding of the nature of this process. The phenomenon of the latent endowments (the latent potential of studying) has been opened and the theory and technology of actualization of such displays as creative ways of thinking is developed, illustrative and associative memory, photographic memory, etc. A.A. Vostrikov is one of authors of development of the given direction. This direction is presented to theories and technologies of testing direct developing teaching [1].

Having analyzed various educational concepts and having compared them with the purposes of teaching FL at an elementary school, projecting obtained data on age features of the younger schoolchildren, we understand the conceptual bases of formation of readiness for intensive studying FL of younger schoolchildren. As a unique direction of actualization of the latent

reserves studying in real educational process is the pedagogy of reserve abilities, educational process (developed by us) also should be based on pedagogy of reserve abilities. It is necessary to note, that actualization of the latent potential of study demands the account of specific features of each child. Educational process developed by us should lean on the personal-focused teaching. The revealed components of readiness are directed on formation of key competence which provide efficiency of intensive training FL and allow to realize the goal of teaching FL. Moreover our research leans on the competence approach.

The pedagogy of reserve abilities is establishing in all intensive methods of teaching FL. Its basic ideas were developed by A.A. Vostrikov, V.V. Petrusinsky, I.E. Schwartz and others. We do not put the problem reproduction of the intensive method offered by G.K. Lozanov and other authors, we suggest to use those valuable mechanisms of their concepts which will allow to intensify educational process and which are incorporated in pedagogy of reserve abilities. As a variant of such teaching we had been used the theory and technology of productive pedagogy (A.A. Vostrikov) which is based on pedagogy of reserve abilities and offers realization in pedagogical process of leading reserves of studying. In this aspect it is possible to allocate following reserves of studying.

The first reserve is connected with revealing of difficulties which pupils have during studying FL and in training necessary abilities, which these difficulties remove. Process of training and development of abilities is under construction on principles of natural-conformable. The main idea of the principle of natural-conformable consists that the pupil, with his level of development, with his features and bents is a leading figure of pedagogical process.

We believe, that necessary internal reserves for studying FL (memory, imagination, etc.) should be not only are made active (as it was noted by G.K. Lozanov) and, first of all, are developed.

Realization of the first reserve will allow to reveal difficulties which pupils have and to plan ways of their overcoming.

The second reserve is connected with activization of intellectual processes of pupils during studying. We use the active methods of teaching, such as training, game, the decision of problem tasks; we organize creative activity of children, teamwork in collective, in pair. We use music: songs, a musical background during studies, it promotes activization of intellectual processes and renders positive emotional influence. Activization of intellectual processes leads to acceleration of formation of abilities to educational activity and promotes qualitative learning.

The third reserve is an attitude of the child to educational process, his motivation. Formation of internal positive motivation promotes activation of educational activity.

The fourth reserve is formation of some the qualities of the person connected with development of components of social and emotional intelligence, necessary for work in group, such as communications, empathy, emotional expressiveness, etc. (A.A. Vostrikov, G.A. Kitajgorodskaja, G.K. Lozanov).

The fifth reserve is directed on increase of efficiency of educational process, and connected with the organization of perception of a primary teaching material which is in the text-book as a rule. The structure of the text-book should be organized so that mastering of a teaching material was from the first presentation and the difficulties connected with specific features of perception were removed.

Uses of the reserves essentially make active pedagogical process and pupils have not intellectual or physical exhaustion.

Use of the given approach in formation of readiness of schoolchildren to intensive studying FL will allow to carry out the best traditions and principles of intensive teaching which can be realized only on the basis of the pedagogics focused on the nature of the child, his person.

The technology of realization of pedagogy of reserve abilities in educational process is based on its individualization as it is necessary to consider specific features of readiness of each child and to build a trajectory of his development and formation of necessary components of readiness.

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FOREIGN LANGUAGE COMPETENCE OF A YOUNG RESEARCHER: THE CONDITIONS OF ITS FORMATION

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The training of a highly-qualified researchers in the field of international education is one of the most topical issues under modernization of professional education and all-life training in Russia. In connection with Russia's integration in the international educational zone, professional cooperation in the field of education and science, the mastering of foreign language on a high level is one of the most important attributes of the professional competence of young researchers. To the category of "young researchers" we refer young teachers who "are in possession of research skills and applying them in pedagogical experiments, evaluation of results and scientific publications" [1, p.3]. We also refer to this category those who are striving for their master's degree in education.

The main goal of foreign language training is mastering of *foreign communicative competence* by young researchers, that is, the ability to communicate by means of foreign language, to use correctly the system of language and speech standards, to choose communicative-correct behaviour which is suitable for the given situation. The Common European Framework of Reference for Languages, issued by the department of language policy in Strasbourg implies the free understanding of any spoken or written message, making a logical text on the basis of several oral and written sources, spontaneous speaking with a good tempo and a high degree of accuracy, the comprehension even in the most difficult situations. [2].

In reality the level of knowledge of foreign languages of young researchers is not up the international standards. It is all due to the fact that Russia was for a long time behind the "iron curtain" and the scientific contacts were sporadic and fragmentary. One of the reasons of such discrepancy is the fact of obsolescence of the foreign language syllabus design content and also the lack of innovative techniques and methods of language teaching adequate to the modern situation.

In spite of some practical works concerning teaching of foreign languages of young researchers, the problem of its perfection and modernization is opened for further discussion.

In order to achieve the foreign language mastering on a high level, it is necessary to renew foreign language syllabus design content, to introduce some new information technologies to the process of education, to change requirements to the level of foreign-language competence of young researchers. But without careful analysis of the previous experience in young

researcher's training, without defining the main tendencies on each level of the society development, the achievement of the stated goals is somehow difficult.

The main goal of foreign language training of young researchers in the 30-50-s years of the last century was the teaching of reading of scientific literature in the field of their study, i.e. it was mainly oriented in understanding of the written speech. At the beginning of 60-s there was a tendency to teach the language as the means of communication. Nowadays when knowledge of a foreign language is an important component of the professional competence of young researchers, the mastering of communicative competence is considered to be the main goal of foreign language training. According to J. Sheils [3] classification, there are the following components of the communicative competence: linguistic, which includes lexical, grammatical, semantic, phonological; socio-linguistic; discursive; strategic; socio-cultural; social competences. The international exams such as IELTS (International English Language Testing System) and TOEFL (Test of English as a Foreign Language) are aimed to measure all components of the communicative competence, in contrast to "kandidatsky exam" (Russian qualifying examination for the Candidate degree, equal to PhD) which measures only a few components of the communicative competence.

Below is represented a comparative analysis of examinational requirements and components of the communicative competence at "kandidatsky exam" (Russia), IELTS (the UK) and TOEFL (the USA).

RUSSIA ("kandidatsky exam" for post-graduate course):

I. Listening

Is not included.

II. Reading (45-60 min)

Reading for detailed comprehension of the authentic professional texts with a dictionary (2500–3000 p. ch.).

Skimming of the authentic professional texts (1000–1500 p. ch.).

Measured competences: *linguistic, discursive competences.*

III. Writing

Is not included

IV. Speaking (5-10 min)

An interview in the field of professional interests of young researches.

Measured competences: linguistic, discursive, socio-linguistic competences.

V. Translation

Written translation of the academic texts. (15 000 p. ch.).

Measured competences: *linguistic competence.*

the UK (IELTS):

I. Listening (30 min)

Listening comprehension of authentic dialogues, lectures, conversations.

- skim listening;
- listening for detailed comprehension;
- listening for partial comprehension;
- **critical listening.**

Measured competences: *linguistic (phonological), socio-linguistic, discursive competences.*

II. Reading (60 min)

Reading passages from academic texts.

- scanning;
- skimming;
- reading for detailed comprehension;
- critical reading.

Measured competences: *linguistic, discursive competences.*

III. Writing (60 min)

Paper of descriptive character on the basis of graphic presentation (150 words);

Essay – to support an opinion on a topic (250 words).

Measured competences: *linguistic, socio-linguistic, socio-cultural, discursive competences.*

IV. Speaking (11-14 min)

Personal information;

Expressing an opinion on a given topic.

Measured competences: *linguistic, discursive, strategic, socio-linguistic, social competences.*

the USA (TOEFL)

I. Listening (60-100 min)

Listening comprehension of authentic dialogues, conversations, discussions, lectures.

- listening for detailed comprehension.

Measured competences: *linguistic (phonological), socio-linguistic, discursive competences.*

II. Reading (60-100 min)

Reading passages from academic texts.

- scanning;
- skipping;
- critical reading.

Measured competences: *linguistic, discursive competences.*

III. Writing (50 min)

Writing based on what is read and heard;

Essay (to support an opinion on a topic).

Measured competences: *linguistic, socio-linguistic, discursive, socio-cultural competences.*

IV. Speaking (20 min)

1. Expressing an opinion on a familiar topic;
2. Speaking based on what is read and heard.

Measured competences: *linguistic, socio-linguistic, discursive, strategic, social competences.*

The above-listed analysis demonstrates that the requirements to the foreign language training of young researchers at “kandidatsky exam” at Russian universities are yield to a great extent to the requirements of the universities of English-speaking countries. For instance TOEFL and IELTS examinations are aimed to measure the communicative competence across all four language skills – listening, reading, writing and speaking, and they have also some integrated tasks, while the Russian “kandidatsky exam” measures only two language skills – reading and speaking to limit professional-oriented themes. One more difference of the “kandidatsky exam” at Russian universities from international examinations IELTS and TOEFL is that the first consider the foreign language as a means of narrow-professional communication in the field of research interests for young researchers, while the latter are aimed to achieve a free mastering of foreign language for attending university lectures, reading fluently the scientific literature, answering questions to the given subject, taking part in the scientific discussions, writing research papers.

With regard to the Russia’s need in highly-qualified researches with a good command of foreign language, we made up our mind to create a complex technology, aimed to optimise a foreign language training of young researchers. This complex technology would also contribute in creativity development and research skills, which would be a great help for young researchers in passing successfully TOEFL and IELTS examinations and to be competitive in the international community.

In the pedagogical science there are a lot of different wordings of “pedagogic technology”. In the course of the complex technology development, we relied on B.T. Lihachev’s wording, who understood under “pedagogic technology” the combination of psychology-pedagogic methods, forms, approaches, techniques – i.e. the organization-methodological instruments of educational work. [4].

The complex technology of foreign language training is aimed to develop foreign language communicative competence and to perfect the research skills and creativity of young researches. The complex technology is based on learner-centred, communicative, competence approaches, logic principle; unites in its structure organization and pedagogic conditions; includes methodological component (new developments in language teaching). Organization and pedagogic conditions, necessary for the quality improvement of young researches are represented in the changing of foreign language syllabus design; the usage of organizational form of work adequate to the teaching methods: class and self-work (individual, mini-groups, pair-work, group work), distance work; in the renewal of didactic materials (textbooks and manuals); in the increase of class hours; in the usage of modern information technologies (Internet, multimedia, e-mail) and in the course of educational process.

For the complex technology realization of the foreign language training of young researches it is necessary to create such conditions which allow to put into practice the subject-subject connections, democratic style of teaching, the acceptance of young researcher’s individual features. It is also important to pay attention to revealing of the creative potential by means of solving creative problems; to the efficient strategies for memorizing the material which could be associative methods, creation of mental connections, the elements of Neuro Linguistics Programming). The methodological part of the proposed technology includes a number of innovative methods of teaching of foreign languages, assisting development of the components of the communicative competence.

1. Linguistic competence (**technology by Tracy Henninger-Chiang in reading; matching; information gap, jigsaw activities; role play; discussion; prediction; computer technologies such as test programs, database, electronic textbooks, electronic dictionaries and encyclopaedias, digital audio and video technologies, Internet, forum, chat**).

2. Socio-linguistic competence (simulation).

3. Discursive competence (summarizing; fast writing).

4. Strategic competence (task-based learning).

5. Socio-cultural competence (project work; presentation; reporting back).

6. Social competence (training of communication according to M.Kipnis).

Used in a complex, these methods of teaching are complementary and assist with the development of the communicative competence of young researchers. Our practical experience confirms that in the case of above-listed conditions observation the teaching goals are successfully achieved.

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PERSON AND COLLECTIVE: ASPECTS OF THEIR INTERFERENCE

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The favorable environment in which self-management as a movement of personal development of a child grows, is the cooperation of teachers and pupils. In opinion of the well known psychologist L.S. Vygotski this very environment enables to define the zone of the nearest development of a child: "What the child is able to do today in cooperation and under direction of, tomorrow he is capable to execute independently. Investigating what the child is capable to execute independently we investigate the yesterday's development. Investigating what the child is capable to execute in cooperation we define the development of tomorrow".

To begin with, we will give the definition to such notion as collective. Collective (from Latin – collectivus) is a social community of people incorporated on the basis of socially significant purposes, general valuable orientations, joint activity and communication [2, p. 277].

The analyses of pedagogical literature show that the main category of pedagogic is the educational collective which consists of two interconnected parts: pedagogical collective (tutors, teachers) and children's collective (pupils). Children's collective has its own features as pedagogically operated

phenomenon. For a child it is an inhabitation whether it is a school class, a group in a boarding school, unity or a group in a camp. Children enter mutual relations inside the collective, use personal resources, try to find their place in a collective, receive opportunities for self-realization. For teachers children's collective is an object of influence by means of tools of education, but we take into consideration the point of view that the collective is only a group of high degree of development, it can be characterized as the purpose of educational efforts of a teacher.

The professor L.A. Baikova considers that children's collective originally has a formal (official) structure, as a rule set by the adults, for example: when taking children to a school class, sports section, group in a camp etc. In this group turn out to be children which identify the certain criteria of selection: on age, to physical features etc. The formal structure corresponds to those functions which should determine the conditions of an activity of the collective (the number of children, the equipment etc.) and should determine the position of an adult (teacher, tutor, coach) [3, p. 71]. The informal structure appears on the bases of interpersonal attitudes developing in the collective. Inside the formal structure on the bases of common interests, sympathy, attachments appear small contact groups. In connection with it arises one of the most important tasks – formation of humanistic attitudes in a children's collective.

Let us consider the personality of the teacher and we shall reveal several aspects of interference. The teacher makes demands: the schedule of academic load, the rules of behavior and the norms of interference. The task of the teacher is as following – to reach that for each child in the class should be an attractive community in which he will be able to feel himself protected. But the main point is to reveal the motives of the study. It is difficult for the teachers to work in a class where there is not success in development of knowledge and at the same time diligence is condemned. Only having created an atmosphere of interest in study one can count on personal development of children.

The scientist L.I. Novikova thinks that the bases of the collective make the values accepted in it, i.e. those that are considered to be more important and essential. The teacher sets the norms of behavior, requirements shown by the educational establishment and brings the patterns on which one must be guided [3, p.73]. However to achieve their acceptance by the children's collective is not an easy task. Very often the acts, individual qualities of people are differently estimated by the children and the teachers. It happens by virtue of different life experience, representations about good and bad,

features of a character. The efficiency of educational work depends on the fact how high the status of the teacher in the collective is. So, the position of the teacher or the tutor does not mean the certainty of his authority yet. The teacher should work in a collective, build professional communication with pupils.

Children having certain status and roles are differently entered in collective attitudes. A child is guided in norms set by the adults and can correspond to all requirements. However self-affirmation in the community of contemporaries happens more difficult. It is important that the teacher must be able to adjust favorable mutual relations in a collective providing with this an opportunity to every child to show his or her best qualities

The most important condition of formation of a collective is the organization of the joint activity. The special contribution belongs to the well known scientist A.S. Makarenko who has developed the bases of the technique of rallying and education of children's collective to which he has carried: the statement, socially significant and fascinating prospects for children, the inclusion of children in joint activity, the development of self-management and traditions fixing collective achievements. A.S. Makarenko believed that the crucial importance in the movement of collective has the presentation of the requirement. In his opinion, the collective must pass a way from the authoritative requirements of the teacher through the requirements of an active to the requirements of all members of the collective expressed in public opinion [6, p.159-163].

Thus the maintenance of cooperation of an adult and a child makes their joint activity and interference. In sphere of children's-adult community any activity (game, cognitive, creative, communicative) becomes developing.

Such qualities as sympathy, empathy and active help are inherent to the adult and to the child. On these bases in the collective appear mutual trust, respect to each other, attachment, friendly feelings and other rallying attitudes.

Any joint activity of teachers and students always can have a positive result in the presence of tolerance, mutual understanding and respect and professional intercourse in the collective. In the favorable atmosphere contacts appear quicker. Children see the result of their collective efforts and all these bring to high dynamism of intercollective processes.

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AESTHETIC DEVELOPMENT OF THE PUPIL'S PERSONALITY FROM THE POSITION OF COMPETENCE APPROACH

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Competitive strength is observed by leaders of Russia as leading managerial capacity of the school and higher school graduates. It envisions the ability to solve any commitments facing to the person competently.

Competitive strength consists of the complex of managerial capacity of the persons manifested in capability to orient quickly in a problem situation, and to discover the creative solution that gives the chance to score in time, in charges and in the capacity of making decisions. Formation of this complex of managerial capacity starts in the childhood in the course of the various creative games intended for development of the leader's qualities, communicational ability, corporation and personal image. It is necessary to note, designate and boost in every possible way and to develop in the family and at school the spontaneity of this children's creativity formed by the nature. The special place in this process should be occupied by the contemporary moral-aesthetic and commercial education at school.

Now the secondary school education in Russia is not ready to solve this problem. Therefore it is very important to search and determinate the road to improve the educational process at school so that the competitive strength of the graduate would be raised as much as possible.

The contemporary development of secondary school education gains the productive character which is attained by the orientation at the competentable and problem-design approaches.

Competentable approach for increasing of the competitive strength requires designating the managerial capacity which predetermines it, to observe them as a final product of educational process and to mark them out as the key competences.

The problem-design method requires to organize the process of making up key competences so, that the pupils could interpret, research and search for the possible solutions of troubles arising before them by themselves.

For the informational society, which has come after of the postindustrial one, the problem of the specialist competence and his efficiency on his work place became the main and determining factor of the success of any

corporation. So appeared the necessity to research what the competence is, to find out how to perceive measure and select the competence among the well-educated people claiming for a work place. Therefore it became significant for the vocational training not only to form the appropriate erudition, but also to teach them how to be effective workers. The school education already is to solve this problem right now.

One of the competitive strength components as the property of the personality is the esthetic education of the pupils. [2]. We determine the esthetic education as the formation of the following properties of the personality as:

- musical expressiveness,
- art expressiveness,
- plasticity as the basis of the personal image [3].

The place of personal image in personal success is very important, because it determines the attitude, the degree of trust and the availability to co-operate with him.

The image problem is the problem of the modern aesthetic education. Such education should form the person so esthetic, that it could actively influence on the perception, behavior and relations with the other people.

Only in this case the person without thinking acts so, that other likes his behavior. That's why when we speak about the aesthetic education and its usefulness for the personal formation; we recognize that the final result of the aesthetic education is a ground of this person. Thus, we speak about the aesthetic education, as about the process of the esthetic forming of the personal essence. We speak not about the aesthetic knowledge as the predominating one, but about the skills of aesthetic perception, behavior, communicational and aesthetic self-expression.

Observing the role of the subjects of aesthetic education at elite school, we distinguish a group of subjects of the new type. We think that they will form the pupil's perception and the aesthetic creativity experience and self-expression in various situations.

The existing aesthetic education systems at school are oriented basically on getting knowledge instead of practical self-expression. The aesthetic education at school oriented on the competentable approach, should form the complex of individual creative achievements (ICA) of the pupils in the form of the aesthetic self-expression experienced by means of musical and art expressiveness and by various means of personal image. The obtaining of such experience at the lessons of a developing aesthetics allows to speak about aesthetic competence of the graduate.

The contemporary economical developing of the society has generated the requirement for the new pedagogical system of the school education. So we have a new type of the secondary school education – elite education [1] based on the last achievements of the pedagogy and the practical psychology. At schools of new type instead of the traditional reproducing pedagogy comes the pedagogical technology based on:

- practice -oriented didactics,
- pedagogy of reserve abilities of psychics,
- pedagogy of nature-harmony education,
- straight diagnostic developing education,
- psychopedagogy and practical psychology of the aesthetic capabilities.

All this is the essential components of the productive pedagogy [4] oriented on the creative approaches in the process of training and education, which are opposite to the classic or reproduction education investigated by J.M. Komensky. The productive pedagogy is a peculiar theoretical and technological direction of the nature-harmony educations, the theory and the technologies of which develop different methods and modes of the child's individual creativity realisation at a lesson, and creates the situation when such creativity becomes a major factor of the effective assimilation of the educational contents. The problem-design approach and the creative thinking are in the center of this direction, and this technology of education is named the creative pedagogy.

Productive pedagogy of a developing aesthetics is the direction of the contemporary aesthetic education originated in a process of formation of the productive and nature-harmony education. This pedagogical direction originated during the investigation of the ways and the methods of aesthetic educational optimization at school for the purpose of social queries realization for the improvement of aesthetic culture of schoolchildren as the major ingredient at making up the psychological ground for the free and light assimilation of the intellectual complicated occupations.

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SWORD AS A SYMBOL OF DEATH

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Sword is a polysemantical symbol, attribute of gods, heroes, knights. During various historical epochs the sword could mean power, authority, honor, a knight, bravery, validity. Considering the sword as a material subject, it is a cold steel weapon (up to 1,5-2 м), the blade often is straight, and, as a rule, two-edged. Practically all its interpretations have reached and up to our modernity. In the present time the sword mostly is perceived as a romantic symbol of the Middle Ages.

Sword is the tool of creation and destruction. By a sword one can make crimes, but a sword can stop evil. By a sword one can lay a way and stop the opponent [1, p. 57-62]. Symbolics of a sword in the modernity, as well as it has been for many centuries is dual, two-sided. In fact, a sword is an instrument for murder. Therefore, in spite of the fact that the sword can mean force, this “force” can be used for death, it is good for those who are stronger. “Validity” is good for those who are innocent, right. “Protection” is good for those who are under protection. The same concerns honor, advantage, bravery, courage, authority and other properties and qualities which the sword can symbolize. For the opposite part, the sword, as a rule, meant death.

War and weapon are unseparable. Many wars in history of mankind passed at direct use of cold steel. War is death. The vivid example of symbolics of death in the given key of research can be seen by the example of Anri Russo's picture called “War” (1894). In the center of a composition on the black horse galloping above naked dead bodies, the woman with black disarranged hair in a white attire, her hand is with a torch smoking with a black smoke, and in the other hand she holds a sword. Probably, it is a certain parallel with other character – «the old woman with slanting». But in this case the symbol of a sword is used as an attribute of the war that carries death.

Among various swords on applicability there is one kind of ceremonial swords – swords for execution. The sword was the instrument of execution in France and the Central Europe in XVI – XVII centuries. Frequently execution associates with an axe, but at this time criminals were executed by

a sword. Also professionalism of executioners was marked, best of them could be used for execution of the high-ranking persons. The sword of the executioner could be seen with its long and straight handle, pear-shaped or round top, long, wide, direct and flat blade with a rounded or rectangular blade's top. On the blades engravings were made quite often depicting stages of executions or torture's instruments, and also various texts were writing under the maintenance, from romantic («Are rapid, alas, love of the tender maiden and singing birds!») up to spiritual («And when I'll wave this sword, God grants an eternal life to this poor creation!»). For execution of the high-ranking persons the most skilful executioners were used. For Anna Bolein's (the second's of six wives of one English king) execution the executioner was invited from France. The sword remained the instrument of execution up to the beginning of XVIII century [2, p. 51–52].

Technical and tactical characteristics of a sword also have the symbolics. So in mythology the sword has ambivalent value where, basically life and death were in opposite (the sword was as symbolic instrument for dividing and separating – a soul from a body, the sky from the earth).

As a religious symbol the sword is still used as a part of a ceremonial attire of a bishops of eastern churches. Its prior value, however, was symbol of a wound and ability to cause a wound, to consequently, be symbol of freedom and power. Moreover, taking into account the cosmic sense of sacrifice (i.e. inversion of meant realities of terrestrial and heavenly orders), it is possible to see in a sword a symbol of physical destruction and physical resoluteness; also equals a spirit and God's word; the last was especially widespread symbol during Middle Ages.

In Christianity and in the religious arts the sword is used as an attribute of many saints who, according to the tradition, underwent martyr death from the sword. Among them are St. Paul whom a sword decapitated, St. Eufimia, who being refused to be eaten lions, taken similar execution, St. Agnes, suffered similar death, St. Peter Martir who was killed by a sword, St. Catharine. Sometimes St. Justine is depicted with a sword piercing her breast. St. John Gualbert sometimes is depicted handing a sword, which reminds about prosecution murderers of his brother by the sword [3, p. 214-216].

Sword is a weapon of the Divine anger. God has told: “Neither widows, nor the orphan do not oppress; if you oppress them when they cry to me, I shall hear a cry of them, and will be ignited my anger, and I shall kill you with the sword, and there will be your wives widows, and your children orphans...” [4: Exodus 22:21-24.].

In Moslem doctrine the sword symbolizes the sacred war against unbelievers, and a person's war against his own evil.

As an allegorical figure the sword is attribute of validity, hardness, bravery, it also symbolizes an anger, a war. As well the sword in hands of a muse of tragedy Melpomene designates inevitable punishment. The woman killing herself by a sword, is a medieval Despair [3, p. 214-216].

Each movement of a sword was a symbol and religious and sacred rite. The sword was a prototype of human consciousness, which all cognizable world dissects on two final contradictions, on two incompatible truths, on two antinomies – life and death. This has generated double semantics of a sword.

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HOMO BIOTECHNOLOGY IN SEARCHES OF AN IDENTITY

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Each epoch forms the «an image of the person», embodying it in base projects of human, defining ontological concepts of sciences and arts. Searches of «too human» of the modern culture passed in an atmosphere of absolutely various ideological bases and world outlook installations. Among them the special place borrows a medical discourse and initiated with successes of medicine and biotechnologies transformation of representations of the person about itself. Decoding of structure of genome, increase in a life predicted by modern futurologists till 150 years occurrence and successes of transplantology, resuscitation, the molecular immunology, and many other things achievements of medical and biologic sciences have forced to believe in their almost infinite prospects and boundless opportunities.

The medicine only has designated initial intention – an opportunity of intervention and change with the purpose of improvement of human organism, further «revision» of invariance of human nature, by virtue of Divine predictability, has been determined by many cultural-historical reasons. This transformation was showed in all spheres of cultural practice including at a level of aesthetic consciousness which, as is known, not only reflects the reality, but also, in the certain sense, forms it.

Most brightly opportunities advisable activity of the person gradually to transform its nature has reflected a modern cinema, which spiritually-historical ideal, acting as real force, influences minds and seizes them. And process of transformation appears as original regeneration: it is enough to recollect, that in «Matrix» the protagonist is born from a biotechnological bosom, as the baby – innocent and with eyes widely opened for horror. Similar transformation does its absolutely impregnable, giving unlimited opportunities. Cause set by superhuman factors, reveals not through comparative stability of senses and intrinsic quality of vital guarantees, but through expansion of new existential support.

Art essentially expands borders of representations about the person, developed in the western culture. The consumer of mass-media absolutely easy perceives opportunities «expansions of memory», implantations of a microchip in an organism of the protagonist and other similar interventions, down to regeneration in an image of the person-robot. Not casually in cosmetology and plastic surgery the sample from whom the new body «is done», the shape cinema-or the pop-star more often serves.

The opportunities opened by development of genetics, already now allow making a choice concerning prolongation of pregnancy that creates a complex moral situation within the limits of traditional ethics. In a view of new opportunities self-identity, is perceived already through senses of indispensability and the responsibility of almost universal scale.

The real opportunity of development of genetic technologies predicted by some futurologists with the purpose of «improvement» of personal properties and qualities of people causes many fears. These ideas are not new in the socially-ideological plan, however and to this day do not lose the appeal. The person in such context almost finds «the status of the creator», displacing the bases of former existential expediency to other motivation unusual for self-knowledge of former epoch.

Limitation of human claims is well shown in a film «Another» where attempt to return to an initial situation appears impracticable, and the new hero not capable to embody all expectations. From here there is an aspiration not reconstructions, and prolongation «I» as «I» already existing, that is why real and by virtue of a reality not eternal. These attempts are expressed in practice of preservation of a body in the liquid nitrogen, involved in itself it is a lot of the people ready for significant money in the future « to rise from dead ». Without belief in boundless prospects of a science such attempts hardly would find many customers.

In such context «the riddle about the person » gets practical value, defining necessity of deducing of some set of fundamental truths about basic essence of the human person and borders of possible intervention. The classical European philosophy, which is started with self-reliability of existence of the person, has appeared before necessity of a reflection above limiting bases of human life and the western culture.

BIOETHICS OF GENETIC TECHNOLOGIES OF HUMAN MENTAL HEALTH

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Human genetics is a science about laws of heredity and mutability that determine development of the organism. Cognition of genetic regularities provides possibilities of powerful impact on human nature what early or lately will be able to overcome his/her “biological fate” [1]. Necessity of comprehension of ethical aspects of use of new technologies emerged always. Distinction of the contemporary period consists of that speed of realization of scientific developments has increased abruptly. Ensuing in XXI century of era of new knowledge in the field of human genetics, completion of the project “Human genome” and broadly covered achievements of molecular genetics advance new important ethical problems and tasks. Ethics of genetics differs by that not only the individual him/herself but his/her direct offspring in several generations may find themselves as objects of impact of changed genetic information because genetics has to do not only with a person but also with his/her family [2].

Under contemporary conditions in bioethics of genetic technologies new questions arise: 1) introduction of principally new technologies – artificial fertilization, surrogate motherhood, prenatal diagnosis, screening, genetic donor test, genomic dactylography, pre-symptomatic, pre-clinical diagnosis of healthy persons, “transcriptional profiling”, gene therapy; 2) medico-genetic assistance and genetic technologies are increasingly commercialized, “genetic passes are developed and introduced into practice; 3) new forms of interrelations of doctor and patient have emerged, societies of patients and their parents (relatives) are formed and act; 4) ethical and juridical regulation of scientific investigations, their trends and results was needed because they concern interests of the society [2, 3, 4]. Priorities in ethical resolution of applicability of genetic technologies descend: individual with rights of the personality, human rights, then his/her family and direct relatives and then – society. Most ethical questions of the contemporary

human genetics may be resolved within 4 principles of global bioethics (autonomy of personality, Большинство этических вопросов современной генетики человека можно решить в рамках 4 принципов глобальной биоэтики (автономия личности, justice, do not be injurious and do good) and 3 rules (truthfulness, confidentiality, informed consent).

Practical application of genetic technologies in practice is medico-genetic assistance. Still in late 20th of the XXth century S.N. Davidenkov for the first time in the world has organized medico-genetic counseling at Neuro-Mental Prevention Institute, distinctly formulated tasks and methods: “Medico-genetic counseling may be defined as creation of effective system of prevention of hereditary pathology in families through assessment of repeated risk of rise of the disease and explanation of the sense of this risk to the family. Medico-genetic counseling realizes preventive principle of the medicine *per se*”.

The modern basis of prevention are theoretic developments in the field of molecular nature of hereditary illnesses, mechanisms and processes of their development in pre- and postnatal periods, regularities of maintenance and dissemination of mutations in families and populations [2]. Since 2000 human genetics has been divided into two basic fields. “Old genetics” or “classical genetics” is occupied with everything that is attributed to prenatal diagnostics, revealing and treatment of severe hereditary diseases, monogenic pathology such as mucoviscidosis, Huntington’s disease etc. “New genetics” – genetics of interactions, studies interactions between genes and the environment [5]. It includes psychogenetics, pharmacogenetics, nutrigenetics, eco- and immunogenetics. Philosophy and approaches of “new genetics” differ from existing in classical genetics and are not under sign of pure determinism and fatality. Basic principle of “new genetics” consists of that rate may and should be made on interaction: gene expression may be changed affecting his/her “environment”. Namely “new genetics” contributes basically to personalized prevention: appropriate treatment, right life and nutrition style, right choice for every patient.

Due to investigations of human genome, gene identification including genes which mutations result in hereditary illnesses or predispose to most frequent polygenic (multi-factorial) diseases, for the first time a real possibility emerged not only to carry out distinct molecular diagnosis but also predict predisposition of an individual to that or another disease conducting early, pre-symptomatic diagnosis. Currently, panels of genetic tests 25 have been developed for many most frequent multi-factorial illnesses [6, 7]. Testing of allelic variants of practically every gene of “predisposition” testifies to

state of many systems of the organism and allows assessment of predisposition of the patient to several, partly pathogenetically remote from each other diseases.

Strategy of medico-genetic assistance rendering (especially for Mendelian genetic diseases) has been sufficiently well developed and regulated by a number of rules, norms and assumptions fastened both in recommended order (code of convenient approaches and requirements to this kind of assistance recommended to obligatory execution by international scientific community) and legislatively (various laws, orders and the other normative acts with their own peculiarities in every concrete country). With improvement of societal relations in all developed countries bases of the concept of genetic counseling were exposed to serious revision. Considerably major attention was become paid to observance of interests of a family and its every member, rights of parents to have a child, right of life for every person [8, 9].

Investigations of genetic bases of mental disorders show their multifactorial nature [10]. According to contemporary ideas, serotonin, dopamine, noradrenalin are mediators of systems of neurons associated with various aspects of mental activity and mental disorders. There is every likelihood etiology and pathogenesis of these diseases depend on adverse combination of all three basic variants of genes-predispositions, i.e. manifestations of pathological mutations of corresponding basic main genes are modified by effects of genes-triggers, genes of system of detoxification and genes of receptors. All intercellular interactions are regulated by receptor apparatus of cellular membranes with genes of cellular receptors. Currently we know genes of 16 types of receptors of serotonin, 4 – dopamine, receptor of androgen, opiate receptor, and nicotine acetylcholine receptors. We know mutations of these genes in schizophrenic and affective disorders. Genes of detoxification code various enzymes responsible for metabolism, degradation, neutralization and elimination out of the organism of various xenobiotics. Namely their polymorphic variants determine individual peculiarities of reaction of the organism on various chemical preparations and food products. Biotransformation of xenobiotics occurs in 3 phases: activation (genes of system of cytochromes), detoxification (genes of family of transferases) and elimination. So, mutation of gene tyrosinhydroxylase is able to change metabolism of noradrenalin and melanins and tryptophanhydroxylase – serotonin with transition to synthesis of kynurenine resulting in decrease of synthesis of serotonin and manifestation of depressive symptoms. Mutant monoaminooxidase modifies decomposition of serotonin and alcoholdehydrogenase and aldehyddehydrogenase – of alcohol. Changes of genes

catechol-O-methyltransferase and endopeptidase limiting tempo of production of encephalin may be associated with manifestation of anxiety. Breakages of genetic mechanisms resulting in multi-factorial diseases may be provoked by mutations in genes-triggers playing key role in maintenance of cellular homeostasis. Defect gene of angiotensin changing enzyme (ACE) is associated with duration of schizophrenic process. Changes of gene neurotrophin and cancer gene HRAS-1 may be observed in autism. In hysteric and schizophrenic disorders with emotional infantilism genes-regulators of processes of functional maturation of the brain and development of interhemispheric dominance may be changed. In mental disorders genes of carriers of serotonin and dopamine have been changed.

In last years use of molecular-genetic DNA-diagnosis of X-linked mental retardation chorea of Huntington, Alzheimer's disease, schizophrenic disorders, bipolar affective disorder, and alcohol and drug dependence became possible. Possibility of DNA-diagnosis essentially increases accuracy of identification of genetic risk allowing from probable models to pass to unequivocal (definitive) identification of genotypes and expected phenotypes. However, results of genetic analysis of mental disorders don't mean that disease will obligatory manifest but only indicate changes of degree of risk for carrier of revealed mutations and thereby the greatest value is not that whether there is a specific gene but whether this gene is considerable and what other factors of the environment may play the role. With this information not always being unequivocally interpreted by the doctor-geneticist in the process of transfer this information to a patient. Physicians involved into genetic investigations and counseling should understand that obtaining the genetic information does not limit itself by the person which it has been obtained from and opening of data can exert negative and destructive impact on the family and acceptance of this person by the community which he/she belongs to. Differently from risks found in many biomedical techniques basic risks of application of genetic technologies are risks of not physical impairment but risks of social and psychological impairment. Especially it concerns medico-genetic problems of mental health [11].

Psychiatry as not any other medical discipline stands near to philosophy, and ethics is a branch of philosophy. Ethics penetrates psychiatry through with its own specifics that is determined by the following: 1) subject of psychiatry; 2) specific of examination, diagnosis and treatment of mentally ill; 3) peculiarities of attitude of mentally ill toward their state and treatment process; 4) social position of mentally ill person in the society (in micro- and macro-social environment) and that moral-psychological climate

that is created round him; 5) attitude of the population toward the mentally ill person and psychiatric diagnosis; 6) specific of medical secret [1]. In psychiatry also principles of global bioethics are observed – personal autonomy, justice, non-maleficence and beneficence and rules.

Basic principles of genetic investigations and counseling in psychiatry have been stated in Madrid Declaration of the World Psychiatric Association (1999). During communication with patients and their families it should be clarified that current genetic knowledge is not complete and may be corrected by consequent discoveries. Psychiatrists may send people into institutions for genetic investigations only if these institutions have qualitative and valid procedures for conducting the investigation and appropriate and easily accessible means for genetic counseling. Genetic counseling regarding family planning or abortion should be conducted with account for system of values of the patient; it is necessary to help patients in independent decision making optimal for everybody of them providing them sufficient medical and psychiatric information. Of the most important significance during medico-genetic assistance in psychiatry is knowledge of psychological peculiarities of patients and their relatives for resolution of ethical questions, advocacy of interests of the patient and members of his/her family, society as a whole. Education of genetic information to the family can achieve the goal if it is conducted by specialists on the basis of personality-oriented approach and includes in itself also genetic professionalism and high bioethical psychological standards. [2]. Efficacy of medico-genetic assistance rendering depends not only on the level of development of high technologies but also on knowledge of psychological motives of behavior of people and basic factors really influencing decision making in the family, level of knowing information in questions of genetics, health and family planning [10].

So, in families of schizophrenic patients there problems of personality-characterological range, personal dissociation and deficit are present (mental diathesis), testifying to hereditary predisposition to rise of mental disorders. In individual-psychological sphere of family problems differences in family members are defined at various levels: motivational, cognitive, affective, behavioral one. We have shown that motivations and interest during resolution of medico-genetic questions in patients and members of their families, of mentally healthy persons differed [12]. Cognitive inappropriateness, difference in ways of perception and processing information of medico-genetic plan exist in family members of the person seeking a physician-geneticist. Thereby there is a certain level of personality rigidity.

Psychological investigation was conducted with original "Questionnaire of consulted person" [12] and tests-questionnaires measuring level of motivation of achievement and level of motivation of approval [13]. Data according to medico-genetic knowledge was compared in two samples of probands of young (up to 25 years) and mature (from 25 till 45 years) age. During study of medico-genetic knowledge we have revealed that educative level of patients was enough high, probably, in this association patients have demonstrated a significant level (93%) of identification of various mental diseases. In families of patients of mature age evidence of mental disorders in relatives were seldom hidden that in families of patients of young age. About role of heredity and rise of mental diseases major part of patients knew (68,6% of young and 69,2% mature age), medico-genetic counseling was known by one third of respondents. Question about planning further birth of children was answered positively by 62,9% of respondents of young and 30,8% of mature age. Fears regarding health of children associated with mental diseases of relatives occurred only in 10% of patients of two samples. Child birth associated with mental disorders of relatives only patients of mature age refused in 7,7% of cases. Associated with other causes 11,5% persons of mature age limited birth of children. Practically all respondents of two samples would consider medico-genetic advice regarding risk of manifestation of hereditary and mental diseases in children.

In result of investigation according to scale of need for achievements in persons of young and mature age 80% of cases were characterized by low level of motivation of achievement, in 20% – middle level. With in schizophrenic patients mean values (less than in control, $P < 0,5$) practically not changing depending on age. For patients of characteristic was weak expression of strives to improvement of results, achievement of their goals. In difficult situations such people get lost and hope that everything anyhow will be managed. Because of their insecurity in forces they refused the idea that was ever thought but for major part of patients understated level of requirements to life is not characteristic. Patients badly estimate interrelations with the nearest thinking that relatives (parents) strongly control them and do not share their plans. Other people are preferred by them because of such features as activity, purposefulness and exactingness. According to scale of assessment motivation of approval in patients with schizophrenic disorders of young age is low (70% of cases) and middle level (30% of cases), but scores are equal or more as compared with control ($P < 0,5$). At mature age mean values of level of motivation of approval increases still more, a group of high level emerges. Qualitative characteristics of motivation of approval were as

follows: “I and my attitude toward the other in positive assessment (I am good)” and “Elements of negative attitude toward self and the other”. For patients with schizophrenia level of positive attitude toward self and the other is low at young age, increases at mature one, however, level of negative attitude toward self and the other is permanent at every age and more than in control group ($P < 0,5$).

Affective component is identified in the kind of so called “family anxiety” that manifest itself in doubts, fears concerning health of family members, problems with children, spouses; and presence of “feeling of guilt” if family members blame themselves or the patient in emerging the illness. Of special value is behavioral level of family problems when fastened certain forms of behavior are revealed, various coalitions emerge (in families with hereditary loading by schizophrenic disorders). Revealed psychological peculiarities of patients with schizophrenic disorders should be taken into account during medico-genetic assistance rendering for them and their relatives for increase of degree of achievement of most purposeful necessary result for a patient and members of his/her family [14].

In SI Mental Health Research Institute TSC SB RAMSci medico-genetic assistance is rendered since 1983, various kinds of it have been obtained by more than 3000 families. In these families were patients with various mental disorders of various ages (children, adolescents, adults, and elderly) and mentally healthy persons. Structure of Center of medico-genetic assistance (family-genetic prevention) includes several working groups: 1) group of diagnosis with blocs – general-clinical genetic investigations (biochemical, cytogenetic etc.); molecular-genetic investigations of polymorphism of “gene networks”; genetic-psychological, nutrigenetics diagnosis; 2) group of “DNA banks” – individual and family ones; 3) group of physicians-specialists: geneticist, psychiatrists, psychologist, psychotherapist, specialist in bioethics, lawyer; 4) group of counselors: therapist, neurologist, physician of functional diagnosis etc.; 5) group in pharmacogenetics; 6) group of “family-genetic register” and “genetic pass”; 7) group of genetic prevention; 8) group of adaptation and rehabilitation in micro- and macro-community [15]. Medico-genetic assistance is rendered at Center of medico-genetic assistance jointly with physician-geneticist, physician-psychiatrist, psychologist and psychotherapist, specialist in ethics.

Ethical regulation should strongly and distinctively identify appropriateness between goals and results of genetic technologies, interests and rights of the patient and his/her family members, interests and rights of the society as a whole. For resolution of rising problems we need joint efforts

of medics – physicians-psychiatrists, geneticists, psychotherapists, psychologists, lawyers, philosophers, social workers and theologians. Special value should be attributed to increase of knowledge of the whole society in questions of genetics of mental health, use of the newest genetic technologies. “How and for what purpose mankind will use results of molecular genetics of behavior of a person? In what countries and how achievements of personality genomics will become to be applied? Practical answer on this question will be received in the nearest decades. One is clear: time of hopes on wisdom of the “alive nature”, on that its mechanisms will be able to overcome negative impact of the civilization on biosphere and on mankind has gone” [16]. Namely this is why efforts of everybody from us are necessary.

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CREATIVE PEDAGOGY IS THE TREND OF REALIZATION OF COMPETENT METHOD BASED ON THE INTENSIVE TEACHING OF FOREIGN LANGUAGES AT SCHOOL

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Modern standards to a school-leaver require mastering some main competences in studying English at school such as *free foreign language speaking* and *simultaneous translation*. The formation of these competences in school conditions requires essentially new understanding of theoretical and technological approaches in teaching foreign languages at school education.

The main approach to the elaboration of author's course is the competent method which defines the above-mentioned competences as final product. The analysis of the content and methods of formation of these competences in educational process requires searching of such conceptions and technological decisions which could provide the ways of realization of the final study aim.

The analysis of the pedagogical directions which could be the foundation of the new elaboration shows that the final aim of educational program could be provided by solving of conceptual technological decisions of productive and creative pedagogy, personal-oriented studying and pedagogy of the spare abilities of psychology. We use huge experience of intensive teaching of foreign languages abroad and in Russia.

We suppose that a school-leaver should speak foreign language as he speaks his own language without feeling difficulties in translating his thoughts and understanding of a speaker. This form of activity is very creative and could not base on special speech patterns. Therefore the formation of creative skills and creative experience of applying of required speech habits is the main aspect of educational activity.

The existent methods of teaching English are not able to form creative experience as it is based on free improvisation of speaking English. In this connection the main peculiarity of such studying is independent creative improvisation at lessons and high interest of students in the results of studying foreign languages.

Mastering of thought activity in foreign languages requires the student's immersion in the language activity. Such immersion can be achieved by two ways:

– the first way is connected with increasing of hours for studying English per week;

– the second way is connected with increasing of hours of independent studying English, language training and work together with a partner.

Joining of these two ways of studying foreign languages is the most effective technological decision of the author's course.

Independent creative activity in studying English is possible if we organize the problem-project approach to the educational process. The experience of the effective realization of this approach could be found in productive pedagogy.

The independent creative activity of a child lies in the foundation of the productive pedagogy (A.A. Vostrikov). The productive pedagogy consists of 4 didactic cycles.

I cycle – initial comprehension of information;

II cycle – investigation of a creative task;

III cycle – designing of a creative task for yourself and for a partner;

IV cycle – self presentation of the results.

The second, the third and the fourth steps of the didactic cycle are founded on independent creative project activity of a student. The content and methods of such creative project activity are based on the principles of creative studying and psycholinguistics which allow creating new technological ways which differ from traditional methods of teaching English.

Domination of creative activity, its combination with group work at the lessons and use of most part of study hours for the achievement of the effect of language immersion create conditions for the realization of the final result of studying. The students are really able both for free foreign language speaking and simultaneous translation from Russian into English and from English into Russian.

Here are some creative approaches to the author's course:

1. Preliminary preparations of cognitive and social abilities for accelerated vocabulary mastering (Dudina E.N.).

2. Modeling of the structure of a foreign sentence in the Russian language and introducing in them the articles, all the endings in plural, the 3-d person singular and many other English words which are not typical for the Russian language. This experience gives all the students the opportunity to speak correct English.

3. Method of comparative grammar and studying of all grammatical peculiarities of the English and Russian phrases and sentences. Then the students can communicate in foreign language in practice without difficulties.

4. Training free foreign language speaking based on speech patterns. It helps students to practice English and speak correctly in a very fast way.

5. Method of creating different situations of communication. The students work in groups, in pairs and alone.

6. Repeating of all the required words (300-600 English words) in simultaneous translation at every lesson is obligatory. It takes probably 30–40 minutes.

We consider the peculiarities of student's project activity at the step of the productive didactic cycle.

Each cycle starts from learning of great number of new words immediately (50-70 English words) according to speech topic. The students remember them using the elements of hypermnnesia. This way of remembering many words was suggested by a famous Bulgarian scientist G. Lozanov.

Quick method of simultaneous translation is the main *individual creative achievement (ICA)* of a student. Then students make acquaintance with the text for the first time and study the methods of working with it. The *ICA* of this stage is the quick method of simultaneous translation of all the sentences of the text.

The second investigating stage starts with the analysis of a Russian text as a model of a studying language sentences and analysis of grammar. On that stage the students study all the grammatical peculiarities and create tasks for themselves and their partners.

The third stage includes the design of creative texts for themselves and their partners in Russian using all the English words. The students compose their texts according to the structure of the English sentence then put the articles in them, all the endings in plural, the 3-d person singular and many other English words which are not typical for the Russian language. This work finishes with simultaneous translation of the Russian text into the English one. They write it into the copybooks and then they make simultaneous translation from English into Russian. The *ICA* of this aspect of activity is shown on the next stage when students can talk very actively without difficulties and fear.

After that the students make special grammar training exercises for the partners including all the grammar structures.

At the last stage of the didactic cycle these tasks are offered to the partner and are trained in the following way: "You are a teacher – I am a student" and "I am a teacher – You are a student".

Finally the group discusses the *ICA* and chooses the best tasks for their students' textbook.

Described technology takes its development in the author's textbook "English Intensive Course For Children And Their Parents" for the 1-3 years of studying.

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FORMATION OF INTOLERANCE TO CORRUPTION IN THE YOUTH ENVIRONMENT

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Any society united values. They generate rules and norms, determine the right, and are embodied in laws. The change of constitutional values is equivalent to change of the state. Refusal of base values on the part of those who must personify and protect them in the state, decomposes civilization of the population. The social practice contradicting to declared constitutional values causes disappointment, cynicism, the protest of citizens. Many popular uprisings began with words «Change!».

One of the leading ideas of Russia reforming is the designing a democratic society with competent citizens. New citizens of Russia are the people, capable to protect the rights and ready to perform duties on the basis of the civil contract with use of democratic procedures in a lawful state based on universal values. Recently national traditional values are added to this project.

The responsibility for formation of new citizens lays on an education system. The concept of modernization of the Russian education ascertains: *«for the Developing society it is necessary to have modern educated, moral, enterprising people which can independently accept critical decisions in a situation of a choice, predicting their possible consequences, are capable to cooperation, differ mobility, dynamism, constructability, possess the advanced feeling of the responsibility for destiny of the country»* [1]. The purposes are also determined: *«The main objective of civil education is upbringing of the citizen for a life in the democratic state and a civil society. Such a citizen should possess the certain sum of knowledge and skills, to have the generated system of democratic values, and also readiness to participate in a political life of school, local communities. Civil education is directed on formation of civil competence of the person. Civil competence of the person is a set of readiness and the abilities allowing it actively, crucially and effectively to realize all complex of the civil rights and duties in a democratic society to apply the knowledge and skills in practice.»* [2].

However, the graduate of school or high school faces in a life with the following:

- At professional selection the preference is given not «to modern educated, moral, enterprising people», but to relatives of men of weight, their protйгй;
- The fidelity to interests of corporation is appreciated against «the advanced feeling of the responsibility for destiny of the country»;
- Democratic values are discredited by practice of a political manipulation;
- Law-enforcement, judicial systems frequently don't protect the civil contract, and interests of imperious and proper tying minority;
- Institutes of a civil society are quite often trampled by dictatorship of officials.

All this is a consequence of high level development of corruption in our country [3]. Corruption as «abusing public opportunities in private interests», accompanies all history of mankind [4]. However the degree of danger of its displays varies. Corruption blossoms in conditions of degradation of public

values and the institutes of authority protecting these values. That is especially brightly shown in modern Russia [3].

Unfortunately, the contents of modern civil education in Russia practically does not include studying the bases, the nature, displays, consequences of corruption, does not bring up the attitude of intolerance to it, does not form readiness of school graduates for action in the situation of corruption. Thus, results of civil education do not help to achieve vital success and in many cases appear irrelevant. Moreover, their successful mastering lowers competitiveness of conscious citizens in modern Russia. Preservation of an existing level of corruption in Russia, inability of a society to counteract to its displays threatens with heavy consequences for the state in the near future.

Meanwhile, the competent behavior in the situations of corruption allows to overcome successfully them, keeping valuable preferences of the democratic state and a civil society. The decision of this problem should serve the anticorruption education forming anticorruption youth competence.

Anticorruption education is a component of civil education and represents a uniform complex which core is political, legal, economic formation on problems of use by employees public opportunities and education of intolerance to the corruption, realized by means of the organization of training courses, carrying out of out-of-class and after-hour work, formation of anticorruption competence of pupils by means of subject matters.

We understand as anticorruption competence (paraphrasing Hutorskoy A.V. [5]) integrated ability to solve problems of observance legal status of public activity arising in social – legal spheres without abusing service opportunities in private interests, readiness to use knowledge, the skill, the mastered ways of public activity in the conditions which are distinct from in what this competence has initially arisen.

Anticorruption competence as a making part of civil competence can be opened through a number of key, competences each of which is kept by the certain set of the abilities making this competence:

– *Research competence* – the abilities connected to the analysis and an estimation corruption situation.

– *Competence of a social choice* – the abilities connected to skill to carry out a choice and to make the decision in concrete corruption situations, at collision with concrete problems in a choice of a way of social action.

– *Competence of social action* – the abilities connected with problems in realizations of the made choice, the accepted decision.

– *Communicative competence* – abilities of interaction with other people, the organizations with the purpose of overcoming corruption.

– *Educational competence* – the abilities connected with necessity of continuous anticorruption education in constantly changing social conditions.

During performance of some joint projects of Tomsk regional institute of improvement of professional skill and retraining workers of education and public organization «Obereg» with participation of teachers of schools in Tomsk oblast in 2002-2006 r.r. The program «Counteraction of corruption through education» and methodical materials for work with it [6] has been developed. The contents of the program is directed on formation of anticorruption competence of school and student's youth, is focused on development listed key competences. The most important components:

1. Educational modules are developed: the alphabet for junior school pupils «I and the Society»; for pupils of the senior classes «Counteraction of corruption through education» which can be used in the program of subject rates «History», «Social science», «Civic education», «Bases of the law», «Psychology», «Bases of person's socialization»; elective course «The Civil society against corruption»; the facultative program «Overcoming of corruption in a civil society».

2. The technology of preparation and carrying out of school debate «Meetings with corruption» which can be included in educational program of school is developed and be carried out on a regular basis. Used formats: K. Popper, parliamentary, debate of the United Nations. («Schools of debate» for pupils and students operate. Annually open tournament on debate «Anticorruption» takes place in Tomsk).

3. The technique of carrying out competition of school research projects «Russia without corruption» which can be carried out by establishments of education together with authorities within the framework of civic education of senior pupils is developed. (In Tomsk oblast the competition is carried out annually).

4. The technique of carrying out competitions of learning – methodical works of teachers on a theme «Counteraction of corruption through education» is developed. (Last 2 years competition is carried out together with Administration of Tomsk oblast).

5. The technique of carrying out of trunk-call platforms with schoolchildren participation (had preparation at «School of debate»), officials, politicians, businessmen is developed with the purpose of search of decisions corruption problems.

6. The technique of carrying out mass actions is developed within the framework of carrying out «Anticorruption weeks».

7. The program of a teaching -practical seminar for teachers «Programs on overcoming corruption through education is developed. Fixed and after-hour activity», which is used in programs of improvement qualification courses for workers of education.

During realization of the program the educational and upbringing spaces including joint activity of schoolchildren and students, children and parents, learning youth and officials, politicians, businessmen are formed.

The carried out researches have shown, that the program achieves desirable results: participants start to understand sources and dynamics of corruption relations, understand and negatively estimate consequences of corruption, show readiness to counteract corruption by means accessible to a civil society, have skills and able to find decisions corruption problems.

The project «In the future without corruption» in 2005 was included in the number of 15 best practice interactions of education and a civil society in Russia (tender of the Ministry of Education of the Russian Federation together with the Fund «New Eurasia»).

Every child participating in the program, will have his own style of life, each of them will have direction of education, the social position in the society. But, making decisions determining a direction own or social development, they will know, that corruption is a public evil. And making a choice will do it for the benefit of the future without corruption.

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TECHNOLOGIES OF RELIGIOUS TRANSFORMATION CONSCIOUSNESS: IN ANCIENT TIMES AND IN THE PRESENT¹

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Any conversion means an essential changing of common structures of social consciousness. Such spiritual technologies that are named “evangelization” came into being in A.D. the first centuries and have existed until the present actualizing their practice periodically. Let’s consider firstly techniques of religious transformation that can be finding in New Covenant and after that compare them with contemporary practice of new religious movements.

Charismatic religious gifted individuals as devotees, zealots and prophets are source of actual religious creation and social forming of religious groups and counter-cultures. Charismatic leaders and groups of worshippers are natural social phenomena of diverse societies in history. Charisma is the strong personal charm or power to attract that makes a person able to have great influence over people or win their admiration. There is very intensive and purposeful vitality that exceeds strong above the average. Their distinctive quality of *religious* charisma is ethic pathos of transcendent orientation.

It is naturally to suggest that common people who have relatives and trust in norms and values of their society do not become supporters of radical cults easy. Consciousness of common people must substantially change and will be transformed into a specific state through some ways, including:

- Radical and total break with relations and friends;
- State of spiritual disorientation by means relativistic and nihilistic attitude to social ideals and norms;
- Forming aims at guru as the Centrum of new spiritual realm.

Such method of consciousness transformation was formed in activity of ancient philosophers and religious charismatic leaders semi-consciously. There was Socrates, Brahmins, Buddha, Jesus and so forth.

Jesus Christ as man was among the great shepherds which were able to create spiritual realm. His biography and ideas are an evidence of such creation and transformation of supporter’s mind.

What is a substance of religious transformation of communes mind? Jesus’ style of propaganda and his ways of mind transformation are very similar to general technologies of other religious leaders. But how can be destroyed non-material, consciousness and values? Man must be compelled to lose touch with his nearest and dearest. He must hate society, their norms

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and other people who are not coreligionists. He must be left alone in hostile world and can trust only his community of religion. Any more it should blacken previous existence overemphasizing its real miserable aspects like slavery, angst and humiliation. Simultaneously, it should depreciate simple mundane pleasures like amusement, friendship, love and affection towards somebody. Above all is a negative phase of religious transformation experience. Let's see how it is in the New Testament.

“Do not think that I have come to bring peace upon the earth. I have come to bring not peace but the sword. For I have come *to set a man against his father, a daughter against her mother, and a daughter-in-law against her mother-in-law; and one's enemies will be those of his household. Whoever loves father or mother more than me is not worthy of me, and whoever loves son or daughter more than me is not worthy of me; and whoever does not take up his cross and follow after me is not worthy of me (in italics – V.K.)*”. (Matthew, Chapter 10, 34-38)¹

Jesus demands from his supporters not only to be indifferent towards relatives but to hate them. Man must also hate himself and love only his the Good Shepherd. “If any one comes to me *without hating his father and mother, wife and children, brothers and sisters, and even his own life*, he cannot be my disciple (in italics – V.K.)”. (Luke, Chapter 14, 26-27)

Naturally, it was too much for many therefore Jesus suggested a good price for faithfulness. “And everyone who has given up houses or brothers or sisters or father or mother or children or lands for the sake of my name will receive *a hundred times more*, and will inherit eternal life (in italics – V.K.)”. (Matthew, Chapter 29, 19)

Another form of negation of common mind is a mental attack to its stereotypes and shablons. The thing is that conditions of common mind are always characterised as ordinary and banal. It is a result of long-term mutual satisfaction of the necessities of life. Another words, people want to be health, wealth, loved and respected. Therefore people always strive to achieve power, glory, riches, longevity, honor and love that are distributed among people very irregular by nature. These values are social and have their meaning only in comparison between people of one epoche what needs a certain simple clear and mutual scale. There are customs, rites and moral-religious norms that establish a system of control and justification of common behavior.

Jesus strived to destroy such common system deliberately. He used such ways of influence trough speaking like significance, intentional vagueness, paradoxicality and figurativeness. Any more he conducted himself intentionally

¹ New American Bible. <http://www.nccbuscc.org/nab/bible/alpha.htm>

provocative. So he healed on Saturdays, had defiant discussion with orthodox Israelites and rabbis about very provocative holy things. For example, he claimed that "... before Abraham came to be, I AM." (John, Chapter 8, 58). It was blasphemy for them and they wanted often to beat him. Sometimes his behaviour was intentionally confront with social status quo. He drove out tradesmen and drove into Jerusalem like "King of Judea". He also called morals and manners in question. So he feasted with sinners and loose women. Jesus justified his behaviour speaking about his Good right to establish new general moral and religious rules for people.

"When Jesus finished these words, the crowds were astonished at his teaching, for he taught them *as one having authority*, and not as their scribes (in italics – V.K.)". (Matthew, Chapter 10, 34-38)". So a style of Jesus behaviour is the style of charismatic leader who don't explain or agitate but order disciples and people to leave in new way.

He couldn't conduct himself in another way because the highest authority presupposed overthrow of all others and the highest love means a lack of right to love all others except Him. He strived to prove his Godhead as a ground of building of new idealistic universe in human souls. There is a new world order based on two mutual factors of belief and power. Such conception meant a new fundamental *weltanschauung* that is radically different from common world-outlook. Average man can consider himself to be believed or not but any way traditional religion for most people is characterized as a type of conventional knowledge and behavior or sign of social loyalty. It is a type of social game for him. Real life is regulated by rules of "common reason" and founded on egoism, conformism and pragmatism.

Such principles proceed from other ontological assumptions than world religions and ideologies, among them:

Natural and social laws are objective, material and unalterable

Society is a field of immanent eternal conflicts, lie and competition where winners are always shameless and cheeky

Human fortune is a chance of birth or good luck and man is a product that is sold and bought

Man of sense is who knows how to defend himself from attacks of hostile world by means of some ethical philosophical ideas like apathy and indifference.

Side by side this many people are able to believe in an alternative world conception in certain critical periods of history particularly. The first generation of participants of sects and ideological movements live as if as though they are inhabitants of a very different world where there is operated other

absolute power. After that spiritual high senses gradually made vapid and transcendent religion modified into traditional denomination.

Morals and social-political relations of contemporary Western societies are ambivalent. They simultaneously are strong various and tolerant what means universal democracy. On the contrary traditional religions are religions of supremacy and their universalism had hegemonic character. These religions united humanity by instrumentally faith and violence homogenizing it into globalizing community.

But modern global society or a “world-system” are unified on base only synchronizing economical interests and mutual tolerance. Everything else is diversity. Most of people accept such order with pleasure. Christianity and Islam try to be adapted to this order push into foreground their “tolerate aspects”.

Another cause of contemporary crisis of traditional religions is an absence of actual communication with God. Christianity and Islam were actual prophetic messiah religions when they have appeared but they changed their short-future orientation and became religions of retrospective memory gradually. The founders of these great religions in contrast to Eastern religions persist in unprecedented incarnation so they really monopolize it apprehending a danger of possible rivals. Their conservatism, hegemony and exclusiveness were adequate to reality of traditional societies and supported invariability of such communities as well to.

Today’s unprecedented events like world’s wars, totalitarian dictatorships and scientific wonders are nonplussed. People want to find the explanation of the matter and miserably from God.

Finally another cause is a disintegration of previous religious definiteness. Healing functions are usurped by pseudo-religious communities which cultivate folk systems of Western and Eastern medicine. Any more a very authentic function of communication with transcendence that was taken away sorcerers, Magi and fortune-tellers and monopolized by religion early is called in question by occult, mystic and pseudo-scientific associations.

Mass sects have appeared in Japan after the World War II for the first time in XX century and violent growth of non-traditional religiousness was in Western Europe and USA in 60-70 years. As it is claimed in one Orthodox-church research there are 3-5 millions of sect members in Russia and 500-900 thousands from them are considered as members of destructive sects.

The most of contemporary “religious projects” have obvious personal character what is evidence of Weber religious charisma conception. A croup

of supporters is united close by charismatic leader who has his peculiar world-outlook corroborated his personal mystic experience. The group forms its social structure and specific education system and establishes various relationships with its milieu.

General mutual indication of present new religious communities is using of identical social techniques. These methods that appeared as far back as Buddha and Jesus' times are very effective today. It is a result of immutable existential human nature. To what extent is using of these methods realized? The question isn't a single answer. Peculiar living forms of those people considered as Jesuitism originate often from a forced practice of tough policy of a defense against a hostile encirclement and are caused by straightforward mind.

A consciousness control is built through instrumentally elimination of former identity and inoculation of new personality. Delusion consists in a promise of high importance and recognition. Take, for example, two methods that are used with the purpose of recruiting of supporters, among them:

“Bombardment by love” or importunity in ideological influence over neophyte forming a Neo complex

“Sandwich procedure” when two experienced adherents lavish full attention on proselyte

Sects strive to change physical condition of converts seriously in order that may to modify mind. Suit their own ends they practice vegetarianism, not getting enough sleep, hard working and public view. There is also information isolation and destroying of closeness and matrimonial alliance. Parents and sweethearts are cardinal objects of religious attack and we can see a start of it in ancient classical religious praxis. New messiahs including East gurus follow founders and use these methods of “evangelization” very well nowadays.

Some leaders run to extremes in their negation of human sensuality. Metaphysic anti-human limit in this was determined by skoptsi, Russian sect practicing castration in XVII-XIX centuries. If sect leaders can take sexuality under their control they would use great energy of chief instinct to suit their own ends. As a result many present sect leaders angrily attack sexual life and women like “instrument of devil”.

These attacks yield not only isolation but feelings of fear and guilt. At the same time but don't forget that adherents have a calling for their evangelization interpreting it as salvation by works, ministry and selfless devotion. Their efforts form a position of joyful subjection as an indispensable condition of new extreme religious identity.

Extreme religious weltanschauung has some general indications, among them:

Dogmatic thinking based on some exotic ideas and expressed itself in its own specific language

Prohibition of any critic embodying in stupefaction or so called “stoppage of thinking” through instrumentally everyday many-hours meditation, scansion and plaintive singing

Dualism: “we-they”, “good-evil” etc.

Formed new personality is supported by group life style, its peculiar ideology and worship at leader. Leader establishes his empire over sect by means a certain system of control, including:

Minute strict regulation of sleep, food, swear and communication

Regular intensive indoctrination through thousandfold compulsory prayers.

It is a strange life from average social point of view. But we should remember that it is quite ordinary phenomenon of history. Genesis of religions is permanent lasting process. At every step it is an actual living process of immediate co-creation between charismatic leader and people who crave for strong belief and a direct communication with transcendence. We should be tolerant to such communities so that may try to normalize their life and permit no extremist way of development. We ought to encourage moderate and responsible leaders. It helps to convert sect activity to constructive way. Traditional religions and a certain part of mass-media often provoke an intensification of hostility to new religious communities and it may incite them to apocalyptic way.

DIAGNOSTIC MODELING: PECULIARITIES AND ESSENCE

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Today the problem of diagnostics as a method of understanding complex systems gets highly involved in the process of building picture of the world in general. In fact, diagnostics is a kind of such an analysis by its nature, this process clarifies general parameters and elements of the system(which is analysis itself), relations of norms and pathologies of their correlation with each other is being studied, and further activity strategies in the system(and with the system) are being defined.

In that case, diagnostics becomes a complex process, that involves different forms and methods of realization and activity technologies. As one

of such methods of realization, diagnostic modeling could be used (which shows itself as a process of realization and as a activity technology searched at the same time), who's inner features and means interfere with the process of forecasting and designing of a variety of complex systems. "Points to the fact that modeling means material or mental imitation of natural system by means of special models' constructing which shows this system's organizing and functioning principles [1, page 13]. Further, we can mention, that a certain kind of the model could be called as a project (some construct). One of the modeling functions is, that it also could be considered as one of the major forecasting methods, because of out three classes of forecasting methods: extrapolation, modelling, expert opinion poll [2, p. 1254]. Modelling is considered to be the most complicated way of forecasting. Modelling consists of various forecasting approaches and phenomena involving the designing of structural, physical and mathematical model, which reflects considerable behaviour patterns of a forecasting object and their interrelations with the external factors. These factors may intersect with the extrapolation and expert ones. A. Yanch notes that "nothing else but forecasting methods are the basis of the so called anticipation-logically designed model of possible future of a certain reliability level" [3, p. 19] Among these models are models of socio cultural objects. N.S. Rozov marks out three main situations of models usage: research, designing and transformation as a purposeful object changing, which has its own background and progress trend... The use of models of socio cultural objects referes primarily to the latter one, the most complicated situation [4, p. 15].

There models complexity in their stochasticity. Unlike the determined models (where all factors, which influence the situation development, are determined and their values are known at any moment), probability models have an uncertainty element and consider possible distribution of factors and parameters values which determine the situation development. It is necessary to point out that the determined models are more simplified, on the one hand, as they don't allow to take into consideration uncertainty element. On the other hand, they allow to take into account many additional factors which often are not inaccessible for probability models. However, even professionally designed model should be periodically checked to be precise, reliable and complete. The model's accuracy defines the coincidence degree of its parameters with the original's coincidence degree. The completeness is determined by the amount of original's formalized parameters. Though A.A. Smirnov notes that formalization is always simplification, which introduces an error into the final results [5, p. 147].

It is important to point out that modelling is closely connected with an experiment. Studying an event on the basis of its model using objective, objective mathematical modelling, and also computer simulations is a kind of special experiment – so called model experiment. It has specific features, for example: an intermediate – a model which is, on the one hand, considered to be a means and, on the other hand, the subject of an experimental investigation, which replaces the original investigated object. V.V. Nalimov notes that the possibilities of an experimental investigation become wider because with the help of the models, it is possible to render and study many objects, which are difficult to make experiment on or it is not valuable from the economical point of view or just impossible because of baffling complexity, considerable proportions, or exclusively small proportions, extremely great duration, or brief lifetime [6, p. 138]. As for model experiment, it can be the basis for investigations of compound objects and as a result for forecasting of alternative variants to its functioning and developing. The model experiment has a huge profile in case when the object of investigation is the part of this very object, and this part cannot be separated from the object physically, for example socio economical and political processes.

Modelling proposes using procedures of abstracting and idealization and this feature of modelling is very important especially when the object of modelling is a complex one and results of investigation depend on different factors. I.B. Novic notes that in the process of cognition, such systems are reflected in different models which supplement each other [7, p. 35]. Modelling penetrates deep into theoretical thinking and practical activity. It is one of the ways not only to reflect the events and processes of real life but to check scientific knowledge as well. Philosophical encyclopedia notes that modelling, used in organic unity with other methods of scientific investigation, serves to deepen and to move away from meager models to the model which uncovers the main point of an investigated object [8, p.234].

Among all methods of scientific research, modeling holds a special position thanks to the development of information science, invention of computers, and creation of information network, data bank and expert systems. All these means allow using the method of model approximation and object and process investigation for solving complex scientific and practical problems, also in the sphere of diagnostics, forecasting and designing of not only technical and biological, but complex socio economical objects. It is possible to draw such a conclusion discussing this question with the founder of cybernetics, N. Viner, who notes in the book «Cybernetics or control and communication in the animal and the machine» that it is the

result of a decade-long research (together with A. Rozenblum, neuropathologist) and the discussion of a scientific method. This research resulted in a fact which showed striking similarities between the symptoms of nervous system disease and the fault symptoms of some automated systems. S.A. Gilyarevsky and K.E. Tarasova insist that not only physics and mathematical logic, theory of information and physiology made contribution in cybernetics appearance, but medical and technical diagnostics as well [9, p. 243]. We consider that diagnostics and cybernetic modeling are closely connected with each other. I.A. Akchurin, M.F. Vedenov, Y.V. Sachkov note that starting with the middle of the last century, there has been done a lot of attempts in cybernetic modeling of different creative activity forms in the sphere of translation, solving of technical problems, diagnostics, etc. Taking into consideration these facts it is possible to uncover some common and specific patterns of creation [10, p. 10].

Studying the interconnection between two notions “model” and “diagnosis’ we see their synthetic generalization namely the notion “diagnostic model”. For that purpose we use intermediate notions “information model” and “prediction model”. V.M. Glushkov introduces the notion “information model” for fixing one or another cognition level of investigated object, which allows to describe not only its structure but to predict its behavior [11, p. 45]. I.V. Novik pays special attention to the diagnostic character of this by the highest standards “prediction” notion of information model, such model represents informational cast of original object at this very level of cognition. It is known that in case of knowledge growth this model gets further development [12, p. 47]. Prediction model, in its part, is determined as the model of prediction object; its studying allows to get information about possible object’s condition in future and the ways and periods of their realization [13, p. 6). As for us, we find the following definition, given in the edition “Прогностика. Основные термины и понятия.” more satisfying: “prediction model” – is an object model built on the basis of its retrospective investigation and analyzing which is intended to hold experiments in order to get information about the future [1, p. 13]. Diagnosis procedure is meant under the retrospective investigation. For example, O.A. Bogatyreva in order to solve one of the description paradox of self developing integrity behavior, built a functioning model of self developing socio population system and method of rapid diagnostics of this model condition in order to predict the way of its developing. [14, p. 33].

Taking into consideration intertransitional character of the notions “diagnosis-prediction-model”, we consider that their interconnection can be

explained with the help of the notion “diagnostic model”, which is one of the information models, in this case diagnosis object. In the sphere of medicine namely clinic and diagnostic models of diseases are the most important ones in case of diagnosis making. In the sphere of technical diagnostic, diagnostic model is the parameters complex, which characterizes certain failure in the mechanism behavior. In applied sociology a subject of “participant observation” serves as such a model. In economics – macro economical measures of business environment, Dow-Jones index, stock quotation index etc. In psycho diagnosis the description or depiction of frustration situations can serve as a diagnostic model [15]. New theoretical and methodological approaches to the developing and using of psycho diagnostic methods in educational process are shown in monography under the editorship of V.D. Shadrikov [16]. The authors based their researches on the following methodological points:

1) systems approach to the diagnosis of abilities and personal qualities as features of functional psychological systems, providing productivity of scientific and professional activity and of those which have individual measure of intensity;

2) principle of scientific and methodological problem according to which the process of diagnosis is considered to a step to solving a certain pedagogical problem and it should have a practical meaning;

3) contingency and personal approach to the diagnosis, when in the role of diagnosis procedure serves not a test but a diagnostic situation, where we can see the interaction of a teacher and a student [16, p. 8].

On the base of these points the following principles of psychological diagnosis of integral abilities were formulated:

- principle of assignment vicarious diagnosis, according to which a diagnostic procedure is to have modelling of an activity which would consist of a investigation process as well;
- principle of functional providing of diagnostic ability, which has an obligatory reproduction in modelling diagnostic activity of a certain function in a full form;
- principle of a poly test diagnosis, as integral processes have complex, synthetical character;
- principle of system-oriented diagnosis, which presupposes that any of the integral abilities synthesizes not on the base of complex association but on the base of system synthesis;
- principle of level multiplicity of diagnosis, which confirms that every integral ability may develop in different forms at the different

organization levels: as a process, as an action, as a system of actions, and in a certain way as a relatively independent activity [16, p. 14–15].

So, diagnostics is closely connected with the procedures of predicting, modelling and designing. As for diagnosis, it serves as the basis of the following prediction and designing of complex systems: the diagnostic information is the necessary suppositions of trajectory spectrum development determining (predicting), project designing of its reformation, management, designing of its modelling characters which can serve as original “diagnostic models”.

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AN IMAGE A PERFECTWISE IN CHINESE CULTURE AND EDUCATION

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A term “education” introduced by G.H. Pestalozzi in the meaning of “formation of an image” had been variously interpreted many times and

greatly changed. Today there are plenty of definitions of “education” that come from different educational contexts (didactic, pedagogic, sociologic, existential, cultural, etc.) and aspects. Traditionally education is defined as forming a person “in image and likeness” of the culture existing at the present moment, as a transfer of social experience and walking up the civilization stairway, a continuing process of personal development. “Errors and defects in the content and structure of education, its isolation from aims of social and personal development, transformations into a prestigious attribute – all this is quite a widespread disease which has affected many countries of the world community” – American researcher F. Kumbs justifies [1, 14].

Education is inseparable from culture, because it is a diverse cultural phenomenon itself. A central problem of education is a human being, introduced into a culture. The analysis on “a human – education – culture” correlation is given in works on philosophy (G.S. Batishchev, V.S. Bibler, M.K. Mamardashvili, F.T. Mikhailov, etc.), psychology (L.S. Vigotsky, V.V. Davidov, V.P. Zinchenko, A.N. Leontiev, S.L. Rubinshtein, etc.) pedagogy (U.P. Azarov, S.A. Amonashvili, V.A. Sukhomlinsky, etc.). In the 80th and 90th a number of works of Chinese authors about general pedagogic and education history in China were published (Vang Bingao, Li Hairui, Mao Lirui, Ming Zi, Song Enrong, Hao Keming, He Dunchang, Shen Guancun, Yuan Gouhua).

These works, though different in subject, united in-depth investigations of cultural values and associated problems of education that have been forming for centuries in Asian, European and Russian cultures; they reveal variety of educational systems. The most explicit is the distinction between European and Eastern educational paradigms. This distinction lies more in the identification of teacher’s and a pupil’s place and role in each culture and in forming of a general outlook than in consideration of education as a cultural phenomenon.

In European culture a teacher is a mentor, knowledge bearer, a link between knowledge and its recipient. In eastern tradition a teacher is a bearer of sacred knowledge, a man of wisdom, joining the earth and the sky together and standing in the middle. The same concerns a pupil: European paradigm considered a pupil as a torch to be lit or as a bowl to be filled. In other words a pupil is an object, no matter what role he had to play. According to eastern ideas about education, a pupil is a creature striving for self-perfection; he’s almost always a subject, responsible for his self-development.

In Chinese spiritual culture education has been almost a central point of a society structure in the whole Chinese history. Even elite members of

Chinese society had to continually self-improve. Confucius said “How can I pretend that I possess supreme wise and humanness? But I strive for them insatiably and teach others without feeling tired and that’s all what can be said about me.” [2, p.50] Even in this maxim one of the teacher’s image distinctions presented: he is a teacher and a pupil simultaneously, i.e. the process of his self-perfection is an example to follow; it shows wisdom of behavior and the eternity of moving towards truth. It is characteristic of integral philosophic outlook that it aims “to recover the past harmony” introducing “spiritual leaders – “perfectwise people” (*sheng ren*) [3, p. 20]. The most vivid expression of Chinese spiritual culture – Confucianism-based on the concept of “*hao xue*” which means “love for study”.

Chinese culture in the early beginning of its existence, in the period of transition from tribal system to state, recorded in the fragments of Shan hai jing a need for new type of people “able” and “disable” to meet new realities of life: “When land demarcation began, swords and spears, coins appeared, the able got profit and disable got loss” [quot.: 3, p.27]. The task of bringing up an able person, able to manage and to perform any useful activity, was taken by education, and Confucius introduced an aim of bringing up a new type of a person – *jun zi* (a noble man), who combines erudition and naturalness. “If naturalness exceeds culture one is to be a bumpkin. If culture exceeds naturalness one is to be a scribe. And when culture and naturalness is a unity, one is to be a noble man” [3, p. 27]. Herewith enlightenment is not an end in itself; strive for knowledge is impossible without following traditions and ethic norms existing in the society.

Confucian literature narrates a lot about the ennobling role of education. Human merits are formed by means of getting knowledge, but not every knowledge makes a man perfectwise. Confucius said “The highest is the one who knows since his birth, the following is the one who learns, the next after the following is the one who learns in need, and those who never learn even in need are the lowest” [2, p. 102].

The sense of learning is in cognition of truth, but the process is more practical than speculative. “Learning” means understanding of experience, “thinking” means abstracting. These two concepts have to be closely connected with each other because “learning with no thinking is dangerous, a thought with no learning is dangerous” [2, p. 15].

An image of a perfectwise which was presented in the works of different Chinese thinkers introduced an ideal human who is to support state’s viability. It was supposed to be done with the help of rituals, self-perfection, respecting elders and continuous learning because it is considered that

without learning all the merits can become shortcomings. Philanthropy may turn into foolishness, intellect – into impudence, openness – into rudeness, courage – into troublemaking, firmness – into imprudence [2, p. 105].

A consolidating basis for Chinese society is a type of an ideal human, a spiritual leader who can be not only the example but a governor, a part of elite, providing traditions safety, consolidation, solidarity of society, organization of social space. According to Confucianism, a noble man has to self-improve “in order to provide prosperity for others” and “in order to provide prosperity for nation” [2, p.91]. This forms of perfection can be provided only by system of education.

It's the system of education that forms an image of a perfectwise person, which is simultaneously a result of education and its subject. He is able to transfer and adopt an archetype into reality, i.e. to connect the past and the future. He “remembers his past and sees his future and that's how he enlightens his wise men, poets and philosophers and prophesies through them” [2, p. 31].

But later doctrines changed the comprehension of education to some extent. Their central point is not just an image of a perfectwise but a conception of practical training of a man in society, where it had been traditionally assumed that “a man is a root of everything” Mozi defining the initial nature of a man as neutral compared it with a “harsh straight line” which gets any color under influence of paints; and people when brought up are different [4, 52]. Mengzi, who proclaimed human nature (*xing*) to be initially respectable, considered that upbringing protects one's soul from negative affection of the environment. Xunzi envisaged the process in a different way. He disclaimed transcendence of Confucian ethic norms and emphasized that negative basis prevails in a human. In his opinion the process of learning and upbringing was “a fight” with “shortcomings” in order “to overcome them” [5, 238-256]. He emphasized the role of active affection. Dong Zhongshu tried to join these two approaches. He introduced a conception of dual human nature. He stressed that there is only potential kindness in the human nature which can be realized with the help of upbringing. That's why the task is “to reveal love (*hao*)” which is in ones nature and “to overcome ill-will (*zeng*)” which sensitive nature is characteristic of [4, p. 158].

Representatives of different philosophic schools, for example legists, aspired to expand school objectives, demanding to bring up not only “noble men” but “noble and skillful men”. Mozi pointed out a need to learn nature and science. The task of bringing up not only officials but knowledge bearers

as well (*rencai*) was put forward at first time by Wang Anshi (XI century). He considered it necessary to learn the history of state government, astronomy, military skills, contemporary literature and history. The division between classic and professional schools in China occurred in the VII century. In the middle of XVIII century “classes of applied studying” were opened in classical schools.

A special place in Chinese culture has been always occupied by a teacher. It is the teacher who is perfectwise; who thinks knowledge is the only value that deserves care; who is never tired to learn not only from someone who is higher but from anyone. “By all means I find a guru in any of my two fellow travelers. I choose what is good in them and follow it and I avoid what is bad [2, p.47]. A perfectwise man is responsible for correction of morals in the society, that’s why it is considered that “no one can equal a teacher as well as no one can walk up a stairway to heaven” [2. p.120].

It can be said that tendency to consider knowledge a basis of a personality capable of creative activity still exists. A slogan for such a man can be taken from Zixia, Confucius disciple “A man who realizes his imperfectness everyday and who revises everything he learned every month loves to learn indeed” [2, p. 119].

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LIFELONG LEARNING AS A TECHNOLOGY OF THE INFORMATION SOCIETY¹

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Tomsk is a prominent academic and scientific centre in Siberia. There are 6 universities, 20 higher research institutes and many specialized colleges and schools training specialists in engineering, medicine, education, art, etc. About 85 thousand students live and study in Tomsk. Currently, each fifth person of the city is a student. Tomsk is often called a students’ town. Tomsk

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Scientific Center of Siberian branch of Russian Academy of Sciences is located here. It consists of 5 academic institutes and a series of subdivisions. On concentration of scientific employees of the top skills Tomsk wins first place in Russia. The research potential is represented with 47 scientific institutes.

Nevertheless, recently in Tomsk was presented the program «Tomsk as the center of a science, education and innovations of a world level». For this purpose the strategic document should become the direct guide to action of all structures of authority «Siberian Athenes» (it is second name of Tomsk) the nearest ten-fifteen years.

The main idea of the offered program – to create conditions for concentration in territory of Tomsk of a mental potential of the highest world level. If such modern conditions for reception of education, for work, residing, rest, etc. Will be created, to us will go to study, raise qualification the most arrogant, advanced people from different regions of Russia and from abroad. The best graduates of schools will receive education in high schools, leading experts – to raise the qualification, to create here the enterprises most known for scientists; winners of Nobel Prizes from all points of the world will aspire to work in our libraries, laboratories, and test stations. The intelligence of such talented people also will transform Tomsk into especial city, becomes stimulus for its development. The city, capable to compete in the world markets among investors the educational opportunities, scientific and innovative development. The huge role in the new strategic project is removed to other approach to education.

At the request of developers experts of Association of engineering education of Russia have lead a system estimation of strategic readiness of Tomsk becoming the center of education, sciences and innovations. It has been estimated in 35 percent. It means, that at strategic readiness of object for the decision of a problem more than for 30 percent at rather small efforts and for a short time interval this percent can be finished up to 50. And if the object has a degree of strategic readiness of 50 and more percent the strategic problem is solved for certain time. That is in Tomsk there will pass original chain reaction: it will move in the set direction and after a while, speaking language of the system analysts, the put strategic problem will be solved. A conclusion – a strategic problem it is possible and it is necessary to be engaged.

UTOPIA AND TIME

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There are thousands of pages about utopia. Within this boundless “utopia field”, the concept of utopia gets different interpretation, different understanding, and different definitions. Somebody sees in utopia the eternal forever unattainable dream of human beings about “the golden age”; in the opposite way, the others interpret utopia as a specific image, which is being realized in the practical activities of the people. At the same time, there is a general conception of this cultural phenomenon – utopia is a passionately desired existence, in which all the people are equally happy.

At first, a social arrangement of uniform happiness had been shown as possible in some other worlds – “the world that does not exist but must exist”. In the times of “the great discoveries” having explored the new regions and not found in them “the happy island”, utopia found for itself a new dimension – the time. Utopia has become the attempt to change the course of time and make a jump into future.

We have already mentioned the uniting principles of the utopia concept. However, it needs to emphasize the differences of its interpretation. When analyzing these differences we can explain nonvanishing interest towards the utopia ideas in all the branches of humanitarian science. Having studied many definitions of utopia made by different authors, we have come to conclusion that all the utopia definitions can be subdivided in three groups: utopia as a dream, utopia as a vision, and utopia as a project. We have chosen the time horizons as the base of utopia classification because utopia, even if it becomes true in certain facts and events, is not achieved – utopia is always “behind the horizon”.

It should be noted that from the process philosophy point of view, every researcher while defining utopia has in mind some certain stages of its development. In order to investigate these stages let us look upon the utopia dynamics in a social medium. A utopia idea arises as a dream – unrealizable mental image of desirable world. This dream represents a description of united people being, for which there are no preconditions at present time. For example: the communism paradise of T. More (1516), an American dream in “Oceania” (1656) of J. Harrington, the promised land in “The old new fatherland” of T. Hershel (1904), and United Europe in “Eternal world” of I. Kant. However, when a society chooses the utopia-dream, the followers change it in a clear picture of the best future – utopia vision.

As a rule, a crisis dictates the choice of utopia-dream. Our historical investigations have shown that the greatest activities offering to a society different utopia ideas are namely observed in instability periods and situations. In such periods, it is necessary for a person deprived of solid social orienteer as well a society as a whole to make a choice, which determines the future life. It is clear that this utopia-dream would have the maximum (in respect to other modes of future) clearness of objects, and attractiveness of decisions.

In the final stage of the transmission period, the social culture chooses its own behavior scenario: utopia-dream transforms in utopia-project. However, the utopia-project chosen in this stage and the dream, which interpreted the author utopia idea, are not identical.

Thus, we see that the main differences of utopia concept in different stages are represented by the horizon of future: the main difference between the utopia-dream, utopia-vision, and utopia-project consists in the measure of remoteness of the future, which image is expressed by a utopia idea.

The utopia-dream shows the farther-off future, shows an asymptotic time indistinguishable object; however, this image is very distinct and drawn in details. This utopia time horizon is maximum removed from the present. Not only the people choosing the utopia, but even their progenies, will not live in this happy future. The utopia-vision offers a prognostic goal; the realization time is nearer but at the same time belongs to future generations. We can already approach this far-off horizon and distinguish certain images. The utopia-project represents the ideal future. In order to approach it, we should make the first step in present to see the results in visible future.

Thus, the **time horizon** allows following the utopia idea dynamics. At that, we understand that utopia represents time in inverse perspective. This paradox feature of a time event perception can be explained as follows: a long-sighted person sees the far-off objects very good, however, perceives the near by objects with difficulties. Utopia offers clear, bright, perceptible future events, which are not connected with realities and possibilities of the present. The Russian history and culture shows it very dramatically.

We can find confirmation of the utopia long sighting in concrete examples. For example, a utopia of Theodore Hershel "The Jewish State" having described in 1896 year an independent state Israel, in spite of the absence of the faintest perspectives of its foundation and even the slightest preconditions, was so real that the people believed it. The utopia was realized in all the previously described processes and at last has lead to foundation of the state Israel.

On the other hand, the dream about communism is just a dream in spite of all the tragic attempts to realize it. It is obvious from our point of view because the project stage suggests a permanent motion to the object, adjusting the present to achieve the fair society.

We see this situation in Europe, which using the practice of Russia has modified its structure and the way distributing the values of the free world. In Russia, utopia makes more radical rupture with the present and do not stop in the stage of its improvement. All the revolutionary projects had their object to destroy the past rather than to build the new present, which had to generate itself in some wonderful way. Unlike the Israeli utopia, which already had its political arrangements, hymn, and others attributes, in Russia there was only distraction. Russia had chosen a dream, which had no present; the present was worthless. Nobody wanted to see it. Moreover, nobody did see it. A certain picture representing the happy future replaced the utopia-dream. That is why the utopia-dream is typical for Russia.

A psychological orienteering for immediate transition from the present world to a desirable one is typical for the Russian people. Russia is a country, which many times have chosen utopias born inside the other cultural contexts in connection with the present. Unfortunately, this choice has no value in Russia.

Thus, a best future, a most radiant dream can realize itself even having reached its perfection like going up to the horizon and not reaching this horizon – the horizon is again somewhere in front of you. Even a future that has no ability to be realized can be realized if there are condition of step by step transformations, conversions of an utopia idea into a dream, vision or project.

By the way, the form of utopia should respond to the mental basis and social expectations; this condition is rather difficult to provide. According A. Whitehead: *In any epoch, some people have the dominant mentality of the past, some of the present, others of the future, and others of many problematic futures which will never dawn.* A transparency towards to the future should be present in the cultural context. An attractive state dictates the social expectations. Only at that condition, utopia can become true.

Utopia is an image of the ideal future, which does not coincide with the dynamical attractor of a social system. Thus, utopia can be realized only while “monitoring” the social practice in societies where the value of the present is greater than past, and the value of the future is greater than present.

THE OVERCOMING OF THE COMMUNICATIVE MODELS CHAOS

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The “communication” term is one of the most popular and perhaps frequently used in humanitarian discourse nowadays. The reason of this is that communication itself is integrated, many-sided and complex phenomenon¹.

Communication process became the significant subject of many researches because of the dramatically development of the technical signal communication facilities and it is considered to be the new communication space foundation. All these make an impression that the process discussed has appeared only recently and it is a phenomenon of modern culture. But we believe that all the human history has been accompanied by the communication processes which we define as a part of the information process. The role of information process in social-cultural dynamics was explicated by the development of the technical signal communication facilities which we can call communicational as well.

Our reflections are confirmed by the Umberto Eco’s treaties which are connected with semiotics and communication. U. Eco made a very important suggestion that the theory of communication is a part of the theory of information and exactly at the transmission stage communication theory is transforming into the theory of information. In such way the overcoming of the communicative models chaos is connected with a problem, which idea is that the theory of communication hasn’t completed yet. Consequently the main difficulty is the vagueness of “communication” term meaning. Nowadays “communication” can be defined as a simply message transmission from sender to receiver or face-to-face interaction or live-line where the sense is the most important, message meaning and agreement as a result of communication. Moreover even any co-operation among people or between mechanisms also can be called “communication”. Therefore this situation reminds us old “The parable about elephant and blind wisemen” where several blind wisemen decided to find out: what does an elephant look like? After they touched the animal one of them decided that an elephant was big, flexible snake as he touched elephant’s trunk. The second wiseman who had felt elephant’s foot supposed that elephant was like a tree stem. The last decided that it was thin, mobile rod – it was elephant’s tail. In communication researches we can see the same, the scientists who describe communicative and communication processes are like “blind wisemen” see and deal

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with only one or two sides, aspects, actions, effects, mechanisms of this complicated event.

Communication's versatility which is shown in numerous definitions is also proved by great number of different communicative models. There are lots of communicative models produced in different scientific spheres, for instance, Engineering sciences, Philosophy, Linguistics, Psychology, Biology etc. In 60 communicative models, which are frequently appear in references and which are variety in their graphic images and purposes of creation the elements and stages of communication of the same name are used. Thus practically every communicative model consists of following elements: source of communication, receiver, message, channel etc. However in spite of the same names each element has its own meaning, for example, in the model which was made by Harold Lasswell (the Lasswell's Formula) the source of communication (or communicator) is defined as a transmitter or a sender of the message; the receiver here is the audience or readership (this model was made for analysis concerned the researches of mass communication). Next element is channel and it is what carries the message, here it can be our five senses or media. The message in the Lasswell's Formula is something which present in the media.

Another famous and frequently used model was made in 1949 by Claude Shannon and Warren Weaver. This model includes almost similar elements with Lasswell's model but the source (or information source in Shannon's terminology) is something that produces signal and introduces communication process. Receiver (or destination) here is something or somebody at the other end of the channel. Message in Shannon-Weaver's model is defined as the subject of communication, its general goal.

The next model was made in 1956 by George Gerbner. The source of communication in this model is an event which takes place in the reality, also it can be a person and the source called here "E". Receiver or "M" is a person or kind of machine which perceive an event (E). The process of perception is an active interpretation and it depends on different factors like point of view, experience of "M" etc. Message or "SE" (statement about event) is a signal (S) can exist with or without event (E) but when it exists without event in this case message consists of noise only.

The examples above earnestly show that the elements of the same name in communicative models have different meaning. It makes uncertain situation in the theory of communication. It is connected with lots of "communication" definitions and a great number of communicative models, even worse and again remains us "The parable about elephant". Is there any

way out if not only the analysis of the definitions of the term “communication” but also communicative models studying is clarify nothing?

In this case definitely can be said that communicative models show the process of information transmission which is based on the code producing process (for transmission information has to be formulated in code). The end of the information transmission process is action of social significance. The communicative models’ analysis evidently shows the necessity to take into consideration the Charles S. Peirce’s school researches. The subject of these researches is semiosis process (the process where something functions as a sign).

In the modern post non-classical Philosophy the semiosis process is uncertain in the beginning of XX century, now appeared as an element because of which the space of sign is self-organized. We based on the U. Eco’s and the school of Peirce-Morris’s treaties and believe that communication is the information transmission which involves three channels: pragmatic, syntactic and semantic. Applying to the communicative models (which variety is represents the chaos, we want to overcome) we discovered that all the models variety can be shown as four fundamental models. They are the Lasswell model (1948), the Shannon-Weaver model (1949), the Newcomb model (1953) and the Jacobson model (1964). Based on these reflections we made four “lines” of the communicative models. The “lines” show the historical development of the models and their modifications. Moreover it shows us that every model in the same “line” was made for certain purpose, for instance, the Lasswell model was made for mass communication and propaganda analysis. Therefore the models in this “line” are supposed to achieve the exact communicative result and show the usage of pragmatic channel in communication process.

Firstly, the aim of the Shannon-Weaver model’s creation was the research of communication technology, information-carrying signals and the amount of transmitted information. Consequently in this model communication was a kind of connection and the meaning wasn’t an important element of communication. So here we can see the usage of syntactic channel in communication process.

Being made for analysis face-to-face communication and the communication among like-minded persons, the Newcomb model showed the usage of semantic channel.

And the last is “the Jacobson’s line” in which models are concentrated on a semiotics elements of communication like code, lexicode used in communication process. The authors of these models (R. Jacobson, U. Eco)

are giving special attention to the coding-decoding processes and mistakes analysis appeared in there processes. The semiotic models use all three above mentioned channels.

In conclusion we must say that the overcoming of the communicative models chaos is the goal of our article. It is based on the communicative models analysis, the purpose of their creation and usage. Besides, according to this analysis we find the way of the communicative space (the space of dialogue, intercourse) structuring. It is based on the three channel selection.

In spite of the fact that the model is a “copy” of the reality only, however, there comparison shows us the multiform of the reality. In our case the combination of the “copies” let the communicative space “become” three-dimensional. In our researches we outline the background models and their modifications which we called “lines” (the Lasswell line, the Shannon-Weaver line, the Newcomb line and the Jacobson line). The contours of these lines coincide with the shape of pragmatic, syntactic and semantic channels in the structure of the communicative space. Therefore all the communicative models chaos is put in order in four communicative models “lines” and three communication channels. And communication itself we define as one of the stage of the information process.

AXIOLOGICAL EXPLANATION OF EDUCATIONAL HETEROGENEITY¹

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The authors consider that the main problem of educational systems is that they develop their students according to the certain educational standards without taking into account people’s personal aims. But education is supposed not to standardize people but to help them achieve their different life aims. Moreover, people may change or correct these life aims during lifelong education. It means that every time they need an educational institution where they would reach success. If we agree that there are different educational systems within one educational area, and there are strict limits among them, we need to clarify the nature of these limits. We are sure that they have an axiological origin.

We got used to repeat that knowledge is power. Actually, knowledge becomes power in the postindustrial society. Such a phenomenon as “High-Tech” eliminates the distinction between scientific laboratory and manufacture. Nowadays, to be powerful means not only to be intelligent but also to be

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successful. Hence, an educational system is supposed to provide a man with knowledge that will help him to achieve his personal aims. This fact has influenced us to find out the boundaries of educational systems that restrict their effectiveness.

History of education reflects history of culture. Education is not only the main channel of translating knowledge and social experience but also it is an organized and controlled activity of forming the human ideal. This is an ideal which is required in the sociocultural reality. Each historic epoch such as the Ancient World, the Middle Ages, the Renaissance, and the Age of Enlightenment formed their own systems of values. Those values determined the main demands of the times which the ideal man had to comply with. It goes without saying, that the task of bringing up such a man was an education duty. Moreover, educational systems were formed according to the values of certain epoch that made them different. For instance, the development of Antique education may be described as a spontaneous prospecting the ways of translating intuitive knowledge. During the Middle Ages education was captured by religion. The main duty of education in that period was to teach how to read and understand Holy Scripture well. Philosophers of the Renaissance and the Age of Enlightenment denied religious approach in education. They consider a man to have unlimited possibilities. Human liberty was the highest value of that time. These educational systems developed; they altered, switched their places but never disappeared at all. That is why today we have a wide spectrum of alternatives in education.

The modern education has united some features of the previous educational models such as educational programmes and methods of teaching. The problem is that these methods are never or seldom tested whether they go together well or not. So we have an eclectic educational area.

It is important to repeat that any educational system chose its methods in accordance with those moral values that were accepted by people of that time. In other words, education was supposed to give people ideas of good life. Of course, good life is a notion that has a lot of meanings. History of philosophy reveals at least four different meanings. Classical ethic systems, according to the research of Апресян R.G., are hedonism, utilitarianism, perfectionism and altruism. Good life is associated with a tendency to get pleasure, with a utility, self-perfection or merciful love. Апресян R.G. put in order all these four ethical positions within an ethic model with axes “*universal – particular*” and “*I – Others*”. The first opposition reveals two types of accepting common values which may be universal or particular. The

second opposition describes priority of aims and interests which may be personal or collective.

Consequently, priority of personal aims coupled with particular understanding of values demonstrates the ethics of pleasure or hedonism. Particular understanding of values in combination with collective interests is utilitarianism, the ethics of utility. Universal attitude to values in conjunction with personal interests reveals the ethics of self-perfection or perfectionism. At last, Universal attitude to values and priority of other people's aims demonstrates ethical position of altruism.

As long as the primary task of education is to teach how to live in harmony with moral values of the society, we've accepted that all existent educational systems are based on these values. Moreover, the model of ethical positions helps to determine the ethical boundaries of educational systems.

What is the most important is that the parts of the model are not equal. It is obvious that people use all of these ethics in accordance with situation but there is a top of morality which is in altruism. This fact was proved not only by philosophers but also by sociologists who consider altruism to be a core of most sociocultural systems. Therefore, altruistic educational system dominates among other educational systems as it teaches to obey common values and to live in harmony with other people.

One more important thing about ethics in education is that moral duties are considered to help people achieve their aims. Taking into account personal aims of a student and a way of getting these aims within certain ethical position, we may clarify the boundaries of effectiveness of educational systems.

In 1919 Czech teacher and pediatrician Y. Korchak distinguished four types of upbringing areas that are ideal upbringing area, dogmatic upbringing area, upbringing area of surface polish and career, and upbringing area of placid consumption. At the end of the twenties century V.A. Yasvin corresponded these upbringing areas with four types of educational areas. He named them creative, dogmatic, career and placid educational areas. Yasvin put all these areas into a frame of reference with axes "*freedom – dependence*" and "*activity – passivity*". He also clarified what type of personality is formed in these educational areas. We've compared Yasvin's model of educational areas with the model of ethic positions created by Apressyan and with the axiological interpretation of this model. The result of the comparison let us give characteristics to existent educational systems and find out their axiological boundaries.

<i>Activity</i> (assistance to personal aims)			
<i>Freedom</i> (of understanding what is good)	Creative (realization of hedonism)	Career (realization of perfectionism)	<i>Dependence</i> (from people's understanding what is good)
	Placid (realization of utilitarianism)	Dogmatic (realization of altruism)	
<i>Passivity</i> (assistance to people's aims)			

Thus, the creative educational area is formed at the intersection of “freedom” and “activity”. It means that it educates a free and active person who takes into account only personal aims and follows own moral laws. The placid educational system brings up a person who is free to do what he wants but who is passive to choose his own aims. Any choice is a responsibility. Student of the placid area doesn't want to be responsible for anything. Consequently, this person follows other people's aims. The career education is supposed to form a personality that would be active and dependent. Activity is necessary to make a career. Dependence is a condition of making career; it is a completion in accordance with common rules. At last, dogmatic educational system forms passive and dependent person who follows universal rules and common aims. Nevertheless, this system is the most widespread educational area in the world as it teaches how to live in harmony with society, with moral duty, with nature.

In reality all four types of educational systems co-exist. So any person has a possibility to choose a system which is closer to his own idea about good life and good education. Usually we choose the system that enables to provide us with effective knowledge to succeed in life. But how could we estimate the effectiveness of educational systems?

We've managed to prove that effectiveness of education could be measured from two different points of view. The first is a student's standpoint. Education is effective if it enables to achieve the personal aims of their students. The second aspect is an effectiveness of educational technologies accepted in the system. Education is effective if the system achieves the planned results. But sometimes people change their aims; hence, they need to change educational system to be successful. In such a situation we need a criterion of getting over the boundaries of educational systems. We've managed to substantiate the most effective educational route while getting the education. It has only one compulsory stage which is in dogmatic educational area. The first stage may be placid or dogmatic but never creative

as it is dangerous to give freedom to a person who doesn't know rules and laws. Creative educational area isn't compulsory. Creativity is not always a pleasure, it is always a responsibility. Anymore, we consider that there is more than one educational trajectory that may be successful. So, our research is not completed.

In conclusion, we'd like to admit that educational area is not homogeneous as there are at least four different types of educational systems within it. There are strict boundaries among these systems. Students are considered to share the rules of the system they study in. Moreover, each system chooses only those educational technologies which help to get wishful aims. So, moral values of the systems and educational technologies are the bases of the boundaries of educational systems. In other words, there are axiological boundaries among educational systems. Any breach of the integrity of educational area may lead to unwished results. It is especially important for modern education as it tends to unite educational systems of different countries.

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LOVE AS ETHICAL PRINCIPLE OF EDUCATION

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The principles that distinguish educational systems are different meanings of "good" and different forms of love. If we talk about family education, we mean parents' love to their own children. In school education it is teachers' love to children who are their pupils. Modeling of educational systems on the bases of these principles enables not only to choose right methods of teaching but also to build education that would help people to be successful while keeping difference. The research is supported by grant RFBR №08-06-00109.

Key words: bounds of educational systems, ethic programmes, cultural values, social environment, choice, love, moral training

The article reflects our searches of the question: why do children of different countries equally love stories about Harry Potter? Each philosopher could notice realization of different ethic systems in the viewpoints of the main characters of J. Rowling's stories. Any philosopher could be carried away by this recitation of philosophic researches that gives the answer to the question what good life is. For instance, the headmaster of the school Dumbledore talks as if he is an Aristotle's wise man. Lord Voldemort takes after an evildoer from Boecius's description. But most readers of Harry Potter are not aware of this. Children are absorbed in these stories that simply demonstrate their readers what is good or what is bad. Teenagers can't stand being preached. But the author of Harry Potter makes them accept her propagations and does it without any difficulties. The adventures of young magician tell that to study well is good and vice versa, poor learning is a bad thing.

The magic school Hogwarts houses four types of educational systems. Every child has an opportunity to choose the system they would like to study in. This opportunity helps to overcome the main problem of the modern school, which is to set personal purposes. For what purpose do children go to school? Pedagogical science has not found the way how to help students to make this fantastically difficult decision. Teachers are not aware of the way how to measure students' abilities, gifts or turns. Hence, they have no idea how to help students to achieve their objects. Joan Rowling has decided this problem by creating The Sorting Hat, which is responsible for making a choice for children. We do not intend to create the same hat. We would like only to take your attention to the fact that students of Hogwarts can follow their own way of learning. In our opinion, one of the reasons why J. Rowling's books are so popular is that by the means of imagination the bounds in educational area are overcome. We have proved that these bounds are axiological and it is practically impossible to overcome them in reality. Let us explain this statement.

The bounds of educational systems separate different ethic positions that reveal different interpretation of good happy life. Each of these ethic positions forms its own way of attaining one's object. Moreover, these ethic programs determine the "good" behavior to help people achieve their "good" aims. Any person's deed is evaluated from the practical standpoint whether it contributes to attaining the object or not. All the deeds a person does should be fulcrums. In other words, the value of every deed is estimated by the likelihood of approaching the aim. Unfortunately, we don't usually think over our behavior. Every deed we do is a consequence of our education. It is a common pattern of behavior.

Every historic epoch had its own idea of how a well-doer should look like. According to this particular idea of a good educated man every epoch created new methods of education. Nowadays we can say that philosophers of the Ancient World, the Middle Ages, Renaissance and the Age of Enlightenment created their own educational models or educational systems. Every educational system was oriented on the certain model of a person it was supposed to form. Philosophical views on education were the bases of creating new teaching techniques, new educational methods and theories. Those philosophical views indicated the main values of the times that should be conveyed to next generations. Hence, the change of cultural values caused the change of the educational system. In other words, change of anthropological ideal caused alteration of education. What is especially important about this conclusion is that the aim or anthropological model determined system of values realized in the education of that time. This does not mean that each educational system existed only in their epoch. It means that they were created in the corresponding epoch and then they never disappeared. They continued functioning in the culture during next periods. It is obvious that every educational system has its area in the educational environment. One system is widespread, another one is less common. One system is for the masses, another is only for the individuals.

All the variety of educational systems can be summarized in four types that correspond with four types of upbringing environment. (It is needed to say that Russian people have two different words for school education and parental home education. So, in order to distinguish these two types of education, we will say “education” for schools and “upbringing” for parental education.) These four types of upbringing were described by Y. Korchak in the book *How to Love a Child*. The title of the book clearly shows that these types of upbringing environment demonstrate four different ways of love to children. They are dogmatic upbringing environment, career environment, ideal environment and serene environment.

Ideal upbringing environment, according to Korchak, is such a way of upbringing when parents and children understand each other, they create together, and they have respect for different standpoints. This type of love looks like relations among friends. As for dogmatic upbringing, it can be characterized with such notions as discipline, authority, traditions, order, diligence and honesty. It is a type of love that has strict standards and norms. Children in quiet environment usually get used to wasting their time. They have no aims; hence, they have no motives to create anything. Parents never influence on their children’s decision and let them do what they want. At last,

career environment is associated with a competition or promotion. Parent in this type of upbringing don't really love their children but only "sell" them or "advertise" them in order to get a larger profit.

We have noticed the obvious connection between types of moral training and four ethic programmes where, according to R. Apressyan, different ways of love reveal. These ethic positions can be accumulated in a table with axes *I – Others* and *Particular – Universal*. The first axis illustrates character of aims which may be personal or collective. The second axis shows one's point of view on the values which may be considered as universal values or particular ones. At the intersection of these two axes four ethic positions lie. These are hedonism, utilitarianism, perfectionism and altruism.

Hedonic person follows own aims and distinguishes values in his way. Utilitarian person takes into account interests of other people but also determines by himself what is valuable. Perfectionist keeps universal rules and laws but does it only for own purpose. And altruist considers people's aims and accepts universal values.

These ethic programmes form so called "ethic square" but its sides are not equal. There is a top in altruism. This means that altruistic position is a top of morality; it is an ideal of most religions. It helps people live together, unify them. This ethic programme teaches to revere universal values and follow common aims. An educational system that teaches the same is a dogmatic system that is widespread in most civilized countries. This dogmatic system was created by Komensky. He believed that the first duty of a teacher is *to love* children and only the second one is to teach them.

We have managed to correspond educational systems with ethic positions and four types of upbringing. In our opinion, an ideal upbringing environment is formed by the means of hedonic ethic programme. It means that there is no standards or limits for creativity, for genius. It is impossible to be free within the strict bounds. Therefore, corresponding educational system, which is creative system, gives its student freedom to decide what they would like to become. However, this freedom is not their gift but heavy responsibility.

The utilitarian ethics is a base of a serene upbringing environment and serene educational system. Children in this type of education are also free to choose activities but they are not responsible for their choice. The only criterion of estimating their work is benefit from it.

The third type of parental education is career one. It is based on the perfection ethics and equals career educational system. Students in the career educational environment are taught how to be successful within the

bounds of social norms. Career education gives students professional tools to compete, to reach their aims and to win.

The last but not the least, dogmatic education unifies dogmatic type of parental love and altruistic ethics. There is no such freedom for students because they have to learn common social norms. There is no initiative of students because they are supposed to follow aims of the system. Nevertheless, this education forms moral core of any person as it explains what aim is good and what deed is noble. In other words, it provides moral education.

As we have begun our article with the illustration of Harry Potter's school, so what types of love or what types of educational system does Magic School consist of? We firmly believe that it contains all four educational models. Slytherin takes after career education, Ravenclaw equals an creative type of education, Hufflepuff is like serene education and Gryffindor has a lot of common with a dogmatic education. So students of Hogwarts are able to choose a faculty. They are able to decide what type of love is good for them. Unfortunately, it is almost impossible to do it in reality as there are obvious axiological bounds among different educational systems. We say "axiological" because bounds of educational systems are formed by difference in their aims and values. It is important to take into account while choosing the school for children or trying to modernize educational area by connecting different types of educational systems.

THE INFLUENCE OF TECHNOLOGIZATION OF MEDICINE ON THE PATIENT-DOCTOR RELATIONSHIP

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Newest achievements in medical science and technologies have raised new moral questions, which have no answer within the framework of old traditional medical ethics. Artificial fertilization, genetics, technologies of prolongation of life etc., demanding participation of the doctor, bring either a great potential, useful for the patient, or a potential harm, depending on how they shall be used. The application of new technologies and technics by the doctor has also caused cardinal changes in the patient-doctor relationship.

One of the consequences of the technicalization of modern medical practice is the depersonalization of attitude to the patient. This occurs *owing to and in spite of* the principle of respect for autonomy of the patient, which has been established in the professional medical ethics comparatively recently, unlike the other principles – those of non-maleficence, beneficence

and justice¹. This controversial effect has become possible because of distinctly different approaches to the practical interpretation of the autonomy.

Recognition of the autonomy means that the patient must be treated with respect. It is necessary to listen to him properly, to give him all the information required for making decisions. This implies explanation of sophisticated medical diagnoses, prognoses and therapeutic regimens in terms which are simple and clear for an ordinary person, so that the patient could realize pros and cons of all the possible methods of cure. It is supposed that the patient must give his consent voluntarily and without any constraint. From the part of the doctor there must be a completely respectful observance of confidentiality. To say briefly, people must be regarded as people, but not merely as “patients”.

However today, more than ever before, medicine by itself has begun to represent first of all a kind of public, not only an individual activity. It effects in the framework of state and government organizations and financing, its knowledge and methods are founded on state and private elaborations and discoveries, it is occupied with diseases, which are by their nature social as much as biological. As a result ““managerial ethics” has become a powerful force in health care on both sides of the Atlantic backed by strong combination of government policy and commercial interest” [1].

Some young doctors and nurses consider themselves firstly not as the protectors of vulnerable patient, but as the agents of enterprisers, for whom the patient is the commercial client. The doctor within such an attitude relieves himself of responsibility and shifts it on the rules established by superior institutions, on these institutions themselves, and on the senior persons. He acts according to the principle “the consumer is always right”, shifting too hard responsibility also on the competence of the patient.

T. Koch in particular is worried by the state intervention in doctors’ activities, thus he has called the medicine “a victim of the current conflict in Iraq and Afghanistan” [2], when the American President had countenanced the adoption of war directives (relating to prisoners), violating medical ethics and international conventions. Personal responsibility of the doctor for more and more is being replaced by corporative decisions. “HMOs [health maintenance organizations] and insurance companies have put them [doctors] into a form of enslavement. They tell them how to practice; how long their patient should remain in the hospital; and what prescription drugs,

¹ Principles of non-maleficence, beneficence and justice are present already in the Hippocratic Oath, so they are effective in medical ethics for more than 2 thousands years. The principle of respect for autonomy of the patient became active in the last quarter of the 20th century, and in Russia it was established by law in 1993 (Fundamentals of health legislation of Russian Federation).

medical tests, prevention measures, and treatments are allowed. Sadly, in many instances (practicing medicine without a license), they determine whether patients live or die” [2].

Technology of organization of the modern health care leads to the conflict of goals which are set before the doctor: reducing expenditures and the use of services, increasing efficiency, eliminating unnecessary and potentially harmful treatments, providing better or more desirable treatment for patients, expanding the range of services offered, and improving patients’ quality of life. Of course these goals maintain each other, but not always. For example the services rendered by the O.M.I. (Obligatory medical insurance) fund in some cases are not sufficient and do not provide not only the best, but even necessary cure for the patient. And the patient’s interests as of the payer and of the recipient of medical care in a private (fee-paying) clinic obviously may also be in a conflict.

In view of such state of affairs in medicine M.A. Rodwin marks out two models of managed care: consensus model and conflict model [3]. In the consensus model aims and interests of patients, doctors, managers, providers and payers (i.e. those third persons who pay for the treatment of patients) are always compatible. In the conflict model aims and interests of diverse sides are partially incompatible, and even the same person can have several controversial interests. Quite often, for example, doctors find themselves in the situation of conflict of double obligations: “on the one hand, their fiduciary obligation is to inform patients of clinical options and risks and allow them to choose from among them; on the other, to follow the organizational policies that limit patient choice” [3]. And this causes the infringement of the autonomy of either the doctor or the patient.

The principle of respect for the autonomy has diverse conceptual interpretations. They form a whole spectrum from negative to positive [4]. Negative antipaternalistic demands exclude the use of force, coercion, and deception (negative conception of the autonomous rights). Positive or “mandatory autonomy” model supposes that patients must use the self-government and therefore they bear direct responsibility for the majority of taken decisions. Here are some grounds for this interpretation: patients as individuals must make the maximum possible use of their ability to be moral agents; only patients can know the values and preferences that are critical to making decisions affecting their health. However, here raises a question: does all the patients in fact wish to take upon themselves the responsibility for their medical decisions? Investigations held in the USA and data received on their basis show that many patients prefer to delegate at least some decisions to the doctors.

The interpretation of the autonomy which sees it only in independence and exercising personal rights acquires individualistic character, and thereby impoverishes Kant's concept of autonomy [1]. The patient-doctor relationship is a kind of complicated social interaction, and medical ethics must always be placed in the context of the relationship within the medical community and society in whole. "Kant and others established that "morality requires a person to assume responsibility for his or her choices, actions and decisions and to act on the basis of informed reason and autonomously held principled commitments. Others in turn must respect the moral agency and reasonable commitments of the person in this sense"" [1].

When the autonomy in whole reduces to the independence only and shrinks to the paradigm of individual autonomy, becoming the sole criterion for decision making, the patient-doctor relationship decreases to the relationship between client and technician. This kind of relationship is reflected in the technical model of patient-doctor relationship of R. Veatch [5] and in the informational model of E. Esmanuel & L. Esmanuel [6].

The technical model is based upon the conception of medical activity as a sphere of application of objective scientific knowledge about natural mechanisms of vital activity of the human organism. American philosopher Robert Veatch notes that "one of the consequences of the biological revolution is the origin of the doctor-scientist. Quite often the doctor behaves as a scientist, and the scientific tradition consists of that the scientist must be "unbiased". He must base himself upon facts, avoiding all the estimation judgments" [5]. This approach rests upon the obsolete conception of nature of the scientific cognition. For such a doctor the choice of a treatment mode is a technical procedure, which nowise can be influenced by his personal preferences or values; welfare of the patient (his health) is determined by an aggregate of objective factors, and the opinion of the patient is not being considered as not objective and not scientific. Accordingly this approach comes into sharp contradiction with the principle of respect for autonomy of the patient.

A certain variant of doctor's behavior as a neutral technician can also be traced through the informational model described by E. Esmanuel & L. Esmanuel. Sometimes this model is defined as "scientific", "engineering" or "consumer". According to it the doctor is required to make for the patient available all the essential information that concerns his disease. The task of the patient consists of making a choice of a medical intervention at his own discretion; the doctor is obliged only to implement the chosen treatment.

“The informational model allows clearly differentiating objective facts and patient’s wishes. Despite the probability of a certain non-objectivity of the patient, for whom it may not always be easy to understand the causal relationship within different diseases, it is him after all who bears responsibility for the decision making. Thus the conception of the autonomy of the patient according to this model consists of the control for forming a medical decision” [6].

Information transfer must be carried out in two modes: firstly, in the form which is easily understood by the patient; secondly, the information must be *significant* for him. Informing must guarantee that from the part of the patient there is an understanding of the essential moments, which relate to the condition of their health, for, without a reasonable understanding, informed consent as an integral part of the autonomy of the patient loses its moral sense. That’s why the “information exchange” is the central part of the decision making process.

The choice of the patient is influenced by the way of presentation of the information, and also depends on whom it is presented by¹. People utterly differ by their ability to comprehend sense and meaning of the technical information. For many patients the advice of the specialist may turn out to be very important, when they face the whole complex of confusing information and relating dilemmas². Therefore on the one hand the doctor’s approach to the patient, which is carried out as an approach of a neutral technician, appears to be inhumane; on the other hand it is merely impossible.

The doctor as a professional must be an expert in the field of diagnostics, variants of treatment and their consequences. But the patient is an expert too – he is a kind of specialist in the field of knowledge of his own personal worries, his history, his family roots, his vital philosophy and his way of life. As an expert the doctor can’t be just a technician. Even if we would draw an analogy with a technician, this won’t justify the “impartiality” of the doctor. Within any form of a choice (in the activity of both scientist and doctor) a system of values is required as a basis of its making. “The choice of “meaningful” or “valuable” must be made constantly. This is especially true of the applied sciences, including medicine. The doctor supposing that his task is just to give all the information to the patient, and the decision making lays upon the latter, is deceiving himself” [5].

¹ In the appearance of neutrality, subject to how the information is presented, professionals are able to exert a covert and possibly coercive influence upon the decisions of the patient.

² That’s why Esmanuels considered that the most acceptable model of patient-doctor relationship is a consultative one.

The patient-doctor relationship is effective only when they may trust each other. The technicalization of medicine is one of the barriers that prevent the appearance and development of trust within this relationship. First of all, the doctor's trust in the patient suffers here.

“Trust is a complex mixture of beliefs and expectations consisting of emotional as well as cognitive elements” [7]. Conscious confidence in the other person supposes the analysis of the reasons which form the basis of these beliefs and of making judgments upon them, however often we trust or distrust unconsciously, reflecting our prejudices but not a critical view of our grounds to give or to refuse credence.

Confidence is like a lens, which refracts our vision; if we trust a person, we interpret his activity favorably in the light of our trust. The latter may lead to vulnerability, because when one person trusts the other, he confers him the authority to help or to harm, abusing his confidence.

What is the difference between trust and assurance? First of all it displays in the attitude to that case, when our trust or assurance is not justified. When we trusted, but were let down, i.e. our trust was not justified, we feel ourselves betrayed, as distinct from the irritation or disappointment that we experience when something turns out to be unreliable. If a doctor deals with a defective sphygmomanometer, which measures the blood pressure incorrect, he may be in a temper, but he won't feel himself betrayed, unlike the situation when a patient deliberately deceives him.

Trust is morally significant, because it leads to the consideration of the other as a moral agent, as an autonomous person, responsible for his own decisions and acts, otherwise there would never have been guilt for abuse of one's confidence. Refusal of trust in the other person results in attaching to him a status of an object.

Trust is very important in the medical context; it is impossible to respect one's autonomy, if the other is not recognized as a moral agent. That is why the position of trust appears to be central in the patient-doctor relationship. A certain extent of trust is indispensable for creating a climate of honesty, which permits a patient to speak worries about his health with no fear of being misunderstood or humiliated. Patients bring their most deep and personal concerns and troubles, entrusting their own vulnerability. They rely upon the morality and competence of their doctor and must be confident in that he would behave correspondingly. Eventually trust furthers the development of more profound patient-doctor relationship, which is necessary for some kinds of diseases (mental, for example) and some types of medical care.

One of the important components of the doctor's trust in the patient is his confidence in the latter's epistemic competence [7]. It answers the question, if the person is qualified enough to recognize the significant symptoms of a disease. Sometimes even within a confidence in patient's honesty, his epistemic competence may be called in question, when the symptoms he talks about seem to be unreliable, or the urgent problem proves to be a trivial one.

Another aspect of trust is the confidence in the general competence of the patient [7], depending on which the doctor determines if it is possible to give the patient enough information so he could take the informed decision on his treatment. Lack of confidence in the patient's competence in comprehending medical problems results in the refusal of giving him information.

In the informational model of the patient-doctor relationship patient's competence may be not enough revealed and taken into consideration, so this would lead the patient to the misunderstanding of the information important to him.

As to the technical model, not only mistrust in the patient's competence may be observed here, but such an interaction, within which the doctor does not take a participant position at all, refusing to regard the patient as an equal to him moral agent, a person, which it is possible to trust or distrust. Such an attitude to the patient in respect of morality arouses bigger anxiety than a simple mistrust (for which a doctor may have professional or social reasons).

When the doctor trusts the patient, thereby he acknowledges his competence as an expert in the presentation of his values and interests. Trust in the competence of the patient may lead to a more close cooperation and respect for the autonomy.

Distrust is not morally neutral. There always have been and always will be an asymmetry in the patient-doctor relationship as that of the strong and the weak (it is objectively determined by the professionalism of the doctor). With the distrust of the doctor this asymmetry increases in the direction of his more and more growing power and in accordance the more and more growing vulnerability of the patient.

For some time passed activities of individual doctors and medical organizations have been becoming subject to criticism in different mass media for more and more frequently¹. Public criticism menaces public confidence

¹ In particular Russian transplantologists have had to rehabilitate themselves in public opinion for a long time, and to return to the usual working rhythm that had been wrecked by a series of criminal cases and a scandalous proceeding upon the physicians of the 20th city clinical hospital of Moscow (its history had begun in April 2003 and had finished in 2007 by acquittal of the doctors).

in the profession of the doctor, and at the same time appears to be a symptom of its decrease. In these conditions special attention must be given to the existential centre of the medicine – to the concern for the patient's good. This means that the doctors' work is always more than just a recovery of the organism's functions, expressed in biochemical, anatomical or physiological terms. The patient must be acquired and evaluated as a person overcoming the disease, but not just as an object for studying, as an aggregate of the processes that are of a certain interest for applied sciences. This approach can be realized only under the conditions of mutual respect for the autonomy, when the relationship is built upon an unspoken covenant and bilateral trust between the doctor and patient.

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PERSONALITY OF THE PROFESSIONAL: AXIOLOGICAL ASPECTS

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In Russia, all such problems are aggravated by cardinal social, economical and political changes, which bring up new realities of the society democratization, change of types of ownership, selection of mechanisms of market economy. As any major social changes, they bear inconsistency and instability of social life, involve dramatic change in life of the society and each person – revision of value orientation, mentality and reason to live, attitude to profession. There is a number of professions, which are relatively stable in social regard, among which, the profession of pedagogue shall be named in the first place.

Over the period of all ages, the society has been and continues putting forward the exclusive standards to the profession of pedagogue. From the moment of originating of the pedagogical profession, it was first of all pedagogic function, which with development of the science was supplemented with educational one. Without pedagogic profession, the society would not be able to develop, since any younger generation, coming to replace the older one, would have to start everything from beginning, without creative absorption and utilization of the experience it has inherited.

In the beginning of the XVII century when pedagogy was just arising as science, the requirements to the personality of the pedagogue also started developing. As an example, the Czech pedagogue-humanist Y.A.Komensky, compared a teacher with a gardener, tenderly growing plants in the garden, with an architect, who is carefully overbuilding all nooks of human existence with knowledge, with a sculptor, thoroughly grinding and polishing minds and souls of people, with a commander, vigorously attacking barbarity and ignorance. [1]

Thus, a teacher, in a course of the professional activity, was executing two main functions: educational and pedagogical. Implementation of these functions require the following personal characteristics from the pedagogue:

- need and ability for active multilateral professional and social-cultural activity;
- tactfulness, filling of empathy, patience and tolerance in relationship with children and adults, readiness to accept and to support them, and if needed – to protect;
- understanding of uniqueness and relative independence of the personality self development;
- ability to provide in-group and intergroup communication, to prevent conflicts in the communities of children and adults;
- knowledge of peculiarities of mental development, especially the one of the children, having problems, and aspiration for purposeful creation of environment for the children's self development, jointly with the children themselves;
- ability for self development and self education. [2]

Pedagogue of the XXI century is not only a tutor and educator, his professional functions have significantly enlarged in direction of research activity. The contemporary methods and technologies of education, contents of scholar education had strongly influenced amendment of the axiological modality towards such positive professional orientation as research and

project activity of pedagogue, theoretical comprehension of own pedagogic experience, methodological competence of pedagogue, etc. The professional image of pedagogue had considerably changed. The clients and the employers had added a number of desirable formal features to the previously listed characteristics of pedagogue: availability of author's programs and training courses, publications and methodical instruction manuals, psychological-pedagogical research, Philosophy Doctor degree, etc.

At the same time, it's not a secret for anybody, that insufficient financial and moral protection of pedagogues of Russian system of education generates dissatisfaction of basic necessities (in safety, co-belonging, self respect, realization of own consciousness, etc), need in continuous education, self education and self development create additional pressure onto the teacher. This stimulates appearance of professional deformation of personality. The interference of the professional pedagogical activity and personality of a teacher is studied quite thoroughly. In the domestic pedagogy and psychology in the soviet times, the main attention was paid to the positive aspect of such interference. During the last 10-15 years, there are studies made, which research negative, deforming, disadapting effect of the pedagogical activity onto the teacher's personality (L.M.Mitina, A.V. Osnitsky, N.A. Podymov, E.V. Rudensky, E.N. Smolenskaya, E.V. Ulybina, T.V. Formanyuk, E.V. Yurchenko, and others). Such interference appears in formation of such features as dogmatic adherence to universally received rules and instructions, rigidity of mindsets, lack of internal confidence, decline of creative abilities, conservatism, aggressiveness, cruelty, proneness to conflicts, flatness, fixed role mask, categoricity, etc. [2]

"Me as professional" – this segment of personality, which is responsible for execution of professional liabilities, carrier of knowledge required for it, ethic attitude and principles, becomes apparent at maximum in professional activities. "Me as a personality" – is more central ("native") part of the personality, which includes certain "everyday" ideas of life and of the own personality, life targets and principles, appears mainly in private life. Using these definitions, the syndrome of "burning out" can be presented as loss of controlling role of the "Me as professional" and interference of "Me as a human" into sphere of professional competence. At work, pedagogues get tired as humans and experience irritation towards their students. The professional deformation, on the contrary, appears as extension of domination of "Me as professional" in the sphere of activity of "Me as a human". When coming home, the person starts acting as a specialist, i.e. keeps to his socially oriented position. [3]

The event of the professional deformation, in the opinion of Russian psychologist O.D. Trunov, is supported by two components: initial aptitudes and the professional deformation itself. Initial aptitudes influence the process of selection of the accordant profession and create a “positive background”, the soil, on which later the profession develops its deforming activity. Even before the engagement with the future occupation, a man already has those features of character and personality peculiarities, which are appropriate to the representatives of the given profession.

The professional deformation itself. The professional activity develops these personal features of character, outlines them and prominently protrudes them. Sometimes, (in case with superseded and unaccepted features) the professional activity approves them, gives them right for existence and expression. The professional influence on to human’s personality may have both positive and negative consequences. Taking the results of the influence of the profession of psychologist onto personal features of a human as the basis (O.D.Trunov), let’s compare positive and negative features of the profession of pedagogue:

Negative consequences (professional deformation)

- Acceptance of a role of a teacher.
- Projection of negative problematic onto oneself and allied persons.
- Excessive self control, hyper-reflection and loss of spontaneity.
- Idea fixe — «self-cultivation».
- Rationalism, stereotyping and decrease of sensibility to live experience.
- Satiation with communication.
- Emotional coolness.
- Cynicism.

Such deformation starts at time of study, when students experience breaking of everyday attitudes and stereotypes, and a professional world perception is formed. Indeed, due to study and further work, the personality of the human transforms, it acquires plenty of positive features, communication experience, starts understanding itself better, etc. These obviously positive changes are described by an expression “personal growth”, and on the contrary – negative ones are called “professional deformation”. Nevertheless, usefulness and harm of the profession influence can, in our opinion, be determined only subjectively and situationally. The axiological values of any profession are multiform, and one should not percept everything professional as something negative, damaging personality.

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THE HEART OF A DOG: A CONTEMPORARY ANALYSIS

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In this presentation we shall discuss some bioethical issues related with research on humans and animals. As a case to be analyzed we are going to choose Mikhail A. Bulgakov's novel *The Heart of a Dog*. Being educated as a physician and having some experience in medical practice, Bulgakov as a writer was extremely acute observer of the current social life. The novel was written in 1925 and bears many signs of that time. Especially important for us here are those of them which refer to public expectations with regard to prospects of sciences, particularly sciences of man, in the Soviet Russia.

Similar developments can be found in the first decades of the XX century in other countries as well, but in the Soviet Union they were particularly expressed due to profound changes in every area of social life in general and, more specifically, in science, which was underwent to the processes of de-institutionalization and then – re-institutionalization (B. Yudin, 1993). These processes had led to relative weakness of the value system in science of the twentieth and, correspondingly, to some degree of liberation from cognitive and moral norms peculiar to the stable, “normal” scientific community. By the way, such freedom gave birth to rather interesting phenomenon which later was referred to by the prominent Russian scientist V. Vernadsky as an unprecedented “explosion of scientific creativity”.

Partly motivated politically and ideologically, public expectations were focused on ideas of radical transformation of human nature, of creation of a New Humans, who were dreamed of as much more superior with regard to existing ones. A lot of projects to fulfill such mission with biological and psychological means were advanced by scientists. We can mention some of them: blood transfusion to rejuvenate humans (A. Bogdanov); eugenics (N. Koltzov, Yu. Filipchenko, A. Serbrovsky et al.), artificial crossing of humans and apes (I. Ivanov), different types of combinations between

Marxism and Freudian psychoanalysis (for instance, A. Luria), pedology (P. Blonsky). Naturally, the wide dissemination of similar ideas made the extensive use of experimental methods in relation to humans not just plausible but necessary.

Research described by Bulgakov falls in just such category, and we ought to keep in mind that in general there were no at that time any bioethical regulatory infrastructure to accompany such “brave” experiments. Bulgakov’s complex narrative allows us to reveal and to discuss the research from multiple and shifting perspectives. His insights provide an elegant and incisive examination of human morality and are an early examination of the rights of animals in research.

The characters in this story expose the conflicts between misguided intellectual ambition and corrupted societal influences. Bulgakov sets his story during a period of political turmoil and debauchery and describes the ramifications of absent regulatory oversight of research. Through the clever use of Sharik/Mr. Sharikov and Dr. Preobrazhensky as dual protagonists in this novel, Bulgakov alludes to multiple ethical issues such as paternalism, ideology, vulnerable populations, research design, beneficence, repeat surgery and analgesia, conflict of interest, unregulated “scientific curiosity”, animal cruelty, informed consent, and professional integrity. The implied sentience of Sharik even before the surgery which created a man-dog hybrid, further illustrates profound historical and ethical responsibilities inherent in the relationships between mankind and animals (specifically dogs).

How does the reader define his own, initial moral position? Is there a moral difference between Sharik as a homeless dog versus adopting Sharik as a member of the household (i.e.: pet)? How does the reader reconcile the author’s description and scientific justification for implanting monkey ovaries into a woman (for rejuvenation) and contrast this with the chaotic, surgical implantation of human testicles and pituitary glands into a dog? Is there a scientific basis for either form of research? Are there theological ramifications from this research? Have Dr. Preobrazhensky’s curiosity and hubris created a corruption in the natural order of life? Are there mechanisms to regulate such research when the investigator does not recognize the limits of his/her power? Would the creation of regulatory guidelines provide a viable solution? How does society address the competing interests of humanity with the legal protection of animals? What ethical shadows result from these activities?

Our presentation will use Russian literature as a conceptual tool to educate modern scientists, philosophers, clinicians, and veterinarians about the salient issues involved in animal research. Critical analyses of areas of

moral ambiguity may provide a respite from self-perpetuating research abuse. This dialogue may serve as an antidote to historical institutional rituals and show the inherent benefits of combining scientific inquiry with morality as a mechanism to strengthen and improve research practices.

THE PROBLEM OF COMPETENCE IN RELIGIOUS STUDIES AS A PART OF HUMAN CULTURE

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The article is concerned with investigation into the importance of human competence in religious studies in a modern Russian society.

Religion and culture are closely related, national and world religions are the basis for national cultures.

In modern society, religion has an ever increasing effect on social life and policy, therefore high education should include knowledge of religions.

For Russian people knowledge about religions is necessary because our society is multinational and polyconfessional. Ignorance in this field leads to intolerance, fanaticism and fundamentalism. The history of our country has many examples of religious or atheistic extremism, which root in claiming of one or another ideology to be the only true religion having right to legal existence.

From establishment of the Russian state in X century, it was multi-religious, while the official religion was the Orthodox Church till 1917. The number of religions has significantly grown from X to XX century.

Historically Russia has always been on the crossroads of different cultural traditions and religions, so ideas about the basis of faiths and cults, widespread in the state are a necessity for a person, who gets high education, or for an educated person.

By 1985, in the USSR there were 12438 religious societies, more than half of them belonged to the Orthodox Church. It was at the beginning of 1990s when the Law "On religious freedom" was passed, and when conditions for realization of freedom of conscience and religion were formed for the first time. The number of religious societies has drastically increased to 16990 [1, p. 584].

At the beginning of XXI century in Russia there were more than 21400 religious organizations, numbering 137 religious education organizations of more than 70 confessions – world, national, pagan, postmodern and other different forms of religions [2, p. 242].

How did future specialists get scientific knowledge about religions in the past and now?

In Soviet times, students learnt about religion from the course “Scientific atheism”. But drawbacks of this course were related to its being ideology-oriented and one-sided.

At the beginning of 1990s, the State educational standard in the discipline “Religious studies” was adopted and such subjects as “History of religions”, “World’s religions”, “Religious studies” were included into students programs for all specialities.

Since 1997, the situation has changed according to the new Law “On freedom of conscience and on religious associations” and the policy of the Russian Orthodox Church. The new State educational standard did not regard the discipline “Religious studies” as compulsory.

Today, Russian state education does not provide regular scientific studies of religions for different specialities, only 20 university departments prepare specialists in “Religious studies”, compared with religious education developing very efficiently.

On the whole, modern Russian high education as to scientific knowledge about religions does not satisfy requirements for future specialists, especially for professions, related to work with people, such as teachers, lawyers, managers, social workers and others.

What are the topical problems of development of education in the field of religious studies?

The main difficulty is that there is no Russian community of specialists in religious studies, hence no common scientific paradigm, which may coordinate research in the field.

The other problems are: no traditions and Russian scientific schools for religious studies, many difficulties the specialists in religion experience to have a successful career, only a few opportunities for professional communication – at conferences, scientific seminars, round tables, joint scientific projects. In Russia, there was no more than 10 joint scientific events for specialists in religious studies during 1 year, compared with 10 joint scientific events different European or American universities or scientific laboratories have a day.

Thus, one of the main tasks of developing religious studies is determine an independent subject, free from ideology and one-sided orientation and methodology, adequate to a new situation.

On the one hand, in the Russian society and system of high education there is a need in scientific religious studies, but on the other hand there are many problems due to lack of regular scientific religious knowledge.

Experience in teaching religious studies says, that scientific research in the field of religion is an effective means of overcoming one-sided philosophy of life, which is a root of religious or atheistic extremism. These are the reasons for including the subject “Religious studies” into students’ programs.

Competence in religious studies increases human competence of an individual and assists to all-round development of a person.

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IMPROVING PERSONAL HUMANITARIAN COMPETENCE (USING PRACTICES AT THE DEPARTMENT OF FOREIGN LANGUAGES TSC SB RAS)

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Among the main lines of state policy in the promotion of science and technologies are the development of fundamental science, formation of an innovation system, maintenance and development of the staff potential of the scientific-technological complex, and integration of science and education.

In 2007, the Siberian Branch of the Russian Academy of Sciences celebrated its 50-year anniversary and during the year at all its scientific centers, including Tomsk Scientific Center, a commission was working to analyze their work and existing problems. At the end of the year, the Presidium of SB RAS considered and approved the prospects of development of each of the centers.

As the Presidium Chairman of the SB RAS Academician N. Dobretsov noted, the most important and outstanding features of the activities at the SB RAS are its innovative projects and development of criteria to assess the operations of the research teams and scientific organizations.

One of the critical requirements to scientists is their creativity and creative work and the skill to put down in writing and present orally their creative achievements.

The purpose of this contribution is to review a number of classroom and extracurricular activities of the Department of Foreign Languages (DFL) at TSC RAS within the framework of training highly qualified staff for the organizations of TSC. The workers of DFL in collaboration with the students

succeeded in devising unique and technological forms of work, which on the one hand help identify and form creative abilities and, on the other, train new verbal and non-verbal skills of presenting creative ideas (1).

The aim at identifying the creative potential of students was set at the time when DFL was established in 1988 under the initiative and support of Academician V. E. Zuev. For 15 years, DFL was headed by L. S. Polkovnikova, who set the best traditions and creative forms of working with the scientists, which are maintained by a friendly, solidary team of DFL teachers.

The students at DFL take a course to prepare for their degree exams (English and German) and courses of spoken English for communication purposes, bringing together TSC scientists, researchers and engineers.

Furthermore, DFL annually holds conferences for post-graduate students and competitors for scientific degrees within the framework of the degree exam in English “Latest achievements in science and technology”, where the working language is English. Apart from the speakers, their scientific supervisors and advisors, their colleagues and scientific secretaries of the TSC institutes attend the conferences. This event is an important applied exercise for the students, as nearly all of them get their first experience in presenting a paper on their personal results in research work in a foreign language at DFL. The graduates of the department get a fair chance to present an invited paper or chair the sessions. The papers rely on a Power Point presentation and satisfy the current international requirements. This initiative allowed the teachers to train students in the basics of rhetorics and the art of public speaking. (2). These practices were continued by the Council of Young Investigators of TSC, which has been holding a conference-contest of presentations of young researchers since 1999 in cooperation with DFL.

DFL teachers, in addition to course-books, are using the Internet and periodicals in English in their classroom and extracurricular work. Thanks to the support from the Presidium of TSC, such journals and magazines were subscribed for DFL at different periods as: “Nature”, “Scientific American”, “Discover”, and “Newsweek”, which are extensively used in the degree groups and groups for communication purposes. A good addition to this list is the “Cool English” magazine that relies on authentic materials and presents today’s language in its different variants, current news, and historical and cultural essays.

DFL teachers extend their professional linkages via communication with the colleagues at international conferences held at TSU and TPU (e.g., “Language and Culture”, “Language in a Polycultural Medium”). Also, DFL is a member of TELTA, an association of teachers of English, which is actively

promoting exchange of experience on teaching and provides a wealth of information on new teaching methods and practices worldwide, including the available Internet resources.

DFL cooperates with TSPU, whose international students and teachers hold seminars at DFL sharing their experience.

Regular interpretation at international conferences in Tomsk and translation of scientific papers for leading Russian and international journals, European and American also help DFL teachers maintain and improve their professional level. Reading and analyzing technical papers with the students, the teachers can translate better and, on the other hand, doing translations, they can improve their work with the students in the degree groups and groups for communication purpose, which researchers and scientists already having scientific degrees attend.

In addition to these forms, a unique platform building a cumulative effect in generating creative energy is the activity of an English speaking club “Fans and Friends of English”, where the guests and participants are often native speakers of English working in or visiting Tomsk. Regular club session titles are «Freshmen’s day», «Christmas», «Shakespeare’s Birthday», etc.

The work of the Club’s amateur theatre (its performances are in English), where the actors, script writers, dancers, singers, and artistic directors are TSC workers, are invariably welcome by the audience and participants themselves, since creative work is an important tool of scientists and researchers, and it takes a great effort to maintain it at a high level. The Club holds its sessions at Akadmgorodok’s Dom Uchenykh and at the Central City Dom Uchenykh, renting rooms for the events.

Participation in the amateur theater performances helps TSC workers implement and promote their creative potential, talk in English among themselves and with foreign guests of the parties.

Since practical classes of English at DFL SB RAS do not involve but do not rule out in-depth studies of the language but rather imply forming abilities and skills of its practical usage, the approach is based on functional learner-centered not learning-centered activities, in particular on communication strategies in the course of modeling realistic situations relying on authentic materials and special exercises with a search for missing information, the so-called information-gap exercises (3). The basis for communication competence is made by the method of emotional involvement of all participants in the process plus maintaining personal interest of students to the results to be achieved. (4–6). This method allows DFL to implement a humanistic approach considering the psychology of an adult

learner, where the purpose is fluency of communication approximating that in his/her native language achieved via different language communication activities and exposure to the culture of the country: literature, arts, poetry in the language of the original. Without underestimating the equality of the process participants in this approach, it is critical to mention the role of a teacher whose task is to build a team and environment that would favor humanitarian and scientific exchange, having a subtle feeling for relations and tendencies in a group, exhibiting an unlimited tact and ability to encourage, stimulate an interest and help psychologically and, by default, having high language competence, general culture and wish to learn. It is evident that given these requirements, few educational establishments would satisfy them in full measure as a team. Apparently, this is possible in small teams of real likely thinking people. Fortunately, and thanks to a wise recruitment of staff in 1988 (the credit wholly belongs to L. S. Polkovnikova) such family model became possible in Tomsk Akademgorodok. However, it is necessary to underline the role of DFL students in implementation of the above method. They are highly qualified specialists with extensive cultural interests, personal ambitions and challenges they set towards other people, and DFL teachers have to always improve and develop to meet these requirements and challenges. DFL SB RAS does not claim to have invented an “innovative bicycle”, the experience summarized here is a mere illustration of the fact that a group of people looking and moving in the same direction and knowing the destination are capable of achieving positive results.

To all appearances, the main result of DFL is building of a special atmosphere favoring professional and humanitarian communication, focus on emotional involvement of students into the fascinating process where they are co-creators, which helps increase skill-building efficiency. Thus, the work on training highly-qualified staff meets the letter and spirit of the current requirements at the national and regional levels, and turns into a school of creativity, generation of ideas and approaches, which is important for intellectual people involved in creative scientific work.

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DEVELOPMENT OF THE PROFESSIONAL COMMUNICATIVE COMPETENCE OF A TEACHER BY ENGLISH LANGUAGE TEACHING

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Social changes in everyday life of common people, new demanding to the content of education and its humanization coursed the appearance of innovative requirements to the personal and professional characteristics and features of a teacher, specifically to his professional communicative competence (further PCC). We should mention that the problem of PCC of a teacher has not been studied methodically deeply, and its criteria have not been formed yet.

The study of the problem of PCC of a teacher has been recently started by the science pedagogic. Different aspects of the phenomenon are viewed in the works of N.V. Kuzmina, A.K. Markova, I.A. Zimnija, E.I. Passov, A.A. Leontiev, G.S. Trofimova and others.

In our research we follow G.S. Trofimova's ideas and consider that PCC of a teacher is his or her integrative ability to built interpersonal relations efficiently with the other participants of educational process according to his or her levels of education, background and development, based on professional and personal features of a teacher such as communicative skills, sincerity, humanity, empathy, reflexion and other, taking into consideration communicative skills of an interlocutor.

Working on the development of the PCC by ELT means, a teacher must keep in mind its levels. The levels of PCC depend on the level of students' education and their motivation in it.

G.I. Bogin worked out his own classification of the PCC levels:

1. The level of correctness. Elementary usage of language skills (usage of words in the proper context).
2. The level of intrarealisation. When a student realizes the main ideas of the subject he is talking about.
3. The level of fulfillment. Fluent English speaking on any subjects.
4. The level of adequate choice. Fluent English speaking on any subjects by means of different styles.

5. The level of adequate synthesis. Here the knowledge of a foreign language and its' culture can adequately influence on the level of the personal development.

There is a large amount of scientific and methodological literature on the problem of the structure and content of PCC of a teacher. We are in agreement with the scientists who study that problem focusing on pedagogical communication (E.I. Passov, I.A. Zimnija and others).

We consider that PCC of a teacher helps to organize the process of pedagogical communication in the best possible way, so it stimulates the development of the inner abilities of the students. We suggest studying the specific of the PCC of a teacher through professional (pedagogical) communication during professional activities in the course of humanization of education.

G.M. Andreeva, A.A. Bodalev, L.P. Bueva, L.S. Vigotskii, M.S. Kagan, A.N. Leontiev, B.F. Lomov and other scientists worked on the problem of professional (pedagogical) communication. Dealing with this problem we must mention the fact that a big number of approaches in articulating of the term "communication" exist.

We take into account V.A. Levitan and O.A. Abdulina's point of view on professional (pedagogical) communication. The authors limit the phenomenon on the process of controlling, focused on purposeful influence and manipulation with students' behavior, state, settings, moreover the level of activities of an interlocutor [1].

Further in our research we shall also use the term communication as (from Latin. *communicatio*): 1) the way of messaging; 2) the form media (e.g.: phone, radio); 3) act of communication as a relation of two or even more persons, based on mutual understanding, passing the information from one another; 4) mass communication as the process of presenting of the information by technical means (mass media: the press, radio, cinema, Television) [2].

Development of PCC of a teacher must be the purpose of education in all kinds of its practically oriented verbal and non verbal activities. The main aim of ELT (English Language Teaching) at university is to show a student the way how it can help him in his future career.

The aim and the tasks of ELT at university is focused not only on the development of PCC, but also on using the language as a mean of communication and finding new information with the help of media.

Talking about a foreign language as a mean of the development of the professional (pedagogical) communication we should review the design of

the subject 'Foreign Language'. In this very question we would like to present I.A. Zimnija's opinion:

1. Any foreign language is a mean and the aim of education at the same time as the teachers use some units of a language in presenting the whole language as a system and vice versa.

2. The subject has no 'frames'. The author consists that the knowledge of a language cannot give a person any real awareness of a reality if we compare with the Math, Biology, and other subjects. Language itself is a mean of forming and presenting of human thoughts on different points that other subjects study. So a teacher has to decide what facts from various sciences to study with the students by means of a foreign language.

3. The subject has no 'limits'. Comparison of the subject 'Foreign Language' with the other subjects (e.g. Chemistry, Math) shows that having studied the material of a topic/unit/model a student gets satisfaction as he knows how to solve a problem. But it is impossible to get achievement studying a separate topic of a foreign language because a student cannot reach the aim of the language study (speak it). In order to speak it a student must know a lot of grammar, lexicology, style, etc. but not a separately taken and studied topic.

4. Specific arrangement of skills and knowledge. A student can know a lot of words and grammar but he or she cannot present it in an oral way.

5. The general aim of the subject is to teach a student how to communicate in all possible ways (talking, writing, listening and reading).

6. A student can get fulfillment from the act of communication immediately. He can regulate, adjust and control the act of communication.

7. A student can be successful in communication, taking all kinds of social roles and parts.

It seems to us that ELT has great recourses in the field of development of professional (pedagogical) communication, by means of student-centered teaching. B.B. Aismontas offered next levels of it:

1. Micro level of professional (pedagogical) communication. It is the simplest act of communication. Poor communicative experience of the learners.

2. Mesa level. It is the act of communication within one topic.

3. Macro level. Here a person follows the rules and norms of the communication according to traditions. That level of communication is used by a person during all his life time.

Talking about the development of the professional (pedagogical) communication we must point out its functions, which help a student to gain

knowledge of communicative culture (A.V. Mudrik, N.A. Berezovina, S.V. Kondratieva and others):

1. Emphatic function of professional (pedagogical) communication. Empathy is an intra personal feature that can be developed during the personally oriented education and up-brining. V.S. Cherniavskii considers that empathy is an intra characteristic of a person to be in someone's else shoes, to feel sincerely sorry for a man as if it were his own feelings. Effective professional activity depends on the level of its development. Moreover empathy declares the level of the development of the communicative culture.

2. Mixer function (when a teacher takes into account his pupils' learning style, his readiness to change course design, methods, input and so on according to them and to the place).

3. Next important function is the development of the productive communicative experience and professional acting [3].

So how can we really develop the professional communicative competence of a teacher by the ELT? The answer is simple: use communicative method while teaching English for specific purpose (ESP). The problem is that in that very case a teacher has to change his role, he or she does not dominate any more. A teacher has to stimulate students for individual / pair work, for project work; here we may say that he becomes a consultant. A teacher can act as a leader only when his students have some problems that they cannot solve themselves. Besides a teacher should motivate unconfident students, but not punish by giving them poor marks.

In the traditional system of ESP teaching students are used to a learner – a teacher interaction but in communicative method horizontal interaction (a learner – a learner) is preferable, that helps students to get rid of all kinds of fears.

The usage of communicative method in ELT helps to develop PCC of a teacher as:

1. It has clear objectives. It is oriented on specific result (using the Internet, finding a job, meeting new friends, going abroad).

2. Precise way of conveying the ideas. The language is treated here as a form of oral communication (the ability to speak a foreign language).

3. Social and cultural aspects (the knowledge of culture, habits and traditions of the language).

In conclusion we should say that the usage of the communicational method in ELT can help to develop PCC of a teacher if it is focused on forming professional communicative skills of a teacher.

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PSYCHOLOGICAL-AND-PEDAGOGICAL SYSTEM OF DEVELOPMENT OF CREATIVE POTENTIAL AS A BASIS OF FORMATION OF READINESS FOR CREATIVE ACTIVITY OF STUDENTS AT THE PEDAGOGICAL HIGH SCHOOL

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In clause the system of development of creative potential, as a basis of formation of readiness for creative activity of students of pedagogical high school which components are diagnostic, educational, resource is considered; the conditions providing development of creative potential of students during training in high school are proved the psychologist-pedagogical: 1) creation of the creative educational environment in educational process of high school; 2) monitoring of success of educational process and its participants (research of dynamics of development of creative potential of students); 3) pedagogical support of educational process; the technology, forms and the methods of training providing development of creative potential and abilities of students of pedagogical high school, necessary for realization of creative activity is presented.

Let's consider the maintenance and specificity of the system of development of creative potential *of the future teachers* developed by us which is realized in educational process of pedagogical high school (pedagogical faculty of Tomsk state pedagogical university).

The system of development of creative potential *of the future teachers was carried out on the basis of*, the following theoretical principles proved by us:

- Creation during training the creative educational environment promoting the decision of creative problems at all grade levels;
- Orientations during training students not only on formation of knowledge, but also on development of creative potential, the person a/principle individually – personal and individually – vocational training/;
- Flexibility of the most educational process, its making (the maintenance of subject matters, structure of a rate, updating of programs and so forth);

- An orientation of the pedagogical staff on development of creative potential of students;
- Use during training various methods of training (trainings of dialogue, personal growth, it is professional – intellectual training, business games, discussions), the abilities directed on development, creative potential of teachers, students.

The system of preparation of the creative person of the future teacher in conditions of high school includes following components: 1) diagnostic; 2) educational and 3) resource.

The diagnostic component of system is focused on the analysis of a level of development of creative potential of students of pedagogical high school: diagnostics of components of creative potential is spent: the general intelligence, special professional abilities, intellectual efficiency (creative).

During diagnostics the problem is solved, how much students are ready to development of creative activity, that to it stirs and that promotes. When diagnostics is spent, and the initial level of abilities and opportunities of each student is revealed, it is necessary to designate expected result of development of abilities. *The expected or predicted result of development of abilities* is a level of readiness and an opportunity of students it is easy to master creative activity and to carry out the professional functions.

Except for the above-named criteria of development of creative potential of students, the future teachers, in job the level of development of practical skills was diagnosed: quantity of course jobs; presence of didactic materials in course jobs; presence of creative, independent, original materials in course jobs; quantity of colourfully issued course jobs; quantity of course jobs with the developed lessons considering specific features of trainees; written answers on problem questions of each theme.

The resource component of system of development of creative potential includes definition by the student of the professional abilities as resources for development of creative potential (diagnostics of abilities has been spent on an example of the previous component).

The educational component is directed on search, mastering and application by the teacher of psychologist – pedagogical means and the conditions providing development by students of creative activity.

The considered component is realized on the basis of developed by us educational – methodical complexes (EMC). Educational – a methodical complex – system of the normative and methodical documents defining the purposes of training and the maintenance of discipline, methods and means of formation at students of knowledge, skills, skills, the is professional-

important qualities [1]. Basis EMC is the working program of a subject matter in which maintenance besides the basic didactic units stipulated by the state educational standard of the maximum vocational training, we had been included a theoretical and practical material on a problem of development of creative potential of the future teachers.

According to the developed system it is provided three stages of its realization in educational process: at the first stage conditions for formation of an orientation on creative activity and development of intellectual efficiency are created, on the second (*theoretical*) – the base to mastering by creative activity (a necessary level of development of psychological system of activity) is under construction. The basic attention addresses on formation substantially – information base of creative activity; on the third – *practical* – conditions for realization of creative potential in educational and pedagogical activity (activity a component of development of creative abilities of students, mastering by technology of development of own creative abilities and abilities of pupils) are created.

The first stage covers I, II rate. On development of creative potential we begin job with the third rate on which the future teachers start to study special disciplines of subject preparation – the second stage (the scheme 1). The third stage – continuation of studying of special disciplines (IV, V a rate).

The contents of subject matters and specificity applied in this connection active and creative forms and methods of the training, developed educational-methodical complexes, are focused on development of professional abilities, creative potential of the future teachers of pedagogical high school that promotes constant activization of search and creative activity of students. Vocational training on disciplines – «Psychology of interpersonal attitudes and small groups», «Practice, psychology and technology of formation of small groups» and as «the Technique and technology of training of sensitivity», «Culture of intellectual efficiency» and «the Technique and technology of formation of cognitive activity of younger schoolboys» allows to develop creative potential of the future teachers. In conformity with specificity of subject matters in teaching the named rates problem training, game technologies, creative both active and methods of training (the analysis and discussion of concrete situations is applied; decisions of situational (is professional-pedagogical) problems; consideration of incidents (conflicts, events); analysis of the business documentation (the given job to carry out by means of more effectively: playings of roles (performance), business games, game designing, professional and methodical training, the

organization and carrying out of psychological trainings: dialogue, personal growth, it is professional – intellectual training).

During experimental job on approbation «the Psychologist-pedagogical of system of development of creative potential» absence necessary educational – methodical maintenance (first of all manuals) on following disciplines was marked: « Technique and technology of formation of cognitive activity of younger schoolboys», « Psychology of creativity», «the Psychologist – a pedagogical practical work». Such state of affairs essentially complicated studying by students of the given disciplines, interfered with an opportunity of an individualization of training and created a problem of maintenance of the future experts the necessary educational and methodical literature, to solve which creation corresponding educational – methodical complexes (EMC) helps. Maintenance of students EMC helps to acquire, in our opinion, a new material, to improve the control and self-checking, to liberate time for creative, independent, research job, and, hence, to raise efficiency of educational process.

By us have been developed educational – methodical complexes on three above-named disciplines, acting as means of development of creative potential, is professional-pedagogical abilities of the future teachers.

The material has been included in the contents of subject matters about *pedagogical creativity*. With this purpose abstracts of lectures, plans of educational employment have been developed (seminar, practical), is made the catalogue of scientific and educational-methodical editions on a problem of development of creative potential, is professional – pedagogical abilities, the subjects of course and degree projects is developed.

During studying a rate «Psychology of creativity» orientation of the future teacher to development of own creative potential and the creative person of the pupil in professional – pedagogical activity, first of all, is formed by means of introduction in a lecture and seminar material of special themes during which studying there is a gradual comprehension by the student of the importance of development of own creative potential and creative potential of pupils: «Creative individuality as the characteristic of the person». «The Contents of a category «creative individuality» and its parity with concepts «individuality», «the person». «Qualities which the creative person should possess». «Mutual relations of creative individuality and group»; «Creativity of the teacher as a component of its professional skill»; «Development of creative activity of teachers and perfection of their pedagogical skill»; «The importance of development of creative abilities of the teacher»; «the System of developing tasks directed on development of creative potential of the teacher».

During studying of last from themes the future teachers pass training intellectual efficiency, in practice get acquainted with the methods developed and modified by us for development of creative abilities («Intellectual warm-up», «the Method of formation of skills of intellectual cogitative activity and system thinking»), etc.

Besides during studying a rate « Psychology of creativity » students get acquainted with technology of self-development of creative abilities which are necessary for the teacher for realization of creative activity, the organizations of pedagogical process in an elementary school, it is formed owing to that educational employment are constructed productively and during studying a subject creative methods of stimulation of creativity are actively used: a method of brain storm of A. Osborna where stimulation of creative activity is reached owing to observance of four rules: 1) It is excluded criticism, it is possible to state any idea without fear, that it recognize bad; 2) the most unrestrained Is encouraged an association: the the idea – the better will seem to more “wild”; 3) the Quantity of offered ideas should be as is possible for greater; 4) the Stated ideas are authorized to be combined somehow [3].

The great value in structure of educational-methodical complexes is given to didactic materials, and also for independent job of students which performance promotes development of creative potential of the future teachers (to students tasks of cognitive, problem, creative character, for a reflection of specific features-psychological the persons developed by us) are offered tasks.

Orientation to development of own creative potential occurs during integration of subjects of «Psychology of creativity» and «the Psychologist – a pedagogical practical work» (knowledge of structure of creative tasks students apply, developing creative tasks for younger schoolboys, and knowledge of methods of creativity – a brainstorming, synectics they use in professional intellectual training).

For formation of systems of personal qualities and the pedagogical values necessary for development of creative potential to students of 4 rates of pedagogical faculty the psychologist – a pedagogical practical work and a practical work on the pedagogical psychology, developed on the basis of jobs A.V.Zheljabina, I.S.Kona's, V. Levi, N.F.Maslovoj, V. Pekelisa, etc. the Basic purpose of a practical work – a deepening of knowledge of students about has been offered to, formation of skills of self-knowledge, revealing and formation of readiness for mastering by the chosen trade. The control over quality of mastering of subjects was executed by means of the test tasks developed by us [5].

Readiness for realization of creative activity was formed during studying a subject « the Psychologist – a pedagogical practical work » with use of various forms and the methods of pedagogical activity used during independent job: the decision the psychologist – pedagogical problems, designing of various forms the psychologist – pedagogical activity, modelling of educational and pedagogical situations, studying of the person by means of the psychologist – pedagogical techniques of diagnostics, forecasting and designing, accumulation of professional experience [2].

During a practical work the student realized itself as the subject of many-sided and universal relations, as the person with a set of various psychological features and the qualities defining motivation of the pedagogical orientation and opening an opportunity of realization of in pedagogical activity. Studying themselves, defining the professional orientation, students got acquainted with requirements which are shown with a pedagogical trade to the person, in particular, with requirements which performance is necessary for development of creative potential. Besides it, students learned, what qualities of the person are necessary for successful realization of process of creative self-development of the person. As a result of self-knowledge, correlations of own personal qualities with the standard, students were made perspective programs of self-development (*a reflective component of system of development of creative potential*).

Within the limits of discipline « the Technique and technology of formation of cognitive activity of younger schoolboys » students study to develop developing educational tasks, solve the pedagogical situations developed by comrades on group, study to analyze the educational tasks offered both the teacher, and students. The big place is allocated to performance by students of independent, creative tasks, as on an audience occupations, and outside, in independent out-of-class job which structure is developed by us in the manual: « Bases of special pedagogics and psychology. Didactic factors of difficulties of younger schoolboys in training » [4].

The future teachers develop technological maps of educational tasks, get acquainted with working programs of subject matters, make and solve didactic rebuses, crossword puzzles, puzzles, develop questions for the programmed interrogation, the task for independent job of cognitive character, problem character (type «to open», «find out», «invent», «apply», «develop» tasks of productive character for younger schoolboys »).

Thus, all structural components of educational-methodical complexes on disciplines of subject preparation are developed by us with orientation to development of creative potential of students – the future teachers.

As a result of carried out research by us it is proved, that the hypothesis about an opportunity of development of creative potential proves the assumptions put forward by the author.

In research recommendations, changes and additions of the program of an innovative rate are given.

Tests of a level of development of creative potential had synthetic character: he was diagnosed by a method of supervision over displays of pedagogical skills in real conditions of teaching and educational process or in specially modelled situations, and also by means of some psychodiagnostics techniques.

Having considered the basic means, receptions, the technologies directed on creation of conditions for development of creative potential of students of pedagogical high school, it is necessary to note, that in spite of the fact that on all extent of forming experiment the allocated components of creative potential were a subject to development all, at each stage the priority direction on formation of one of components that has been caused by specificity and logic of educational process in pedagogical high school was designated. So, at the first stage conditions in a greater measure for formation of an orientation on creative activity and for development of intellectual efficiency, on the second (theoretical) – is substantially – information were created, namely the base to mastering by creative activity (a necessary level of development of psychological system of activity) was created; And on practical – activity (developments of creative abilities of students, mastering by technology of development of own creative abilities and abilities of children), at this stage were created conditions for realization of creative potential in educational and pedagogical activity. Such specificity of realization of system of development of creative potential at students of pedagogical high school has raised in whole its efficiency to what results of diagnostic research testify.

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OPTIMIZATION OF THE PROCESS OF THE FOREIGN LANGUAGE LEARNING AT THE DEPARTMENT OF LAW

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Nowadays global understanding in a variety of cultural forms is extremely important for fruitful mutual cross-cultural understanding among increasingly interdependent countries and communities. It can be successfully reached through communication. The tendencies of multiprogramming integration must prove the communicative interaction among people from different countries. In the content of Russia's Integration into the World Educational Community the significance of speaking at least one foreign language at the level of international requirements is rapidly increasing.

The practical purpose of foreign language training is to achieve high enough level of foreign language speaking among graduates of higher educational establishments to allow them to use foreign language as a means of intercultural dialogue at a level of the international requirements in their professional field and everyday life. Unfortunately the level of English among Russian graduates of higher educational establishments is not high so the teaching process requires great changes making the students active and successful in foreign language learning. The teaching process must be changed by means of applying the methods and forms which help to optimize the process to attain the target level of English among the graduates.

Most current research interests are closely connected with those approaches and methods of language teaching, which allow future graduates in Russia to improve their foreign language more efficiently in a short period of time.

The researching and teaching experience at the University at the department of Law has allowed stating the following approaches, methods and forms can optimize the process of the English language training and learning.

1. Communicative skills of senior students of law in the professional field will be developed by means of

- The elements of bilingualism in foreign language training, based on applied linguistics. The elements of bilingualism based on studying cross-languages terms similarities and cognates in Russian, Latin and English Law terminology.

- Efficient strategies for memorizing new educational material (e.g. students' cognitive input system can be relied on and exploited in presentation

the linguistic material in a logical, structural way, the usage of associative methods,) and the problem teaching techniques (solving creative problems, role plays) are used to develop skills of writing and speaking English in the professional field.

2. Communicative competence of senior students of law in the field of both professional and everyday life activities is achieved by using different language teaching approaches and techniques (e.g. an integrated approach, competent communicative approach) as well as new developments in language teaching (e.g. computer-assistant language learning, creative task – based learning).

While planning the ways which optimize the process such an aspect as interdisciplinary connection should be taken into consideration. One of the peculiar features of preparing future lawyers is studying Latin before the course of English. Such a succession of the courses provides a good background of studying English for the professional purposes as English, Russian, Latin law terms have plenty of cross- languages similarities which closely correlate to each other. Such an interdisciplinary connection and the language characteristics is the major advantage of the English training process at the department of Law.

It can be seen from the research that Latin has more in common with English than Russian. The linguistic phenomena of close words' meaning in English and Latin came from their origin, history and language development. According to Smernitsky's opinion about 80% words in any English dictionaries are loan-words from the other languages. The vast majority words are from Latin (in the field of education, building, chemistry, law, medicine and so on), more than a half of them are borrowings from French, less half came from the other Roman languages.

It was noticed that a lot of English Law terms are quite similar in both Russian and Latin as well. The research showed about sixty per cent of the most wide spread law terms have the same meaning and almost the same spelling in these three languages, so it may be concluded they are international and easily understandable from the word's form. Moreover, the words' roots are recognizable in Latin, Russian and English. Besides we can guess easily about the words' meaning according to the root in thirty percent of the terminology. Furthermore prefixes and suffixes are much similar in these languages too, so it is easy to mark out and define the root of the word. But the rest twenty percent of the law terms is difficult to recognize. The terms can be clarified according to the mentioned principles.

I. The absolute cognates (including international words) :

Latin	English	Russian
1. schema	scheme	схема
2 codex	codex	кодекс
3 petition	petition	петиция

II. Near cognates which have the same words' roots but the word building is different;

1. words which are similar in the form and meaning in English and Latin, and at the same time, not complicated in defining their meaning in Russian by the word-building;

Latin	English	Russian
akta	act	акт, иск;
locus	local	локальный
populus	population	популяция, населения

2. words which have some similarities in the form and meaning in English and Latin with some difficulties in defining their meanings in Russian;

Latin	English	Russian
iuris consultus	jurist	юрист-консул
criminis	criminal	Уголовный, криминальный
notare	note	замечать

III. Words which have no similarities between mentioned languages but the meaning of the word can be drawn from associative way of thinking;

Latin	English	Russian
prosecutio	prosecute	обвинять
iustitia	justice	справедливость
notare	note	замечать, заметки

Latin influenced greatly on English (in many cases Russian) word-building. A large number of Latin word- building elements were borrowed by English and Russian. This influence was possible cause English and Russian loaned many Latin words and their derivatives. Word – building elements in wide spread loan-words were distinguished, formatted later and became affixes, which got their productiveness. Soon they helped to form new words from the Latin roots.

Suffixes

Latin	English	Russian
-tor, toris; -sor, soris; creditor	-tor; -sor creditor	-тор; -сор. Кредитор
-or, oris furor	-ore furore	-ор фурор
-alis,e criminalis	-al criminal	-альный криминальный

Prefixes

Latin	English	Russian
Ad- advocatus	Ad- advocate	Ад - адвокат
Con-,com-,col-,co-, cor- confessio, compensatio	Con-,com-,col-,co-, cor- confession, compensation coexist	Ком-,со – признание компенсация сосуществование
De- defensio, departatio	De- defence, departation	Де - Защита, ссылка

The list of the most wide spread law terms in these languages according to examined principles is made and successfully used in the teaching process.

My primary goals in this research was to distinguish linguistic similarities of law terminology in Latin, Russian and English, find the cognates out and make the list of them in logical order for successful presenting them in classes. I've thus come to realize the positive effects of using linguistic similarities in my teaching approach. It helps the students to memorize English law terminology fast, develop their linguistic guessing.

An increasing stream of information in different languages through printed editions and a global computer network requires the future graduates to look quickly through a large amount of material in order to find the necessary information to solve the professional problems. Thus it is necessary to develop graduates' professional skills focused on practical usage of the foreign language in their professional field.

The process of developing skills of understanding and recognizing English law terms while reading specially oriented texts is effectively supported by two early known in a various degree languages (Russian and Latin), based on the students' linguistic experience.

Teacher's knowledge of similarities and divergences of two earlier studied foreign languages, (Latin and Russian in case of international linguistic

phenomena) will enable to choose the effective means and methods of training for better understanding specially oriented texts.

To enrich the students' law terminology vocabulary the following approaches should be applied: language guessing based on Latin and Russian languages, use of the word-building analysis.

S.K. Folomkina supposes, to understand but not to learn language phenomena. It is necessary to train students not the phenomena, but a method of their understanding.

From that point of view the elements of bilingualism in teaching can be effectively used. While applying it the students are offered to memorize new English law terms by analyzing and comparing with law terms in other languages (Latin and Russian). In this case we have a good example of a large amount of similarities in law terminology among Latin, Russian and English. Their attention is focused to the process the words relate and change over time in those languages. In class the students are showed methods of analyzing different terms in their word origin by means of morphology and semantics as well. Especially much attention is paid to the roots of the terms which are nearly close in the form and meaning.

Reading foreign language texts from the psychological point of view is the complex and difficult cogitative activity directed to decoding of graphic symbols and their processing in semantic signals. Consequently, the special skill of a linguistic guessing becomes extremely important to make students' understatement specially oriented text easy. That skill is successfully developed by means of methods of elements of bilingualism. The methods directed to develop the skills of quick finding and clearly understanding law terms in the texts.

The method includes the complex of tasks directed on enriching the English vocabulary consists of the interconnected exercises which are actively used. Data of the tasks are:

1. pre-reading tasks (exercise at a level of the isolated words that is absolute cognates and near the cognates; exercises at a level of separate sentences with the usage of absolute cognates and near the cognates);

2. reading text tasks. They are provided by two stages:

- stage is to mark out absolute and near the cognates;
- stage is to mark out, to compare with, to define terms which are not complicated in their meaning defining;

3 stage is to compare with, and refer to the graphic and structural parties of words.

- after reading tasks (directed to usage new terms in students' speech).

The goals of applying such a method as the elements of bilinguism are following. It helps the students to memorize English law terminology fast and with less effort and develop the language guessing which is so useful in the language studying on one hand. On the other hand such a method saves time at the lesson while reading and understanding new material in the field of law. The last means the criteria of optimizing the teaching process.

The high enough level of foreign language usage can not be achieved by developing the students' skills in specialized text reading. There are a lot of other types of foreign language activities which should be stressed in classes as well. It's impossible to achieve the target results without special methods, means and forms which would be suitable for both students and teachers. To develop different types of foreign language activities (reading, listening, writing, speaking) the following methods, means, approaches and forms should be used.

- Elements of bilinguism based on cross languages' similarities and the cognates in Russian, Latin and English Law terminology;

- Language teaching approaches (e.g. integrated approach, competent communicative approach) as well as new developments in language teaching (e.g. computer-assistant language learning, task –based learning);

- Efficient strategies for memorizing the material (e.g. students' cognitive input system can be relied on and exploited in presentation the linguistic material which is suggested in a logical, structural way, the usage of associative methods, creation of mental connections);

- An equal development of all types of speech activities are achieved by means of a combination of competent communicative and cognitive communicative approach.

Traditionally the course of English starts with a placement test. But the students are suggested taking psychological aptitude test as well to learn their cognitive input system. Moreover it helps to understand better students' cognitive input base which can be relied on and exploited effectively. The students' cognitive input basis are analyzed and taken into consideration while preparing the tasks and tests. New linguistic material is presented according to students' main input cognitive system, developing all their representative systems by means of careful examination and selection the training exercises. It makes the process of learning English more effective and interesting.

Additionally, one of the successful methods of efficient strategies for memorizing the material is the method of representing language material in logical (theme), structural (schemes, schedules, structural-logical schemes) and associative ways. New material presentation according to representative

systems of students develops all other representative systems by means of careful examination and selection the training exercises, making different tasks to develop students' input representative base and creativeness.

All these approaches and methods make the teaching process more interesting and effective and easy to learn and to teach on the one hand. On the other hand such methods save the times in classes and help to memorize the studied material faster and to start speaking English easier. It means the examined methods optimize the process of training English.

All statements under examination help to create an optimized English process aimed to improve the receptive language skills as well as productive ones among graduates of higher schools including translating skills (especially in their professional field) and to achieve the target results in a limited time.

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YOUNG PEOPLE OF THE XXI CENTURY: PERSONAL QUALITIES DEVELOPMENT

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Integration to the world community and process of constructing the open democratic society aims the Russian educational system to educating the generation with global thinking. This kind of thinking is characterized as an ability of a person to consider oneself not only as a representative of the national culture but as a *citizen of the world* who realizes his/her role and responsibility in global human processes.

The English language has a great potential educate young people for citizenship, to work with cultural differences as a teaching strategy to civic understanding. Today language teachers are in a position to exercise their trade with the definite idea in mind:

- to establish bridges of friendship between different cultures,

- to present human diversity as something positive,
- to arouse a taste for the complementary of various traditions,
- to discover the cultural conditioning of our opinions, options and values,
- to promote tolerance, to learn to dialogue, to respect differences and to get on together.

Cross-cultural education and intercultural awareness in the English language teaching are often talked about. But sometimes, filling our students up with all the requisite grammar and vocabulary, and polishing their pronunciation and honing their communicative skills doesn't actually seem to be helping them to achieve the wider goal of being able to genuinely communicate with and understand the real world outside the classroom at all. It leads to the situation when students say that in spite of several years of schooling, they lack understanding of foreigners' attitudes, aspirations, sentiments and values. No wonder they feel embarrassed even frustrated when talking to American or British people!

Communication becomes easy if we free ourselves from national images or stereotypes which are roughly speaking, said to be generalized profiles of a nation or its people.

The belief is widespread among sociologists and political scientists that stereotype national images are dangerous concepts in that they lead to improper conclusions and assumptions about other peoples – that national images obstruct international understanding.

International understanding – or misunderstanding – is a natural concern of serious, humanistic – oriented people. We, teachers of English, are to be free of stereotypes about peoples nationalities and promote the idea of tolerance and understanding among nations through our teaching. It makes the language a powerful means of cooperation and collaboration. If our students are to have any hope of using their language skills to genuinely comprehend and communicate, intercultural awareness is crucial.

Cross-cultural and intercultural studies should be an integral part of linguistic education curriculum. And civic education helps to fight suspicion and other ethnocentric notions of students to a great extent. Both citizenship and multicultural education are important for intercultural awareness.

While teaching the English language we can see that civic and cultural components are integrated. Both the components are focused on developing *intercultural communicative skills*. Let's try to follow the stages of pupils' cultural self-definition in the process of learning a foreign language and highlight the elements of culture and civics.

Stage 1 – Ethnocentric stage reflects *elementary level* of pupils' notions about the culture of the foreign language they learn. Here there is the danger of such factors as over-abstractions, overgeneralization and oversimplification in forming an image of a country.

Cultural diversity phase in teaching stands for escaping *simplicity and stereotype thinking* about different nationalities, which can lead to cross-cultural gaps and misunderstanding.

Stage 2 – Cultural self-definition is important for developing *openness* in pupils' assimilation and co-operation with the cultural community they learn.

Stage 3 – Dialogue of cultures stage can become the *process and purpose* of an individual's life.

Ethnocentric stage:

Cultural component

A pupil tries to look at another culture through the positions of values and standards of his/her own culture

Civic component

A pupil gets elementary notions about oneself as a young citizen and representative of his/her native country who has an opportunity for communication and co-operation with other cultures and nationalities.

Cultural diversity phase

Cultural component

A pupil learns more about the variety and diversity of cultures in English – speaking countries and his/her native culture.

Civic component

A pupil begins to see that people are the citizens of different countries.

Cultural self-definition stage

Cultural component

Pupil defines one's own place in multicultural world and among multicultural subjects

Civic component

A pupil adapts to the open world in which he/she lives, with its multilingual and cultural complexity.

Dialogue of cultures

Cultural component

A pupil passes from thinking and realizing to the activity

Civic component

A pupil realizes himself as a participant of the *world citizenship*.

Intercultural perspective obliges us, teachers to consider both in selecting the textual materials and teaching methods employing the three factors:

- cultures of different countries,
- cultures of different groups within a country,
- cultural differences between individuals belonging to the same cultural group.

The English Language teaching is conceived as, on the one hand, a common language based on shared concepts, norms and values. On the other hand, the world should be a place for multicultural, multi-ethnic encounters in which students learn to coexist without losing their own identity, so to say *unity in diversity*.

What pedagogical techniques of teaching Civics in the framework of linguistic education we can use?

Teaching Civics in English classes as a foreign language presupposes the use of special pedagogical techniques, topical just for linguistic education. Such techniques are the object of knowledge absorption, since they be in an extricable connection with civic competence formation. Primary pedagogical techniques include:

- Comprehension techniques. Comprehension is a person's ability to add new meanings to his/her own field of meaning, *to appropriate somebody else's as your own*. In this regard comprehension is the main civic competence, for it underlies man's existence in the society as a basis of tolerance and peacefulness (absence of conflicts). It is also a way of liberal thinking and an important linguistic ability, the lack of which makes the process of learning a foreign language impossible.

- Dialogue techniques. The ability to organize a dialogue and keep the conversation going implies not only man's capability of communication, but also his/her willingness to perceive another point of view, different culture, i.e. the capability to live at peace without violence and aggression. It is the dialogue that constitutes the most important humane ability, developing itself in the process of learning any subject a foreign language in particular. At the same time the process of linguistic education is impossible without application of dialogue techniques.

- Communication techniques. Communication means the capability of a person to find his/her place in the social, political, economic and other spheres of society's life, to gain access to information sources, to apply various means of receiving, distributing and storing information. Actually, we can talk today about a revolution in communication, which determines a civic society's formation and development. Moreover, the ability to communicate

forms a primary human ability which makes learning a foreign language possible. Organization of communication in a classroom is the most appropriate technique of stimulating civic society relations in the process of education. We can teach civics *in class, outside the classroom and use TOMELTA resources (Tomsk English Language Teachers Association)*:

In class:

- Use trans- and interdisciplinary approach, concerned with attitudes, social practices and everyday experiences through a variety of exercises: discussions, role plays and sketches;
- Attain *civic literacy* using special materials for reading, listening, writing and speaking;
- Develop skills: know-how, practical and life skills. Learning citizenship is associated with the development of critical thinking, communication skills, a spirit of initiative, autonomy, ability to negotiate and to resolve conflicts peacefully through civic debate, delegation of authority.
- Not to provide ready-made formulas for rapid socialization, but to sow the seeds of gradual discovery of the rules of social life and democratic participation.
- Avoid stereotypes and prejudices about different nationalities while teaching.
- encourage cultural awareness through oral projects (including costumes, food, books, poems, etc. to explain and allow visualization of the cultural differences), written assignments (cultural events, customs, traditions to be included under the topics for essay writing and comprehension questions should be open-ended)
- use cooperative learning strategy, namely group work to improve social interaction, enhancing language development

Outclass work:

- develop Civic Education Syllabus for students to use as the additional course or as the profile;
- organize special extra-activities: assemblies, reflective training, clubs, meetings, etc.
- use the potential of pupils' scientific society to develop researching skills in civics
- use folk media (folk theatre, puppet shows, folk dances, ballades and mime. Folk media is part and parcel of the rural environment and is a credible source of information.
- develop social partnership with public organizations, funds, associations.

TOMELTA:

- collect data about the English language teachers working in developing civics;
- participate in seminars and conferences on Civics matters:
- take part in the municipal project “ Tolerance: from generation to generation”
- develop teaches and pupils initiatives
- co-operation and partnership with different organizations and structures.

Five-years experience of Youth Assembly for Tomsk schoolchildren demonstrates the effectiveness of all the above-mentioned methods and techniques. About 30 schools of Tomsk have participated in these programme and 25 schoolchildren took part in the International Camp of Kindness Foundation, where they could use English as a means of communication with the children from the USA, Canada, Australia and develop their skills of Peacemaking. Since 2004 the Assembly has been sponsored by Tomsk Education Department . We believe that civic education is obviously a fundamental part of cross-cultural study. Civic awareness is not really therefore a skill, but a collection of skills and attitudes better though of as a competence.

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CHANGES OF THE WORLD: THE PERSON OF AN EPOCH OF SUBCULTURE

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The basic theme of it of article – changes. In given article we shall pay attention to a question. Whether there is a need (requirement) of updating of the person if the person finally has not generated itself?

XX century has entered many-updated process of personal characteristics of the social person into a society. New humanitarian researches have expanded horizons of concepts «Myth», «Archetype», «Person». The understanding of terms «Adaptation», «Initiation», «Social adaptation of person», «Socialization» has changed. Terms «Teenager» and «subculture of Youth» have appeared.

The myth during XX centuries has seriously changed the semantic area, from impersonal and constant perusal of a collective sample to a personal myth.

Updating of the nature of a myth – has inevitably given updating the person. Social – psychological «Myth» (unconscious expression of collective imagination) becomes the symbolical form in self-representation of intellectual processes that show in dreams, imagination, fairy tales, myths and conscious experience and, at last, in our usual behavior. “I” build “Me” и I «support» new tradition of growth, subjecting to changes traditional Myth – hence, I form an explanatory myth.

The term «Artifact» – is originally entered K.G. Jung, as, an ideal image, representation [1]. But further it starts to investigate, as a congenital sample of behavior in a classical human situation which is symbolized by images of heroes, actors, characters or leaders of influence (A. Gugenbulle-Kreig [2]).

So, the society starts to form new images. First of all – an image of the Past, the Future and the Present. Formation of private (individual) myth will change a leading archetype in a society as a whole.

Today we collide with the phenomenon of «the Leading Archetype» which, being transferred to a society, changes (replaces) a psychological background and groups, and a social lava as a whole. A society of alienation is live in epoch of mass media (actually pressure of mass media upon individual systems of value – one of the main attributes of totalitarianism!)

However, it is necessary to understand what is the new order (new formation) of our society today collides. More frequently, it is «Pseudomorphoses» (false formation) or «Simulacra» (imitation of the validity) (J. Baudrillard [3]).

Therefore the Dream and the Myth today are added by obligatory pair the Legend and the Utopia (Anti-Utopia). The legend plays a role of institute компенсаторной adaptation to the present, and the Utopia (Anti-Utopia) globally adapts perception (recognition) present for reflection of an image of the future. Here again very important as we work with historical retrospective display (our memory).

Volens nolens, three times lay in consciousness of the person: the Past = the Legend (the World of Imagination) – the Present = the Post-present time (which escapes, but does not become to the legendary Past) – the Future = the Utopia (Indemnification of the transitive moment of the present to the past and the future).

The social psychology has some definitions, connected with not adaptive experience of times:

The Past (Replacement – replacement of concepts – one of kinds of psychological protection, allowing to see and hear only desirable, and, accordingly, the person excludes and replaces everything, that “is undesirable”)

The Present (the credit of Idiosyncrasy = allergic reaction; in social psychology, attitude of a level of normative behavior and the sizes of the status of a subject in the given community (M. Hollander). In another way, measuring of degree of society’s deviations from norms of group, expectations and ideologies of leaders (H. Kelly).

The Future (Sublimation – translation social – dangerous desires in the conceivable channel of imagination and dream which reduces a critical level of pressure connected with a personal dissatisfaction (S. Freud).

Breaks of time – is the most of symptomatic phenomenon of psychological ill. Besides all this also is deformed by factors of accompanying circumstance. Actually Initiation’s institutes worked to lower feeling break of the times through rapprochement Traditions, Daily occurrence and the Forecast [4].

We already spoke, that it is a lot of peoples basically have no concept «teenager» (a person of awkward age from 13 till 19 years). It will be useful for us to recollect the social institute regulating the relations in a «intermediate» condition (not the child, not the adult) – Initiation. The term of “Initiation” (from Latin. “Initiare” – to devote to enter participles of a cult), a complex special ceremonies in primitive peoples for transfer of understanding the values accepted in a society and norms of behavior to generation which has reached (achieved) social age (12-13 years). From here and close connection with sexual division of a labor and the specificity determining cultural representations. As obligatory ceremonies consider:

- Ceremonies of dedication for all achieved the established age;
- Ritual isolation from adults up to some term (about one 1-year);
- Introduction of youth in the world of participles and cults (without censorship); the physical and moral devoted tests;

It causes to make feeling of unity, participation in affairs of community in youth to provide their transition in the status of the full member of a society.

Social institutes of Education have taken a Initiation's place today. The principle of "transition" from the status of the child to the status of the adult is changed also. "School-leaving certificate" – is not parameter of biological or physiological changes, and the certificate of school education.

In Western (now and ours) traditions of children train is in individualism and a competition. The awkward age has no any exact borders (it "is floating" from 13 years, in 16 – school, in 18 – a compulsory military service, at 21-23 – reception of higher education, downwards by 24-28 years – ending of studying of the post-graduate student or internship), the teenager can be inside marginality situations within 14 years. He is connected to a crisis dilemma: who I, « trained the child » or « the independent adult »? In 28 years we receive all the same deeply personal conflict, as at the teenager! So what we wanted after that from our civilization? Marginal man – there is a main hero on a stage of the big public theatre. People, which on the one hand have got values two and more inconsistent – polar – parallel cultures, with another – test of discomfort and expression of the behavior transforming marginality of person's structure, in the some Uncivilized.

Really, the term «Marginal man» also has undergone to number of changes. Within XX century, name «Marginal men», has been understood:

1. – as result of spatial moving of the person (the compelled refugees);
2. – as the compelled stay in alien cultural field, an another's environment;
3. – as denying of structures and characteristics for traditional culture of the given society;
4. – as representation about numerous carrying out of groupings conducting an antisocial way of life;
5. – as a life of the one who rejects a society, or the one who refuses to be rejected by it;
6. – as new professional movements which become necessary in connection with occurrence of new branches;
7. – as acceptance – nonacceptance of Another (culture, the person, professional work, social group, etc.),

In our research the relative new understanding Marginality was necessary.

8. As the certain feature of the representative of modern youth which does not carry negative features of the stranger. The answer of Youth generation to the calls of Postindustrial Life.

Really, in any social changes, the most vulnerable part in a society is youth. In them – not existing adequate representation about the Past (any

legends, are actually reconstructed by mass media), is not present any adequate attitude to the Present (they already adult when business concerns their rights, but they there and then refuse the status of the “adult” person when business concerns their duties). There is no adequate estimation of the Future (the Future for them – returning (technocratic) designing of the Past).

Social adaptation there is the most vulnerable social process. Socialization – process of inclusion of a new individual in sphere of social activity. When the society allows the young man to transfer a difficult way of Initiation (to receive rights and duties of the adult completely responsible (crucial) for itself).

First of all, because, Initiation the branch from other «children’s world» is also, it – pass through a legend, border of experiences – a boundary condition (a birth – death – revival). This movement through a fairy tale – the magic world of imagination and usual perception (recognition) of invalidity which describes all subsequent life of heroes one boring non-significant line: «... they lived long and happily» in the adult world of parents which will grow old, and in wisdom a material world leave. In many respects this travel on road of «Self» and conjunction passes through collision with «Shadow».

False formation of Initiation, makes pseudo – социализацию when the declared purposes do not meet to real behavior and expectations. This situation also conducts to replacement of the validity – full actions. Simulacra reigns in the world of the mass information from advertising up to «soap operas».

In my monographs I have show all variety of a communicative field of subculture of youth, which has been submitted as big table of stratification [5]. Obviously from the analysis of a problem, the structure of this area has various external and internal sources of formation, but it be described in one space as sub areas (pieces of underground’s part):

I. Informal group, «EXPELLED Out Of SOCIETY» – first of all people which for any reasons could not be entered into a society in some stage its development, the unions of invalids here concern. We have placed (have assigned) three, has most precisely presented (subjected) to the block internal Subculture to youth: orphans; «got stuck» («old men»); Subculture of crime.

II. Informal group «POLITICS». A cohort enter: ant global movie; beatniks; the green world; dissidents; associations of youth in the political parties, fascism’s group, skinhead’s block, bunkers, extremism’s organizations. In this cohort included young people, who has joined the side (as a rule, during seasonal activity in elections) for the sake of any benefit (for example, payments for work). To them it is interesting neither ideology, nor the moral form of the party; many «hares» can work basically on several owners.

III. Informal group «CREATIVITY» – authors, artists, musicians and their friends. Presence of external attributes in this case, apparently, is created a feeble attempt though any illusion of the organized association (КСП; MOMA; Destinies – clubs). Thus with the big action of probability it is possible to accept, what even among members of such group there is no unity, to close emotional communications, and unity.

IV. Informal group «INDIRECT POLITICAL SENSE»: visionary; “intely”; cyberpunks; nowhere men; punks; religious nonconformists; sectarians; hackers; hippie.

V. Informal group «NOT POLITICAL SENSE»: bicyclists, bickerers, teddy-boys, Goths, grangers, jungle, Hindus (Indians), acid-people, metal men, role gamers and skaters.

VI. Informal group «CONFORMISTS»: a) Social movements, which main slogan: « we against to be the rebel, type, “Gold children”, fashions; and б) groups of interests (hobby). Groups of interests most of all remind «illnesses of growth» – movement, very young and unstable.

However, how it is possible on a degree already some generations on the relay this experience in such dynamic group, how youth? We have seen that in the basis of processes of subculture’s dynamics of youth, there is a pair «Chaos» – «Order». In the basis of this hypothesis M. Lotman and G. Knabe have declared complex character «Unstable» systems [6].

(In researches E. Fromm people ran from freedom, now run of youth from the validity), however the tragedy will consist, which «Malvina» (the heroine of book A. Tolstoy) from narrow мирка should avoid dolls in the country of adults, it then all life, as «Alice» (the heroine of book L. Carroll) to search (to give indemnification, to build) the Worlds behind of a mirror in social blanks of daily occurrence.

And Pinocchio (K. Kollody) – the boy, not understanding, that he the alive, defenseless essence – in this sense is immortal. He endows independently and easily the life dies and revives, he corresponds to game rules, roles, bodies and masks. All is embodied in everything, – only to turn to the usual (mortal) person. That is as compensation to have an opportunity to die finally [7].

The technology of designing of the person in XX century has led to absence of alternative. Frequently we undertake to project the person, not asking him, not explaining him and not informing him about result of a cultural product. He does not know, what skills and knowledge will absorb with school, university, corporation. The young man arrives to situations of known lawlessness. Now he aspires to escape from this «lawlessness».

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THE DAILY PRACTICES OF CONSTRUCTING A PERSON: THE FOOD

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The food is a basic daily practice. The choice of food depends on the cultural tradition, worldview characteristics, actual format of the social reality. The food for a person – more than the way to satisfy physiological hunger; interacting with the world through a one or the other culinary concept, a person learns variety of reality and has experience of daily embodiment in the appropriate perspective. Food influences at the formation of human identity – at its corporal, national, communicative, moral characteristics. Food has been the subject of the social control and manipulation, for example, in a condition of totalitarian organization of social reality.

For a man the food has symbolic meaning and can be considered as series of binary codes: the food *daily-celebratory*; *alive-dead*; *divine-diabolical*; *male-female*; *usual-ritual*; *meat-vegetarian*; *artificial-natural*, *urban-village*; *useful-tasty*. The food's code *mine-alien* has the special status. This code marks the space of human existence merely, separating mine from alien. For traditional person *mine* – it is human, *alien* – it is inhuman; *aliens* may be from another world, world of dead, world of evil. Alien may come with unpredictable intentions, and it can be recognized if to invite of alien to have participation in the meal. Rejection of alien to have participation in the meal means confirmation of the worst suspicions about him, consent to have participation in the meal suggests that alien is not dangerous and even he can be named as mine. Classification of food as *mine-alien* can manifest itself in

several different ways: the food of alive people and the food of dead people, the human food and the food of other creatures, the food of people of this culture and the food of people of other cultures.

Perhaps, classification of food as *mine-alien* was the first way of cultured coding of the food, when unconscious was tabooed and it was reflected as the bans on incest and on cannibalism. For prehistoric people a human person is a person subordinated taboo and a person under the protection of taboo, a person eating “proper” food and abstaining from tabooing food. Therefore, to be a human person it means to be *mine* (don` t be *alien*) and it means to consume “proper” food and to do in proper form – all this fixes a clear division between a human world and wildlife.

Stages of transformation the food reflect cultural changes and contain the potential of subsequent development of the culture and the society. For example, food processing by fire became the anthropogenetic revolution, which provided a further evolution of humanity and the development of a basic cultural forms of human transcendence. The emergence of tradition of thermal processing of food meant change its biochemical composition, and, therefore, and change of opportunities (qualitative and quantitative) for consumption of the food. Processing food by fire led to a reorganization of social space, when relations of a man and a woman changed and acquired a new dimension. It organized and sent on the evolutionary way the process of human cultural development. Traditionally herbal foods perceived as women’s, the meat considered as men’s foods, therefore, woman originally sought vegetable foods, and man hunted. Processing food by fire changed and enhance cultural status of women, which has become the keeper of fire-hearth. In the mythology of northern peoples is the image of “mother of fire” or “hostesses of fire”, it indicates the specific role of women in care about fire, in the preservation of fire.

The next consequence of thermal processing of food – the strengthening of communication and the creating ways of regulating communication. Ritual of meal originated around food process, when food is not simply nutrition but communicative act where a person overcomes its biological content and animal nature. G. D. Gachev [1] writes about unifying role of fire which helped to overcome differences between farming and nomadic peoples – as it is known, eating food affecting the national type of corporeality, affects the type of national mentality. When peoples began to process of food by fire, farming “vegetable eating” peoples took necessary energy and strength fire; and nomadic carnivorous “eating meat” peoples received from fire modesty and steadiness.

Fire united people and eliminated determinism of specialization in a sphere of nutrition which is lawful for wildlife. Variety of food means is also diversity of ways of cultural development. A man cannot have narrow specialization food like animals (although we can argue that national cuisine is a purely human way of specialization food).

The next stage is sacralization of food when a person identifies various types of food and gives them symbolic meanings and a special communicative status. Each type of food has its own meaning and, therefore, supports a particular format of life. For example the code of food as *daily-festive* regulates the necessary balance of daily life and the holiday. This balance is disrupted in modern world and this code has lost relevance. The original meaning of the holiday as sacrifice expresses breakthrough to the transcendence which is impossible in usual reality. But modern culture distorted archaic semantics of holiday because it exploits festive conditions too¹.

The third phase in the history of food can be named the phase of development of national food types. National type of food creates identity of national type of corporeality of a person. National cuisine reflects the ecosystem in which ethnic group lives. National traditions of food formed in close connection with this ecosystem. Kozlov A. I. [2] writes about it that: “When Italian invites to have a meal, he invites to eat “carbohydrates” – the word “pasta” means for him not only dough dishes, but food in general. Russian invites guests to eat “carbohydrates with microelements”: “bread and salt”. In Greenland food traditionally denoted by the same word, as and the meat, “neri” [2, P. 7]. Gachev G. D. writes that national dishes are ways of “reading” the world: “Each dish – thought and judgement about the world” [1, P. 58]. National characteristics of food are expressed not only in the natural composition of ingredients, but in the manner of treatment: to boil or to fry, to cook as whole or to grind, to mix or not. In Russian proverb: “Schi and porridge – our food» is expressed relation to the basic dishes of Russian cuisine in its archaic form, later Russian cuisine undergone strong foreign influences. Porridge is “collectivity of seeds” [1, P. 71], and represents principle of collectivity as a significant aspect of the Russian mentality. And schi and porridge are boiled and vegetable dishes. It is food of farmer, characteristics of farmer can be described as follows: sustainability and the ability to the heavy labor, respect for the land and the special close relationship with her.

The fourth stage is the expansion of cities – civilized person would like to overcome the natural composition of food, to overcome cultural meanings of food and to use it only functionally.

¹ So, advertising of food products constantly uses the effect of festive condition. A festive condition is a symbolic “wrap” of the concrete product of food.

Cultural diversity of national cuisines is overcome in unified social space which creates the same unified type of a person. This standard is maintained on all levels of culture but if it is maintained in daily life – it is more dangerous. Kozlov A. I. writes about “westernization” of food and notes that traditional cuisine changes very strongly and tends to cease to exist, if faces with industrialized form of nutrition. The reasons of it are very simple – maximum “civilized” products as a rule are semi-cooking and canned, they are ready to eat and attract bright packaging, they can be saved for a long time. Traditional cuisine has no such qualities.

The symbol of “industrial” food is fast food. Fast food is typical manifestation of American culture and it has solid position as a modern food for modern active young people in the whole world. Fast food reflects the specificity of American national model of the world¹. Fast food is unified democratic available food, specific “fuel” for the body, fast food is simple and caloric. Fast food is maximum simplified format of nutrition. The effects of the consumption of such food for American society already now are disastrous, therefore, fast food is popular very much still.

Modern people have some fears regarding food: especially it is a panic fear of mutation and transformation of the human corporeality which can be changed very much with such “industrial” food. The wonders of modern technologies are seen as a threat of human identity, meanwhile, as previously these technologies were perceived as the opportunity to solve the problems of hunger (shortage of food). Food has become one of the main subjects of advertising and was liberated from its original semantics. The modern advertising and media create and offer the such image of the food, which provided some predictability identity and values-behavioral orientation of the average man.

So, the problem of the transformations of the food in a globalizing world is actualize, especially the problem of a preservation traditional cuisines and traditional food. However, the processes of industrialization and westernization nutrition, leading position of fast food (not as a specific form of food, but as a format of the food that reflects the value picture of the American image of the world) – these processes are also inevitable and obvious.

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HUMAN POTENTIAL AND ITS DEVELOPMENT THROUGH THE AGE TIMELINE STAGES

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The training of highly professional, able for the self development, physically and mentally healthy specialists is one of the greatest aims of the vocational training, to achieve that one requires a creation of a number of psycho-pedagogical conditions.

One of the significant conditions for training of such specialists can be considered the development of their ability for self-knowledge, self-education and self-development.

So what are the potentials that can be developed in a person? According to the M. S. Kagan [1] we can point out five potentials:

1. Epistemological potential. Is characterized by the size and the quality of knowledge a person disposes. And the knowledge consists of the world-outlook, natural and social factor, and self-knowledge. The quality of acquisition such information depends on the inborn intellect, education and experience.

2. Axiological potential. Axiology is a theory of values, moral or aesthetic. Is characterized by the acquired morals and values during the social life of a person its ideals, life aims, convictions, opinions, desires as a unity.

3. Creative potential. Is characterized by the acquired skills, abilities and aptitudes for the creative activity: creative and destructive, productive and reproductive. And also is characterized by the size of its realization.

4. Communicative potential. Communication skills, oratory skills. Length and the strength of any relations.

5. Artistic potential. Is characterized by the level, content and the intensiveness of the artistic needs and its realization.

“Thereby, personality is not characterized by its character, temper or strength. It is characterized by its values, creativity, sociability and needs in self-expression by any artistic means.” M. Kagan [1].

Studying the works of physiologists [2], psychologist [3] including the Pavlov’s opinion – human is a self-developing system. We have made the following conclusions:

1. In every person there is a natural potential of a “thinker” (the second signaling system of the left brain hemisphere) and an “Artist” – creative personality (1st signaling system of the right brain hemisphere) and also

some potentials for the self-regulation, self-development and self-realization.

2. The development of the “thinker” and “artist” potentials can favor the development of the Gnostic, axiological, communicative, artistic and creative potentials of a person.

3. Development of these potentials can be fulfilled through the whole life starting with the childhood and through the process of changing the leading types of a person’s social activity.

4. There are exact periods of the life timeline favorable for the development of a particular potential. We call them “Sensitive”. Based on the maturity of the physiological and psychological human functions. That is why education should be nature-conformable.

5. It is very important to take into account the “Sensitive” period of a personality development in kindergarten and then in an elementary school. And if you don’t take this into account it may lead to an unsatisfactory development of person potentials in high school, colleges, and vocational training institutions.

“Sensitive” development period of imagination is considered to be the age of 5-7. By this age the visual-acting and visual-creative thinking is developed, and the apprehension is in the development process – analysis, synthesis, comparison, generalization. And the role-playing game experience is obtained.

“Sensitive” development period of logic is the age of 10 to 13. A child is available not only for visual-acting, visual-creative thinking and apprehension but also he or she can make conclusions.

“Sensitive” development period of a Personality is the age of 18 to 20. By this age person is capable of self-regulation, self-education, self-development, intelligent cognitive activity – perception, memory, attention, thinking, imagination, speech. On this basis one can develop: spatial reasoning and abilities for targeting and planning. Each of those is considered to be of great importance for the professional activity of a person.

Analyzing the works of Russian and Foreign philosophers, physiologists and pedagogues on the problem of personality development, we have come to a theoretical and methodological base for development of personality and its potential:

- anthropocentric, systematic, psycho didactic and psycho pedagogical approaches;
- combination of three connected components of the process of a personality development in the ontogenesis: socialization – the modification

from infancy of an individual's behavior to conform with the demands of social life or the act of socializing or the state of being socialized; individualization – discrimination or perception of the individual within a group or species;

- the unity of mind, personality and activity;
- pedagogical complex, which would provide the active interaction between personality and social environment;
- training for the next age period in the process of development in order to prevent personality age crisis;
- person should know its individual cognitive stiles and psychological peculiarities, that can be a basis for the self-education, and self-actualization;
- finding a person's purposefulness in particular the purposefulness for the future profession;

According to the methodological base and according to our concept of quality of educational process in higher education [2], and grounding on our study and study of our post graduate students we have established psycho-pedagogical principles of personality development, development of its potential abilities and healthcare in the higher educational process.

- active position of a student, desire for self-education and self-realization;
- effectiveness of the educational process, provided by the teacher;
- formation of creative educational environment in every single class and any educational process.

It is obvious that for the development of the potential student abilities – their intellectual, professional, creative skills are characterized by the competitiveness of the future specialist we need to create creative educational environment. Such environment can be created by a teacher in any subject; those teachers base their pedagogical activity on personality oriented and systematic psycho-pedagogical, psycho-didactical approaches in education.

What are the principals of forming creative environment in an educational process? The most important principles can be found in our work “concept of quality of educational process in the higher education systems” [2]. They are based on realization of different methods and forms of teaching by means of using different technologies including the computer technologies.

- the principle of humanization of education, self-development and development of students' personality;

- taking into account student psychological and individual peculiarities.

Inclination to a particular subject or profession.

The psycho-pedagogical conditions for the activation of self-cognitive activity are the following:

- changing of the roles of a student and a teacher. Teacher becomes not a transmitter of knowledge but a guide for the active acquisition of knowledge by the student;

- motivation is of great importance and it can be acquired if the educational process follows the students inclinations to a particular subject or activity;

- any information given by a teacher should be systemized and structured. Information should have two forms: a systemized information block (schemes, tables, diagrams) and also should be based on the didactical principles (starting with details and finishing with a conclusion);

- use of active research methods and the use of contemporary computer technologies;

- brain storming (in small groups);

We should also mention that the changing of the roles of a student and a teacher can also be performed, provided that a teacher develops didactical materials, methods, technologies and education control systems, helping the student to be active, creative and independent during their cognitive activity. That can be an educational methodological complex (EMC), including automotive EMCs.

Such educational complexes and technologies should be oriented according to the development of the intellectual and professional skills of a student. And students should be able to work more effectively (less energy and less time spent for any activity) and independently. As an example we can suggest the following EMCs aimed on the creation of a creative educational environment:

- “Inorganic Chemistry” – S. YU. Andreeva [4];
- “Mathematics” for the 9th grade – L.M. Golubeva [5];
- “Mathematics” for the 5th – 9th grades – A. M. Pustinnikova[6];
- “Literature” for the 5th-9th grades – L.S. Mishenina [7];
- “Art” – V.A. Pantikov [8];
- “A Foreign language” for the Foreign Language Faculty students – Vadim Yu. Zyubanov [9];
- “A Foreign Language” for the student of a polytechnic school – T.V. Ivanova [10];
- “Engineering graphics” – M.V. Matveeva [11];

- “Microeconomics”, “Human Resource Management” – I.G. Nikiforova [12];
- “Economics and Mountain Mining Management” – O.V. Bogdanova [13];
- “Hydromechanics”, “Pumps, Fans, Compressors”, “Pedagogical Psychology” on the basis of a structure–logical schemes – Irina Yu. Sokolova [14];
- “Principals of the High Technical Education”, “Vocational Education Technologies” – T.N. Tabrosko [15];
- “Electrical Engineering” – N.P. Fix [16];

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MEASURE OF ATTRIBUTIVE HARMONY IN THE SEMANTICS OF ARISTOTEL'S IDEAL, «QUADRATIC» PERSON

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In living nature the genetic code and laws of genetics have self-sufficing value. They are responsible for self-reproduction of biological organisms and possess a high degree of stability. Owing to it, separate species (for example, a scorpion, a shark) exist hundreds of millions years practically without changing. The person as a biological species of *Homo Sapiens* developed evolutionally a long time ago. However, as a social being, unlike bioorganisms, has a capacity to produce creating around itself “the second nature”, i.e. society. Being a public creature, capable of setting purposes and solving problems it creates itself. It means, that the conditions of the person as a member of society undergo transformations in time simultaneously with the transformation of the structure and the specificity of work, change of its transformed forms, change of the basic elements of the character and the content of productive relations. But the needs of the person in due course are also updated, enriched with new components. Accordingly, the arsenal of instruments of work as a means of satisfaction of these new needs extends too; technical and technological equipment of activity increases, its projective and constructive orientation is improved, new institutes emerge providing its stability and reliability, development and system quality. The horizons of social life of the person extend as it creates culture which, in P.A. Florensky's words, is work for organization of space, i.e. not only the external world directly surrounding the person, but also its internal space as the subject of practice and the carrier of intellect.

It should be noted, that the advanced “subjective creativity” for transformation of the surrounding world is a stick with two ends. It can turn out to be negative if, being blinded by successes the person will start to revel in its power, having taken the position of a know-it-all, which can afford everything. The traditional knowledge received at the universities many centuries before since the times of Socrat and Aristotel and based on “similar to time”, logical paradigm can lead to such ending. Its hypertrophied rationalistic component does not guarantee completeness of knowledge of the world at all. On the contrary, this knowledge is concentrated on solution of quite concrete historically conditioned problems of ensurance of progress, i.e. it is functionally limited in time. It is derivative of the needs of creation of the necessary technologies demanded by the “era of mechanistic understanding of the world” in which the demiurge appears as a “watch-maker”. The essence of this knowledge is logic as a sequence of necessities, and determinism,

which the Nobel Prize winner I. Prigogin has assimilated to “a caricature of science”. Therefore, it is not exhaustive at all and does not guarantee completeness of understanding of organization of the world of nature transformed by the person. Domination of logic as a sequences of necessities has instilled into people’s minds the sense of self-confidence of know-it-all, intolerance to any other education system, has introduced the illusion of the true (“scientific”) understanding of the essence of the world in their consciousness. But in the world besides necessities there is something more important, making fermentative action and not allowing to transform the person into the machine”. “Reduce all life to necessities and the person will be leveled with an animal”, Shakespeare proclaimed in “King Lear” many centuries ago.

Thus, it is clear, that the so-called “logically verified” and “scientifically equipped” activity of the person on the Earth is fraught with coming and, probably, long operating global crisis. Being accumulated in the form of pollution of Nature and approaching by small steps during many thousands years, the person’s nature transforming practice is able to change the intensity and condition of public life, to lead to asphyxia and to poisoning of every living thing on the planet. By estimations of biologists, already today about 100 biological species daily and for ever disappear from the face of the Earth. Their number, by the existing estimations, reaches 4,5 million from which no more than half of them are revealed and described. The ecological crisis, reminds of a bulldog that is steadily approaching the respiratory and life-supporting system of all biological creatures, including the person. Year by year, accelerating the course of its approach, the crisis is able, according to the laws of dialectics, to acquire a new quality. This quality is fraught with a high destructive potential and is filled with enormous destructive force. To struggle against it and to overcome its ecological consequences the society will be compelled to strain its efforts for the rest of its existence. Very little is needed for the approach of the rapid dangerously explosive crisis on the planet, i.e. decrease in oxygen in the terrestrial atmosphere only from 21 up to 19 percent which will inevitably occur owing to burning of all hydrocarbonic fuel taken from the bowels of the Earth. Without coordination of its activity with the great laws of nature, the person will leave desert on the Earth. The given idea was stated both by the ancient Greek philosophers and by F. Engels: “Everything that is at variance with Nature will, most likely, be destroyed” (Aristotel. About the sky, 269 b3).

People, being a part of nature and cooperating with it, cannot but participate in its processes. However, setting hopes on their own minds and creating for themselves a new, artificial, chemicalized and mechanized world,

people almost ignore the concepts of self-organization and self-development, so characteristic both for the organic and the inorganic, inert nature. Made dizzy by their own greatness, people, like “magnificent anthroposes”, roughly, thoughtlessly and conceitedly interfere in the subtle self-regulative processes of the environment surrounding them. And in revenge nature punishes people. A vivid example of that is the destruction of the Aral Sea that has led to a tragedy in people’s lives. The rivers floating into this Sea, have been divided into thousands of streamlets-aryks for cultivation of industrial crops, i.e. cotton. The natural water balance of the whole region was broken. Great areas, until then storming with life, turned into saline soils. The sea dried up, the ground in the fields lost fertility. There appeared more lifeless space than before. Moreover, on the huge open spaces of this region, down to the Pamir where winds carry away the withered bottom of this formerly high-water basin but now pumped up with unhealthy chemical matter, each person got the whole “bouquet” of various diseases, of the so-called nozological forms (20 on the average), and women lost the ability of conception and child-bearing. In a word, nature in due time exposed a barrier against production of degenerates. Such are the consequences of unreasoned, adventurous intervention of bolsheviks in nature which has continued over a long period of time and which today beats like a boomerang the descendants repaying with interest for everything that has been done to nature.

Already during more than two millenia the modern civilization solves many of its problems, and not only in cognition and policy, by means of the slogan “Divide and dominate!”. Its generalization was offered by Descartes in the form of a method for cognition of the complex by means of its decomposition in parts, i.e. simple components. It is possible to say that today the time to scatter stones has already become the property of history. There has come new time, the time to collect stones. Already Gegel understood it in his estimation of the Cartesian approach when he stated that only a corps has parts. A living organism, both biological and social (for example, economy), cannot be comprehended by a method of logical analytism with its essential properties and features. As a functioning body, a nonequilibrium flowing system in which exchange processes take place, an organism possesses a hierarchical and at the same time modular structure. And this doubled unity, or a binary opposition, submits to the laws of measure and harmony. Methods of synthesis and criteria corresponding to them are necessary to trace adequately its conditions as an organic integrity with a complex structure, to establish the degrees of the latter defining its system quality. In his time V.Lenin paid attention to it [1, pp. 122 – 123].

The alternative to the logical and analytical scientific method is the system approach in which criteria of synthesis are created. In its basic positions it was developed in the second half of the last century and nowadays exists in several versions. The system approach in the structure of the general theory of systems, diatropics as the science about variety, synergetics, harmonistics and some other branches of generalized and encyclopaedic knowledge, is adequate to the new stage of development i.e. “to information era”. It is in this stage that the intellectual dominant in products of work has begun to determine the course and acceleration of progress, the content of social policy directly and obviously, having pressed back material priorities. Generated within the limits of the system approach the transdisciplinary sciences, i.e. synergetics, harmonistics and others are capable to solve various problems from specialized profile sciences by one method whereas these latter sciences can solve one problem by different methods. Here is one of the essential distinctions between the two types which, by virtue of their supplementary nature makes science bidimensional. At the result, science, on the whole, reminds of fabric: narrow specialization, specific knowledge is given by traditional disciplines, i.e. classical, subject domains of knowledge. They are an analogue of the longitudinal threads named warp. The transdisciplinary sciences, giving the generalized knowledge, are an analogue of transverse threads under the name of weft.

The timeliness and urgency of this new, system paradigm as a collection of principles, ideas and methods of cognition and practical action that are adequate to new time was noted by Elvin Toffler, the author of the concept of the Third wave. According to E. Toffler, the culture of mankind has been subjected to two waves with agrarian and industrial biases accordingly. The Second wave was created by “Cartesian-thinkers”, the Third wave, i.e. information society by “system-analysts”. The Third wave of culture began to develop the similar to space measurement and the system approach, the subject aim and the form of expression of which make up an archetype of integrity”. “Democrats and republicans, Tories and Labourists, Christian democrats and Gollists, Liberals and Socialists, Communists and Conservatives form the parties of the Second wave. All of them, deceiving for the sake of authority... participate in preservation of the dying industrial order.... The most important point of the political development of our time is occurrence of two basic camps, one of which is devoted to the civilization of the Second wave, and the other to the Third wave” [2, p. 687]. Thus, the problem rests on coordination of the two nowadays coexisting educational paradigms, which, in turn, should lead to change of the character and the content of the person’s

transforming activity on the planet. In other words, a cardinal reorganization of all the educational strategy of society is required so that it could provide completeness and integrity of the person's understanding of the surrounding world and guarantee reception of new knowledge about the Universum. It should be generalized knowledge of the laws of harmony, the processes and forms of its establishment and violation, about structural harmonization and harmonious functioning of systems. Such knowledge is necessary for equipment of practice in all the fields of activity, for harmonization of designing and construction, manufacture, organization and operation of all the systems created by the person. In a word, the system analysis should be in all respects supplemented by the system synthesis, first of all, at the institutional level. And at the result, the educational system will become adequate to the needs of time by means of inclusion in the process of the person's inner world formation of the transdisciplinary, general scientific knowledge, the semantics of the multi-dimensional language of symbols and the integral methods of measurement of being, allowing to master the archetype of integrity in all cases, to teach to see not only trees, but also the wood.

Science that has been developing during thousands of years represents at present a kind of logical order the transformed forms of which are hierarchical subordination, sequence of necessities. And even K.Marks asserted that time is space of development of the person. Certainly, it can be understood as some kind of aphorism, a laconic key to a deeper understanding, but, nevertheless, the essence of this thought is, in fact, deterministic, tinged with Cartesian philosophy. The new, transdisciplinary science has a modular character and represents a similar to space measurement of reality. If we use the military lexicon we can say that the situation structurally developed in the field of production of new knowledge somehow reminds, on the one hand, of aimed fire on targets, and, on the other hand, of grazing fire on areas. The similar to space character of the system approach methods is conditioned by the fact that "space is a set of parallel numbers of events" [3, p. 136]. Studying of the proper time and the proper space of objects as numbers of events of reality within the limits of local universums is the way to new, system knowledge, the constructive and projective potential of which is rather high. That is why, this knowledge should be organized (instead of being sporadic) should be introduced into program documents of universities, should become the property of philosophical judgement because the philosopher, according to X.Ortega-y-Gasset, is a universum expert" [4, p. 103].

The concepts of the proper space the proper time of real objects as self-organizing systems are especially significant in the general theory of systems

and, in particular, in synergetics as the science about self-organization and formation of new qualities. Thoughtful researchers note, that many problems facing mankind today are engendered by “domination of materialism and the consumer attitude to Nature; absence of experimentally confirmed scientific knowledge of space as the phenomenon and the fact, about the spatial organization of Biosphere and the essence of the epoch of reason... Ignorance and non-observance of the law of dependence of the state of a part on its position in the system... The UNIQUE WAY out of the PLANETARY CRISIS And RESCUE of MANKIND are CHANGE of the WORLD OUTLOOK, CHANGE of the SCIENTIFIC PARADIGM on the BASIS of NEW KNOWLEDGE of the ORGANIZATION and FUNCTIONING of SPACE, WIDE CIRCULATION of UPDATED KNOWLEDGE... Reconsideration of the scientific knowledge and harmonization of all the spheres of existence and development on the Earth can be fruitful only in view of the leading role of space and with active reorganization of the terrestrial life according to the law of Harmony that constitutes the sense of existence of the person on the Earth” [5, p. 96 – 97]. And if designing, construction, production and organization of various sorts of systems, establishment of new relations between the person and Nature on the basis of the laws and principles of harmony are becoming the basic necessity, the more so, such strategy becomes pertinent concerning transformation, upbringing and education of the person. The person’s ideal by Aristotel was the person “truly virtuous” and “faultlessly quadratic” (Nicomah’s ethics 1100 b22).

This, at first sight, strange term borrowed from poet Simonid, after a deeper acquaintance with the evolution of anthropological substratum does not seem strange at all. And only today, on the boundary of millenia, after centuries of domination of the European rationalism, this ideal of the person, intersecting with the concepts of the symphonic subject (N.O.Lossky) and a harmoniously developed person, acquires a new sense and a special importance, finds its support in the natural processes of structural genesis with which life is suffused.

The fact of frequent and universal occurrence of four-dimensional objects in inert and animate nature is surprising by itself. Four-dimensionality is an attractor on the dimensional scale to which, literally speaking, everything material and spiritual is attracted in the process of formation. Reason, feelings, beliefs are the fundamental attributes of the person’s intellect. In a harmoniously developed person they form a harmonious unity. For their expression there are four languages, the elements of which are concepts (logic, science, philosophy), images (art), symbols (religion, the inferno sphere),

autoreflexive acts (self-consciousness). (K.Marks, by the way, defined socialism in his early works as “self-consciousness of the person”.)

“Reason”, “emotion”, “intuition”, “meditation” are their elements. The first three of them have their institutes in society for development and perfection (universities and academies, theatres and stadiums, temples), the fourth one is deprived of them. If the first three languages strengthen relations between people, provide transfer of information between society and the state (the relations “I – HE”, “I – THEY” etc.). The fourth language of silence has the function of a dialogue of the person with itself. It is internal speech, the language of silence, of autoreflexion (the relations are “I – I”, “I – IT”). The available scheme is: 1+3. Only the first of the elements is similar to time in its measurement (logic as sequence of necessities, hierarchies, history, texts, cause and effect relationships, chain of events), the others are similar to space. In the first case the World is studied as a linearly given Text, in the others it is studied as a spatial Wave with all its aspects: the scope of variation, coherence, amplitude, phases, resonances, interference, synchronism and so forth.

The formation of the person is a specific process the essence of which is that the four above-named internal attributes should be harmoniously coordinated. In accordance with what attribute prevails in it, i.e. reason (“ratio”), feelings (“emotio”), beliefs (“intuitio”) or will (“meditatio”, severe self-training) it is possible to establish the existence of four types of intellect. Harmony in it appears when one of the given attributes figures as the dominant, and the others act as supplements, carrying out, to some extent, a fermentative action in the intellect as an integral formation. In any case, the variety of components of the given four-dimensional local attributive universum is maintained at some fixed level owing to the connection of the integral index, relative information entropy as the measure of the condition of the whole, with its nodular value, i.e. the golden section 0,618 [6]. That satisfies “the law of preservation of the level of variety” [7, pp. 46, 51], regulating establishment of the harmony of attributive information, connected in the structure of the system as a local universum. It is important to note, that both deficiency of variety, and its surplus lead to the growth of suicides in society.

The perception of the world through concept, image, intuitive enlightenment (insight) is well-known and studied fully enough. The perception of the world through symbols is still *tabula rasa*, just as it used to be hundreds of years before. Here is the domain of irrationality connected with comprehension of the subconscious areas of consciousness the “codes” of which leave the limits of logical analytism and go to the depth of subconsciousness

where, according to academician N.A. Bernstein [8], there are six levels and forms of coordination of movements, acts of the person uncontrolled by consciousness. The conclusion drawn by the great psychophysicist of our time Charles Gustav Yung is not consolatory for adherents of the indestructible power of logic.” Whenever mind tries to grasp a certain symbol then inevitably it becomes necessary for it to pass to the ideas lying outside logic... The Symbol always comprises more, than its obvious meaning immediately coming to mind [9, p. 15, 49]. It means that the conceptually inexpressible essence of a symbol, being in the sphere of the collective unconscious, is not controlled by logic and is not dependent on mind. Being “a sign of destiny“, the symbol can code, programme, change the way of life, the future of the person or the country.

Thus, quadrature, i.e. matter, consciousness (idea), information (as a limited variety) and measure (harmony) is the basis on which formation of an adequate understanding of the world and the person becomes possible. In conclusion we shall note a number of meanings, or aspects of harmonization which are regulated in an object by integrative means imparting to it a certain degree of self-coordination, integrity and system quality. They are:

- optimization of coevolution of nature and society;
- economy of a resource (time, raw material, energy, money) in production of qualitative things (improvement of experiment management);
- prevention of collapse and maintenance of a steady development of complex social systems: society, civilization, mankind;
- new, more effective principles of bioindication of ecological environments;
- new methods of selection of the best plants and animals in experiments;
- revealing of the best organization (interaction) of a group of subjects united by the single purpose;
- comprehension of the nature of local universum;
- revealing of the best therapeutic schemes of treatment by comparative analysis of their numbers;
- subtle diagnostics of norm-pathology of systems, including organisms of animals and people;
- designing of system organization models for optimization of its functioning;
- forecasting of development (destiny) of a system, the number and character of its missing (or superfluous) elements ("merons");
- creation of basis for a universal science about mixtures (mixeology);

- development of the criterion of an optimum variety of a system as a major index of guarantee of its successful functioning, reliability of life-activity, target organization;
- classification of hierarchies on the basis of power conductivity of a substrate (on the basis of invariants, i.e. the generalized golden sections);
- search for culmination points (semantic centers) and their placing in works of art and typology of cultures according to the principles of their expansiveness;
- principle of optimization of functions of organizational and composite design in information materials production (newspapers, magazines and so forth);
- estimation of the degree of adequacy of coenoses (eco-, bio-, techno-, lingvo- etc.);
- principle of quotaring and distribution between industrial subjects of state ownership at its "privatization";
- revealing of the nature of inefficiency of great systems and an expert estimation of their possible collapse by parametrization of their scale resonance;
- definition of proportions of participation of various social, economic subjects of activity aimed at one target. It is, first of all, the parity of private and nationalized capital in economy, which, according to the laws of the structure of a binary opposition, has the optimum value % (38:62) at the socialist orientation of the vector of social development and (62:38) at its capitalist one.

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COMMUNICATION AUDIT AS A MEANS OF BRINGING TECHNICAL UNIVERSITY CURRICULUM INTO ACCORD WITH INTERNATIONAL ACCREDITATION REQUIREMENTS

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Nowadays Russia is becoming more and more involved in global economic interactions, and is sharing education and workplace with other countries. Specialists in different professions should be ready to work in our increasingly international and multilingual world. Russian technical universities have to take into consideration the accreditation requirements accepted at the international level in order to prepare their graduates to compete in the global economy, to meet and exceed service expectations, to adjust in changing roles, and to respond to current and future global pressures.

International centres in engineering education and associations of technical universities (such as ABET – the USA; FEANI, CLUSTER, CESAER – European countries; EC UK – the UK; CCPE – Canada; IEAust – Austria, etc.) commonly embody Accreditation Boards for accrediting curricula at technical universities and graduates' skills, abilities and competences. In addition to the current knowledge of emerging applications of mathematics, natural sciences, information technology, and other technical and professional skills, engineering professionals need to be prepared for the increasing use of “transferable skills” (also called “soft skills”) such as the ability to communicate effectively, to function on multilingual and multidisciplinary teams, and use a foreign language in professional settings.

As an example we can examine the communication component of petroleum engineers work activities presented by the COSEE (Centers for Ocean Sciences Education Excellence) [1]:

80 % of the engineers working in gas and oil industry have to be efficient in communicating with supervisors, peers, or subordinates, i.e. confer with research personnel and engineering, technical or manufacturing personnel;

74% of them must be well trained to document or record information correctly;

72% must be effective in interpreting the meaning of information for others and explaining complex mathematical information;

71% have to communicate with persons outside organization, which includes communicating technical information and conferring with scientists;

69% are involved in developing objectives and strategies, which includes writing business projects or bid proposals; developing policies, procedures, methods, or standards; developing plans for programmes or projects;

62% of the engineers provide consultations and advice to others, advise clients or customers regarding engineering problems;

62% are involved in establishing and maintaining interpersonal relationships while working as team members;

57% are in charge of developing, building and leading teams in engineering projects;

54% have to be busy with selling something or influencing others;

53% are involved in resolving conflicts and negotiations with others.

Technical university graduates should be able to become staff members of organizations working together as a system, where specialization matters, but where the ability to communicate across professional and national “discourses” is ever more important to professionals of all types. The importance of good communication skills has been emphasized in survey by survey [2], which show that technical skills can be unnoticed or not used if engineers cannot convince their peers, co-workers, superiors, or clients. The recognition of communicative skills as a vital tool in today’s engineering world is reflected in the National Doctrine of Russian Engineering Education [3].

So communicative competence must be figured prominently in the educational model of a qualified engineer, thus enabling him or her to communicate effectively with the engineering and academic community, and ensuring the quality of Russian engineering education internationally. Today organizations whose members do not interact effectively among themselves are neither efficient nor well-motivated. Communication skills are becoming significantly important for technical university graduates and their further carrier growth.

Now it is time for Russian universities to reconsider the correlation of disciplines in favour of the courses in different areas of communication, such as Russian Language, Rhetoric, Technical and Professional Communication, and Foreign Language/s, where intercultural competence is also to be developed.

At the same time most Russian technical universities suffer from isolation and remoteness from their immediate clients – companies and organizations. The lack of feedback from industry to education leads to the obsolescence of university curricula and decay of study courses for the development of students’ communication skills.

Thereby it is substantially important to assess and describe communication practices within organizations in particular industries with the aim of updating language instruction (both native and foreign) in the corresponding study courses at technical universities, thus raising their graduates’ competitiveness and narrowing the gap between education and industry.

This can be done by conducting **communication audits** that can reveal existing problems in organizations and the ways for their improvement; show the organizations current communication structures, frequency and content; assess the functions, roles and positions of the personnel as they affect the flow of information necessary to the overall missions of the organizations.

A **communication audit** is an objective report on the internal communication of an organization. It helps to find out who is talking to whom, about what, through what channels and with what degree of success. An audit allows management to improve the way in which an organization deals with information necessary to its operation. It also can give evidence on how to improve study programmes at university level in accordance with actual needs and modern changes [4].

A communication audit addresses the clarity, appropriateness and efficiency of internal organizational communications. It examines both formal and informal interactions looking at:

- face-to-face communication, whether one-on-one or in groups;
- written communication in the form of letters, memos and internal reports;
- communication patterns among individuals, sections and departments;
- communication channels and frequency of interaction (communication work-load);
- information needs of individuals, sections and departments;
- information technology, particularly with respect to the human and organizational aspects of using communication and information technology;
- informal communication and its effects on motivation and performance;
- non-verbal communication (such as physical layout of work areas, marks of seniority or norms of dress and manner; as they affect the efficiency of the organization);
- communication climate, or “corporate culture” [4].

There is no one single package of methodologies that can be applied in a communication audit to all organizations. It all depends on size, maturity and goals. However, we can single out some basic instruments of communication audit whose choice is predetermined by concerns for quality of information and hence the reliability of recommendations and the effectiveness of their implementation.

The first important step in a communication audit is the “**walk-around**”, which presents a valuable opportunity to view an organization as a whole

and to inform employees of the objectives of the audit. The following checklist will ensure nothing important is missed during the walk-around:

- How do people address each other? With titles? First names? Informally?

- What clues are there to status or job? Uniforms? Office arrangements?
- Where do people congregate to speak? In closed offices? In the halls?
- How is formal communication made?
- How are people and offices arranged?

One of the next steps in communication audit can be implementing the method of **focus groups**, which involves the auditor in the organisation's history, hopes, fears, and all its human dynamics. A focus group is a selection of members of an organisation who are interviewed as a group by the communication auditor. Focus groups are at the intersection of intuitive and analytical, subjective and objective. The auditor is thus most deeply involved and yet most in need of the ability to maintain objectivity.

Pen-and-paper **surveys and questionnaires** are the mainstay of communication audits. They cost less time and effort as any other methodology. However, especially in smaller organizations, anonymity is difficult to protect – at least in the eyes of people who are filling out the survey forms. This is not so much the matter of actual anonymity, but of the individual respondents' perception of anonymity which has the effect of neutralizing answers. Specifically surveys help to:

- gather demographic data (age, education, gender, length of time in position/company/profession);
- gather factual information about interests, skills and qualifications;
- collect factual information about information flow (who talks to whom about what);
- elicit “write-in” comments for further investigation;
- provide the data on which systematic (rather than personally-based) analysis and recommendations can be made.

Network analysis in a practical organisational context is the making of maps that connect time, space and communication. It is based on counting communication interactions between people, that is, every conversation, telephone call, letter or meeting of each person in the organization. Since it would be an impossible task without limitations, network analysis is usually done in “snapshots” or short, intensive periods of time when people can be relied upon to record all (or most) interactions. The resulting “communication maps” can assist in the identification of opportunities and problems, such as communication nodes and bottlenecks.

Interviews are a means of finding out what people think as a result of holding the positions and doing the jobs that they do. Interviews take time, and are not entirely quantifiable, but they are by far the most productive way of coming to grips with an organization and its component individuals, as they:

- clarify formal and informal communication structure;
- reveal communication component of jobs and roles;
- help define the values of the organization's culture;
- identify the effects of individual personalities.

Content analysis concentrates on the questions "What are they writing about and how?" by examining the records that the organization keeps. These are papers like memos, letters, rule books, order forms, minutes of meetings, newsletters, job descriptions, office guidelines – anything that is committed to paper as a part of the business of running an organisation. Thus we can see what the organization's routines are.

Technology assessment in the communication audit process can be considered in 3 steps: 1) assessing technology in use; 2) assessing needs; 3) determining the gap between the existing technology and needs for it.

Interpreting data and drawing conclusions about the results of the audit can begin with setting down the findings in terms of strengths and weaknesses, the latest paid special attention.

The communication mistakes, drawbacks and misbehaviour displayed by employees and managers in organizations can give a basis for analysis, which can guide towards suggesting changes in technical university programmes for native and foreign language instruction by means of various communication courses with proper attention to the international accreditation criteria accepted for evaluating engineering graduates' skills.

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PEDAGOGICAL PSYCHOTHERAPY – MODERN DIRECTION OF PSYCHOPEDAGOGY OF CORRECTION AT TEENAGERS PERSONALITY AND SOCIALLY HARMFUL HABITS AND INCLINATIONS

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Spontaneous development of children at school is defined by innate socially-biological mechanisms and, in the majority, defined by domination of a sensual component of mentality above rational. As the educational aspect of school education now in Russia is considerably lowered, rational restrictions of behavior from school are reduced. The family inspires the children rational restrictions of behavior harmful to them. It all leads to high sensitivity of teenagers imaginary pleasures. Therefore it is possible to observe statistically appreciable growth of interest and hobby for schoolchildren approximately from the fourth form light alcoholic drinks, smoking and drugs. It is known, such hobby is fraught with many complications and dangers, and to a part of teenagers there comes time when they on this ground have diseases by the early alcoholism and a drug taking. For others decrease in rational interdictions of behavior leads to easing of social and personal mechanisms of formation of strong-willed potential, that obviously reduces their competitive qualities. The graduate of school who is not having experience of self-organizing and rational, strong-willed overcoming of the not realized emotional stimulus and inclinations is not ready for the real life. It is doomed to defeat in competitive attitudes, socially and is economically unsuccessful.

Fortunately at school, the psychological service was kept, and school psychologists have sufficient vocational training to provide preventive measures of development of an inclination to imaginary pleasures, to prevent, and in some cases to correct bad habits and, on their basis, the beginning of illness.

It is necessary to understand, that imaginary pleasures cannot be discredited at teenagers by adults by means of reasoning on the good and harm. At domination sensual above rational logic always concedes to feeling. Therefore they listen or pretend to listen to the sensible arguments of adults, and act how they are conducted with inclinations.

In such situations the ways of prompting of teenagers to the necessary behavior which effectively influence an emotional component are necessary, weakening it up to such level that enables mind of the teenager to join and dominate over behavior. One of such ways is the pedagogical psychotherapy.

One of the problems of psychotherapy is suppression at the patient by means of psycho-correction violence emotional above rational, and, forma-

tion of break of the painful complexes which have developed in subconsciousness, installations, etc. Stutter is an example. The child realizes that he stammers, but his realized strong-will does not remove this pathological installation. The psychotherapy of stutter leads to that not realized painful installation collapses, and the child starts to speak normally.

The pedagogical psychotherapy is directed to teaching the child to overcome violence of emotional and its domination above rational, and also to generate experience of rational, strong-willed self-control harmful to the person and his health of behavior.

The pedagogical psychotherapy is applied by school psychologists at that stage dangerous to teenagers when the doctor-psychotherapist or the expert in narcology still have nothing to do, and other experts cannot cope competently with the arisen phenomenon any more.

So, it is a question of development by the child of experience of self-management by the emotions and not realized inclinations. Such experience is defined as culture of emotions which some experts are defined as «emotional intelligence», and also emotional competence.

During 20 years authors dealt with this problem and have developed an approach to its decision. In the article the concept of pedagogical psychotherapy reveals, this conception is presented in a number of manuals, directed on formation of culture of emotions and feelings, and also on psychological protection from smoking, early alcoholism and drugs.

It should be borne in mind, that the pedagogical psychotherapy of similar conditions demands application of complex emotionally significant influences. In basis gradual of them lays replacement in structure of an emotional life of the child of one steady emotionally significant stereotypes of behavior others. Differently, pathologically developed not realized regulators of behavior as a functional basis of any addiction, should be superseded from structure of an emotional life of the teenager by other, not realized regulators of behavior competently organized by the school psychologist, in the combination to strong-willed self-control realized by him. Only such complex of influences on the harmful inclination unrealized-realized by the teenager is capable to correct the addiction and to create a steady psychological protection against its returning or occurrence.

Speed and stability of occurrence of bad habits of teenagers is connected with the number of the socially-psychological mechanisms stimulating their occurrence as not realized reactions of protection and leaving with negative experiences.

What are the reasons of occurrence of such mechanisms?

First of all, it is the children's experience of deficiency of positive emotions which induces the child's desire to leave the reality in a game to find a substitute, to receive pleasure.

By virtue of different circumstances many children do not have enough positive experience which they wish to receive from adults and in own environment, in interpersonal dialogue. Often parents have no time to love children, and over interpersonal dialogue is dominated with egoism of self-affirmation which stimulates aggression of children and dooms them to a dialogue with each other, to loneliness which is compensated by participation in youth group, (gang).

These social factors-psychological induce children to search and find the ways, allowing to remove this stress by means of imaginary pleasures. The youth fashion which by virtue of age features is based on the forbidden fruit which, as known, is sweet strengthens these factors. It is early sex, smoking, alcohol and drugs.

The given problem the group and individual pedagogical psychotherapy which the school psychologists who has received as a tool well developed psycho-correction and psycho-precautions rate should spend, and also can solve only effective preparation on work with this course.

The developed course corresponds to these requirements.

To generate child's negative attitude to bad habits is not difficult, to waken at them desire not to display interest in them or even to get rid of them many means of belief too probably. However from desire up to its embodiment in the reality the way of consecutive is emotional-strong-willed efforts lays, which the child can pass only in one case – when he has well developed strong-willed self-control.

The factor of will is the major factor of personal growth. It is connected with group personal and mental qualities, and also with presence of the developed experience of the realized self-prompting. The experience proves, that at the age of 10-12 years in strong-willed potential, sufficient for formation of psychological protection against bad habits, no more than 10-15 % of children have them. These are children who are not subject to such influence of contemporaries.

Other children for different reasons possess poorly expressed strong-willed potential and practically are not capable to resist to non-realized inclinations which are supported by the positive emotional and social stimulus from contemporaries.

Therefore the first stage of a correctional rate of pedagogical psychotherapy is formation at children personal and mental abilities to

emotional-strong-willed self-control. It is enough challenge as in many cases it is necessary to create from the very beginning:

- a palette of positive experiences as at many children it is very poor;
- experience of reflection of these feelings;
- Experience of suppression of negative experiences and their replacements positive;
- Experience of formation of steady positive mood;
- Experience of self-knowledge (introspection, introspection, a self-estimation);
- Experience of self-prompting (self-belief, the self-order, autohypnosis).

Experience shows, that for formation of the mentioned experience in the form of individual creative achievements takes not less than 70-90 lessons of constant training at human studies classes.

Having generated at children culture of emotions and feelings and culture of strong-willed self-control, the school psychologist creates a personal and mental tool which will help to put at children a barrier to occurrence harmful habits. However his further actions also far from simple. They are directed to significant reduction of deficiency of positive emotions which the majority of children have. This problem is solved with the help of two ways:

- Active work with parents who are accessible to such influence. Trainings of sensitivity of parents and children allow both to learn to express actively mutual love and support;
- Formation of representations about culture of pleasure and experience of experience of pleasure during consumption of usual things (food, clothes, works of art, the nature, animals, conversation with friends, etc.)

Having generated on employment practical course culture of pleasure, the school psychologist receives the mechanism of formation at children of steady protection against bad habits as psychologically formed experiences of pleasure and pleasure from ordinary things as special functional conditions effectively replace imaginary pleasures from bad habits.

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COGNITIVE AND ECOLOGICAL PROJECTION OF A HUMAN BEING

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In the paper “Reflection, psychology and non-linear dynamics” G.Malinetsky determined the development of liberal technologies and application of individual and collective potentials (high-hum) as one of the two super-tasks in modern science [1]. We would rather call the chain “high-tech -high-nat- high-hum”. The philosophy, in which a human as a complex system is part of the systems of a higher degree and also incorporates systems of a lower degree, is not new. The levels are supposed to have live structures. Such in-building can be traced in synergetics, mathematics, general theory of systems. E.Soroko believed that a comprehension of a human is the cognition of the nature of “local Universe” [2]. Studying a human being we realize that any level of this integrity possesses a number of properties peculiar of a natural object (genotype-cell-organism). A human might use all law set of the Universe in a concentrated form. Synergetically a human being is structures in measures which are determined in the universal nodes-invariants of groups of the generalized golden sections [3].

The hypothesis that any complex system in its evolution and formative stage is structured according to these node invariants- attractors in the dialectics of transitions (sameness-distinction) seems to be heuristic. Pre-formation of the initially chaotic system develops according to the following scenario: chaos-bifurcation-order. The dynamic aspect of the development is followed by the structural changes in the “isomorphism-polymorphism” transformation [4].

A human being as a local natural Universe has consciousness whose attribute is treated as a result of feed back (from information and cybernetic principle to system and network). This determines the human’ assistance vector to existence and conservation of the living by controlling the following meta-parameters: adaptability, optimality, effectiveness, compensatory abilities. These parameters in the development of Santiago’s hypothesis (SG) provide cognition-learning as the function of organisms’ activity of any level. On the assumption of morphological similarity and transformation of objects-systems as systems-objects into OTSU (Urmantsev’s OTS) [4], human activity and primarily its brain, is described by Turing’s universal model (TUM) [5]. Behavioral plasticity of a model and its prototype, as was already said, is the reflection of principles of feedback, i.e. convertible

structure with memory mechanism. Development and complication of behaviour (cognition – teaching by SG) suggests structural transformation of algorithms, which B.Polosukhin refers to the appearing mechanism of self-applicability in the living being. Therefore, the feedback in the genesis of organisms – cognitive systems turns to self-applicability. In TUM this is the recognition of a self, in a human being – reflection, which means that the feedback in genesis of organisms-cognitive systems transforms to self-applicability. This is not classical feedback any more. The system's image is now transferred to the system's entrance, its reflexive analog (recursively according to Lefebvre). Every level of low-class living beings has its own range of self-applicability. Thus, in mammals, not universal but according to B.Polosukhin specialized machines of Turing self-applicability are integrated with the perception of environment (narrow ecological structures, which we would call narrow eco-psychological).

A human as an integral structure is similar to self-applicable TUM. He digests (percepts, creates) information about the environment, algorithms description, memory, self-description and resulting information. Self-description means consciousness. TUM in genesis is a specialized TM [5], based on the self-applicability principle. This gradually results in the formation of such a stable integral quality as subjectivity, caused by brain recursive reflection of (and the whole somato-psychic network integrity) autologous structures and rules of functioning. The first link is the reflection of certain brain structures, which determines the subjective origination (the nature of the ego); the second link is the changeable ego (individualization). The subjective origination suggests brain self-reflection of the inner language. The existence of such a language is quite probable (the basis are alpha rhythm, Berger-Livanov's psycho-physiological constants, Lebedev's code). It is protected from errors in replication.

Structural transformations allowing creation of invariant system of coordinates are the basis for self-applicability-reflection. This might be special and time coordinates, i.e. consciensness, according to V.Samokhvalov [6], is s-t coordinates, by which we percept the world (studies on eco-psychology of V.Panov) in binary oppositions [7]. In O.Dudorov's interpretation I-Tszin suggests coordinate system of 6 perception vectors of changes with the following positions: top-bottom, write-left, forward-backward [8]. Plasticity of TUM, brain, somato-psychic integrity of individuality is provided by neuron super-redundancy. According to B.Shvyrkov the experiment shows recruitment of new neuronal pools, synaptically linked with the previous ones. According

to U.Varel's hypothesis [9] the neurons in the new experiment join into oscillating ensembles.

By a strong statement-axiom of N.Sharden, Aurobindo Ghoshu, Santiago's hypothesis all the living substances have consciousness. Thus, cell division as reduction of excessive chaotization is a means by which the cell reflects its image. The Nature seems to have a number of specialized TM and only two TUM (cell as alpha level of the living substance and a human as an omega).

With appearance of a human being cognition becomes considerably conscious and reflexive. According to Santiago's hypothesis all the living have a function of cognition-learning via structural transformations and development of various stereotypical strategies, defined as auto-poetic structures. Cognition does not need brain and nervous system (cell-body have their own cognitive structures). Programs to record information on the environment and synchronized genetic programs are needed, i.e. all the living substances determine the level differences. With the appearance of brain, CNS, consciousness there appeared spatial-time coordinates to fix changes-differences. Thinking and language appeared on the basis of brain inner languages as a reflection of a single universal system language (V.Vashkevich's papers). Homomorphism was revealed between an audio alphabet, genetic (polypeptide) and chemical elements of Mendeleev's table. This suggests the existence of universal codes of the Universe. Natural language, according to GS is required for communication for the sake of communication (not only for information exchange). It gives rise to the phenomenon of consciousness – network.

Natural activity is considerably non-linear. Therefore the theory of nonlinear dynamics is of barely applied character. The living substance represents global networks with different levels of contributions, and a human being is inside the network, but by the intellect he reveals the laws of the living network.

The development of physics, biology and psychology show the appearance of nonlinear thinking. The link between human's basic archetypes and natural objects indicates unification of consciousness in the network of a living substance. The development of reflection might be hampered by a low level of social organization. It is reflected in the form of primitive social laws in humans and animals. Essentially important is the cognition of forms of social organizations, harmonized with all levels of socio-anthropological integrity [10].

Diversion from ideas of anthropocentricity and biospheric imperative in favour of harmonious relations in nonlinear network interactions means creation of multidimensional network resonance integrity of human being and Nature [10]. Umberto Varela [9] wrote that intellect and the world go through formative period together; they interact and coordinate their behaviour. This is the ecology of the worlds, raised by coordinated acts of cognition.

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Abstracts to the I-st Volume

FOREIGN LANGUAGE COMPETENCE OF A YOUNG RESEARCHER: THE CONDITIONS OF ITS FORMATION

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The training of a highly-qualified researchers in the field of international education is one of the most topical issues under modernization of professional education and all-life training in Russia. Nowadays when knowledge of a foreign language is an important component of the professional competence of young researchers, the mastering of communicative competence is considered to be the main goal of foreign language training. In the article is represented a complex technology of foreign language training which is aimed to develop a foreign language communicative competence and to perfect the research skills and creativity of young researches. The complex technology is based on learner-centred, communicative, competence approaches, logic principle; unites in its structure organization and pedagogic conditions; includes methodological component (new developments in language teaching). Used in a complex, these constituents assist with the development of the communicative competence of young researchers.

«IDENTITY STATUS» OF A PERSONALITY IN STUDENTS OF TODAY

L.F. Alekseeva

Results of identity development levels analysis of students in existing social conditions are presented in the article according to Erikson and Marcia conceptions of identity status. Results of theoretical analysis and experimental investigations of students identity status have been confirmed by terminal and instrumental values diagnostics.

THE MODEL OF UTOPIA DEVELOPMENT AND ROOTS OF THE NATIONAL IDENTITY PROBLEM

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Using the example of Charles' the Great Empire, in this paper I consider evolution of Utopian process from the unstated Utopian Dream to the real project. Analogous evolution of Utopia can be traced in modification of Imperors titles in IX-XV centuries as well as the problem of relation between

intergovernmental unification and preservation of national identification which has ancient roots.

PEDAGOGIC-ANTHROPOLOGICAL BASES FOR CONSTRUCTION AND SELF-CONSTRUCTION OF A MAN

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Any pedagogical system should necessarily be directed to the specific empirical knowledge obtained by experimental sciences (such as general and social psychology, age physiology, higher nervous activity physiology, psychiatry, anthropology, ethnography, sociology etc.), as well as to the integrated philosophic concept of a man, to the value basis of the socio-historical image of a man.

Different types of philosophic-anthropological concepts of the human existence create the ground for the construction of a general pedagogic theory. But the solution of specific educational problems needs switching from the general theory to specific techniques and methods. The tool used during this process is pedagogic anthropology, aimed at the integration of theoretical and practical levels of the man-oriented knowledge from the man's education, formation, construction and self-construction point of view.

SPIRITUAL-AND-MORAL DEVELOPMENT IS A PEAK OF A PERSON MATURITY

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In article author considered integrity of management, as universal form of various influences: in particular pedagogical. Thus, development of pedagogical influences should base on valuable bases of human outlook.

THE FORMS OF SOCIAL-COMMUNICATIVE INFLUENCE IN THE WEDDING CONGRATULATION TEXTS

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A wedding congratulation text contains several kinds of social-communicative influence on the addressee and the participants of the event. The epideictic influence is directed to praise, the hedonistic influence stimulates joy and gives pleasure, the educative influence orients the participants to achieve their perfection and solidarity with each other, the

ideological influence is aimed to accentuate the role of state in the procedure of a marriage. Each kind of influence is consistently realized in the certain composite element of the congratulation text.

THE AUTHORITY AND THE ORGANIZATION OF THE VITAL WORLD OF THE PERSON

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The vital world of the person represents a mental projection of the internal maintenance to an external world and retroactive influence of the second on the first one. From here its basic value for the person. The authority in that case is dissolved and passes in disperse, decentralized and depersonalized form. Thus the separate person himself becomes authority.

FORMATION OF INDIVIDUAL IDENTITY

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In the article within the limits of traditional viewpoint at disablement medical and administrative approaches are analyzed. Starting from disablement concept based on a theory of social designing, the author proves necessity of viewpoint at disablement as expression of disabled people's individuality. Forming individual identity of disabled person should result in withdrawing "disabled" label and gradual modification of attitude to disabled people in society.

THE TITLE OF THE PROPOSED PAPER: 'A TECHNO-BIOLOGICAL ARTWORK'

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The paper aims to investigate a new stage in the development of the contemporary society emerging while technological and scientific progress is being radicalized. The objective of presentation is to grasp the evolutionary potential embedded in the main technological trends of the 21st century – robotics, bio- and genetic engineering and nanotechnologies. Each mentioned trend brings to the fore the agenda of the conventional idea of where the human existence begins and ends, demarcation of norms and pathologies, differentiation between the 'self' and the 'other'. To eliminate such fundamental mismatch of a man and technology we have to intensify

humanitarian (ruling) technologies and reconstitute the principle of their correspondence to physical (developing) technologies.

In the process of establishing systemic relations between the new technological reality and man contemporary art is of great importance. Interaction with works of science art forms in human psyche a strong humanitarian basis, which harmonizes people and involves them into the field of technology thus changing their life. Such involvement of a man into the new social and technological environment happens due to differences in strategies that science and art use. As a rule, science focuses on confirmation and development of the existing versions of technological reality. Contemporary sci-art, on the contrary, concentrates not so much on confirmation and development of these versions of contemporaneity as on determination technological boundaries.

What are the main artistic approaches that rehabilitate sense of human implication in the on-going innovational technological processes? These issues can hardly be considered without taking into account the experience of techno-biology art, the representatives of which use in their creative work the strategies of co-evolution, redundancy and destabilization. Applying such a wide range of techno-biological modeling, art draws our attention to the problems of cultural interpretation and artistic comprehension of technological tendencies that provide Homo sapiens with flexibility and qualities of artificial human being possessing a new physical and mental anatomy.

DIAGNOSTIC MODELING: PECULIARITIES AND ESSENCE

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Diagnostic modeling is a particular form of complex cognition. Diagnosing is a premise to determine the trajectories of object development, to work out projects of its reforming, management and optimizing, revealing the correlation between norm and anomalies in the diagnosed object, discovering methods and technologies which allow to elaborate the strategy of relationships.

THE IDENTIFICATION AND FORMATION OF CREATIVE POTENTIAL IN A PERSONALITY

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The author investigates the peculiarities of creative activities as a search for an unknown task. In this view creative work is treated wider becoming

immanent practically in each individual. The major task of constructing a creative personality in pedagogy becomes revealing creative potential and realizing it in everyday work.

MULTILEVEL CREATIVE DIALOGUE

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The Complete phenomenon of creativity is considered as a dialogue of two different logics – Overcomings and Meetings. By the example of psychological researches of spontaneous and primary creativity it is shown, as the Dia-logic of creativity is unfolded in multilevel space of contacts to Uncertainty.

INVESTIGATION OF CORRELATION FOR VALUE ORIENTATIONS OF PHYSICAL CULTURE PEDAGOGUE BY THEIR SPECIAL (MOTION) PREPAREDNESS

A.V. Chesnokov

In this paper attempts to looking on the special qualities and abilities influence on the axiological orientations of this pedagogues. More than one thousand respondents participated in the study. As a result of the data elaboration, a tendency was discovered. It means that the higher physical culture pedagogue motion preparedness is, the greater pedagogical qualification must have the respondent under equal status. In addition, his more manifested target and motivation reasons increase pedagogical qualification.

PEDAGOGIC OF RESERVE ABILITIES AS THE BASIS OF ACTUALIZATION OF CHILDRENS MENTAL POTENTIAL AT INTENSIVE TEACHING OF FOREIGN LANGUAGE

E.N. Dudina

Intensive teaching to foreign language assumes mastering greater volumes of a teaching material for short time. In this process greater loadings at children's memory and intellectual operations are observed. There is a necessity to raise intellectual abilities of children and to prepare them for such form of training. The theory and technology of intensive teaching to foreign language during last years for this purpose uses pedagogic of reserve abilities. In the article the concept of activization of a mental potential of

pupils for their preparation for intensive studying of foreign language on the basis of pedagogic of reserve abilities is considered.

THE PROBLEM OF ANTHROPOLOGICAL BASES OF THE CONCEPTION OF HUMAN ENGINEERING

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The problem of sufficiency of the anthropological substantiation of the conception of human engineering is set. The given conception includes a two-dimensional understanding of human nature and the metaphysics of the autonomy of his existence. It does not take into consideration the spiritual side of man. A holistic approach to the development of man is given.

THE INFLUENCE OF CREATION ON SELF-APPRAISAL

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The article is dedicated to the problem of influence of creation on person's self-appraisal. The main ways of interpretation of concepts "creation" and "self-appraisal" and their interrelation are considered here. Investigations dedicated to this problem are also mentioned.

IN THE HOSTAGES OF TRANSCENDENTAL ANOTHER (DEBATING WITH E. LEVINAS...)

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In the ontological aspect a situation of the relationship of human with someone Another is regarded. An emphasis is made on the most negative sides of this relationship. The role of Another and the philosophy which makes his apology are critically analyzed.

MUSICAL EDUCATION AS THE SOCIAL-ADAPTIVE FACTOR OF THE INDIVIDUAL'S DEVELOPMENT

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Musical upbringing is the unique means of influence to the cognitive, axiological and emotional aspect of the psychic individual's development. In the article the processes of the musical influence to the psychic development of the internal psychological individual's features (thinking, imagination,

memory, will), emotional-sensuous sphere of the psyche (sensitiveness, the ability to cognize the depth of the emotional stress in ourselves and other people) are revealed.

FOREIGN LANGUAGE AND FOREIGN CULTURE: THE BORDERS OF COMMUNICATION

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One of the most important factors assisting the intercultural communication is the foreign language mastering by Russian specialists which allows them to use their knowledge in real-life experiences. Foreign language mastering by modern specialists is the part of the culture and the means of humanitarization of education, which gives an opportunity to representatives of different nations and cultures to communicate with each other. To study a foreign language as the means of communication without knowing the culture of its representatives is impossible, as in the basis of the foreign communication the mutual knowledge of realias and deep understanding of mentality of interlocutors is represented.

CHANGE THE SPHERE TO MOTIVATIONS BESIDE ATHLETE, CONCERNING WITH COMBAT CONTACT SPORTS

G.F. Gluhov

The Modern life created the powerful stimulus's to occupation by sport as type to activity, which saves physical and psychic health of the person. However studies to motivations of the people unprofessional occupied in sport and amateurs hitherto remain in shade.

AESTHETIC DEVELOPMENT OF THE PERSON OF PUPILS FROM THE POSITION OF COMPETENCE APPROACH

G.E. Golosutskaja, P.K. Yerokhin

Competitiveness of the graduate of school as personal quality is the major factor of success in life. As one of components of competitiveness is the level of persons aesthetic development. Therefore such properties of the person as musical, art and plastic expressiveness are key competences in system of aesthetic education at school. In the article the concept approaches to formation of these competences is considered by means of productive pedagogics.

SWORD AS A SYMBOL OF DEATH

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During a history the sword can sign not only force, authority, power, but also sword could mean death. In the article dual semantics of a sword observed. The sword can be considered as a prototype of human consciousness, where cognizable world is divided into two final contradictions, two incompatible truths: bad and good, black and white, life and death.

PSYCHOLOGICAL-AND-PEDAGOGICAL TRAINING OF OR PHAN CHILDREN FOR LIVING IN THE PATRONATE FAMILY

E.V. Grebennikova, O.V. Firsova, T.N. Sicheva

The article concerns the effectiveness of using various psychological and pedagogical programmes to prepare orphan children for living in the patronate family.

BIOETHICS OF GENETIC TECHNOLOGIES OF HUMAN MENTAL HEALTH

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In psychiatry principles of global bioethics – personal autonomy, justice, non-maleficence and beneficence – and rules – verity, confidentiality and informed consent – are observed. . Peculiarity of bioethics of genetics is investigation of not only the patient but also his/her immediate relatives. Genetic counseling should be conducted with account for patient's values, it is necessary to help patients in independent decision making optimal for everybody, having provided sufficient genetic and psychiatric information.

INTELLECTUAL STRATEGIES OF MASS CULTURE

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Culture as such assumes a presence of a certain strategies of intellectual activity which has permissible in the present cultural space form. The functioning of these strategies is connected with an existence of the proper thought grammars naturally. The mass culture because of its totalitarian character implies only two global intellectual strategies. One of them is the strategy of «successful» man and other is the strategy of «outsider». The «outsider» strategy realizes in the principles of the philosophical cognitive practice mainly.

TRACTATE ABOUT “MUZHIKS”: IRONY INERPRETATION OF GENDER RESEARCHES

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Keeping a pet at home is not a simple deal especially if this pet is a human male. Especially in Russia. Especially in urban environment. Nevertheless, there are a lot of enthusiastic women who bravely devote themselves to this hopeless business. That is why any research on this topic is of great importance and actuality. A smart woman can find some literature in English explaining and decoding the male creature how they act, what they think, and what they want in their relationships. But all these “user manuals” hardly answer the main and simple question – how just to keep this animal at small urban apartment as long as possible without hurting and hating him to much. Note, it is not about all men that the book tells you, it is about special sort of Russian-Soviet subspecies, which is hidden in Russian language under special term “MUZHIK” (“macho”, “tough guy”, “kern”). No direct translation can be found for this word in English. Roughly, it could be a strange mixture of typical biological male features, social and cultural gender features and specific national and “ideological” characteristics. To keep at home Russian and Soviet muzhik is probably not the same as to “build relationship” with an English man. Nor even to “communicate” with other Western or Eastern guys, who happen to be born males. Yes, all of them are primitive and simple in their own way, but there are differences a man-keeper should think about to feed the pet correctly, to treat him and to keep him safely for both.

THE CREATIVE PEDAGOGIC IS THE BRANCH OF REALIZATION OF COMPETENT METHOD BASED ON THE INTENSIVE TEACHING OF FOREIGN LANGUAGES

I.A. Itsenko

Modern standards in teaching foreign languages consider the experience of speaking them like one of the most important main competence. That means that the theory and technology of teaching foreign languages at school should base on the competent method. The search of the ways of realization of the competent method in educational technology requires the creative pedagogic of foreign languages. Here we mean the independent students’ creativity of teaching foreign languages at the lessons. The conception of creative teaching of foreign languages in infant school on the intensive basis is described in this article.

DEVELOPMENT OF A CHILD SOCIAL ACTIVITY

E.N. Kalmaeva

In the article “development of a child social activity” by E.N. Kalmaeva, the author shows the characteristics of social environment of students in the educational places , and analyzes its influence on children’s activity at school.

The author focuses on development of different types of social activity at school as well as outside of the educational process. Kalmaeva shows different ways of development of social activity among students: through child organizations at school, designing and developing different projects, take part in .innovative activity, organization of forums, conferences, or elections for children.

NEUROTIC STATES: CLINICAL FORMS AND COLOR PREFERENCES

I.S. Karaush

120 patients with early forms of neurotic disorders have been examined. Correlation of development of clinical picture of neurosis with increase of level of anxiety, decrease of quality of life, change of tension of psychological defenses, replacement coping-strategies and color preferences from adaptive (“working”) variants to variants reflecting positions of stress and disadaptation has been analyzed.

THE ELIMINATION OF ALIENATION VERSUS PERSONAL DESTRUCTION OF A MAN

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Among a great number of factors determining destructive changes of a personality there is the alienation of a man that has become total in modern society and is integrating a chainn of other various reasons into a single stream of combined “causality funnel”. A deformed “strump” of human personality is thrown out by it in the period of sharpest contradictions.

The elimination of any kind of alienation and, first of all, of self-alienation and the provision of security of the development of human universality – there are the two main tasks modern society can undertake to overcome degradation of personality and destructive changes in the society itself.

FUNCTION OF ENGLISH LANGUAGE IN WORK OF SPECIALISTS IN ADVERTISING

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In the article the author analyses application fields of English language in work of specialists in advertising: information retrieval on the foreign Internet resources; placing of advertising or information materials on the foreign theme web-sites; design of leaflets, advertising booklets, catalogues in English; preparation and carrying out of trade exhibitions that assumes an interaction shipping company and other services and also communication with visitors of exhibition.

REVOLT OF A BODY AND AUTHORITY OF TRADITION

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In the modern world the body revolts approving the right to individual experience to its own theme in a human life. In cultural history the idea of hierarchy of the corporal and spiritual is revealed in different forms.

The body is burdened by some knowledge. Corporal displays are culturally relevant. Corporal experience is a component of the experience of cultural identity.

The ethnic experience of the body is specific. Russian cultural tradition is dominated with the experience of a social body, the essence of corporal experience is predetermined by the affinity to the life of the nature, the practice of individual self-care is not developed.

SELF-DESIGNING OF A PERSON IN THE “SOCIETY OF KNOWLEDGE”

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In this article the modern concepts of «non-material work» and ways of voluntary inclusion of the person into new forms of social production when he or she becomes “self-entrepreneur” are analyzed. Self-creation becomes the main “job”. The conflict between the fact that human abilities are full instrumented and their unlimited blossoming (alive knowledge, ingenuity, intuition, self-organization, virtuosity, self-study, creativity, improvisation, mimetism) is investigated.

THE EFFECT OF AUDIO-VISUAL INFLUENCE ON PSYCHOPHYSICAL STATE OF STUDENTS-SPORTSMEN

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The summary For optimization of a psychophysical condition of the students relating to the group of risk for overfatigue development used the audiovisual influence based on cardiorythm. The data obtained testify to positive influence of audiovisual influence musicotherapy and operated breath on psychophysical properties: parameters of vegetative maintenance of activity of cardiovascular system improve at mental and isometric loading, increase emotional stability, frustrated tolerance, the level of jet uneasiness decreases. The obtained effect promotes an increase of stability in students to changing conditions of ability to live.

FORMATION OF MODERN HUMAN CONSCIOUSNESS

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In order to improve the *way of life* of the Russians, to make more noble the *way of their thinking*, to eradicate ignorance, to stop degradation, it is necessary to make fundamental changes in constructing human mentality, consistent efforts in the formation of noospheric consciousness in minds of citizens. To have this it is necessary to improve technologies and content of *education*, the training of secular teacher and lecturers themselves, to stimulate the growth of social and civil consciousness level.

LEVELS OF MENTAL HEALTH AND PSYCHOLOGICAL DEFENSE IN UNEMPLOYED

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Currently of relevance is the problem of effective assistance rendering for clients of employment service, revealing level of neuroticism, identification of basic characteristics of psychological and mental state of unemployed, peculiarities of adaptive-defensive complex (psychological defenses and coping-strategies).

ON SOME CONCEPTIONS CONCERNING SPECIALIST'S PROFESSIONAL DEVELOPMENT

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In the article the leading modern native and foreign conceptions of specialist's development and formation considering substantial and structure

process components are described on basis of multiple classification. Professional's personality is presented as an integral system-defined quality naturally revealed at the stage of individual's professional development; the criteria of professional's personality development and the stages of professional growth are defined.

ON THE WORLD PROCESSES OF MODERNIZATION OF THE DIDACTIC APPROACHES IN PROFESSIONAL EDUCATION

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In the article the analysis of fundamental didactic approaches is presented, the general tendencies and specific character of modernization of the substance and methods of professional education are revealed. Behavioristic model of constructing the substance of professional education based on philosophic viewpoints of pragmatism is described. Modeling requirements of constructing of instruction systems which use cognitivism and constructivism in addition to behaviorism are described; modern profiles of competence are presented.

FORMATION OF INTOLERANCE TO CORRUPTION IN THE YOUTH ENVIRONMENT

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Conditions and results of formation of intolerance to corruption in the environment of senior pupils are considered within the framework of the project of anticorruption education developed on the basis of model of formation of the competent attitude to corruption.

PHILOSOPHICAL BASIS OF MODERN EDUCATIONAL CONCEPTIONS: APPROACHES TO EXPERTISE

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The article considers the problem of modern revision of philosophical metaphysics, the correlation of metaphysical and empirical with separating the interrelation of philosophy and pedagogic as a science foreshortened philosophical basis of modern educational conceptions; the fundamental categorical notions of integrated expertise of educational conceptions are represented; modern and classic approaches to the expertise are described; the typology of anthropological aims of modern education is conducted.

TECHNOLOGIES OF RELIGIOUS TRANSFORMATION CONSCIOUSNESS: IN ANCIENT TIMES AND IN THE PRESENT

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Any conversion is an essential breaking of mind common-social structures. There is a radical isolation of individual consciousness that will be in a position of spiritual disorientation. After that there will be formed a new specific type of mind that is organized by strong dogmatic principles of guru faithfulness.

THE IMAGE OF ALL-WISE IN CHINESE CULTURE AND EDUCATION

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Western and Eastern education paradigms are compared in the paper. Much attention is given to the Chinese cultural tradition in education. The image of all-wise in the sense of Confucius, Lao Tse, Mo Tse and other Chinese philosophers is analyzed. The authors emphasize the problem of relationships between education and upbringing.

PREVENTIVE PSYCHIATRY: CLINICAL AND SOCIALLY PSYCHOLOGICAL PARADIGMS

I.E. Kupriyanova

The present stage of development of preventive psychiatry dictates necessity of complex study of early forms of neuro-mental disorders and filling of clinical symptoms by personal psychological features. Person with biological basis, psychological features, social development is a basic vector of research. Disadaptation occurs not only on the level of body, psychological stereotypes, microsocial constructs break. Quality of life of patients can be optimized within complex rehabilitation impact.

XENOPHOBIA AND KIRIOPHOBIA AS THE MAIN NOTIONS BETWEEN NATIONAL SOCIAL CONTACT

V.V. Lapshin

Xenophobia is a negative attitude of the ethnic group to a stranger. Kiriophobia is a hate, negative attitude of the representatives stranger folk to

the main ethnic group. Seamingly, masters much peaceful of the guests and much tolerance their – a tradition of the law hospitality. Really, reason of the development between national tension lies in behaviour of the guests more, than masters. However facility of the masses-media, on some reason do not want this notices.

BEHAVIOUR CORRECTION'S OF THE PRISONER IN VIEW OF ITS PERSONAL FEATURES

A.A. Lisezkii

In part-time Tomsk school number 4 at the Corrective colony, persons from 18 till 30 years, not having the basic general education are a subject to obligatory education.

Specificity of this contingent consists that collective structure changes the whole year and teachers know nothing about new prisoner except term and item of punishment.

This situation does not give teachers full opportunity to carry out teaching, educational process and personality correction.

Because of it – the first problem of the school is studying the prisoner person, for understanding direct of the re-education process.

Questions about methods, ways and psychological program maintenance studying the prisoner person for understanding direct of the re-education process are describe in this articles

IMPROVING PERSONAL HUMANITARIAN COMPETENCE USING THE PRACTICES AT THE DEPARTMENT OF FOREIGN LANGUAGES OF TSC SB RAS AS AN EXAMPLE

T.D. Litvinova, T.P. Minchenko, T.P. Blank, L.E. Trifonova
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A critical requirement to scientists and researchers is their ability to create novel things and deliver the results of their innovative activity in written and oral forms. This work reports a number of classroom and extra-curriculum activities based on emotional involvement of the students into the process, formation of communication groups, and club work. It is shown that the approach provides a higher efficiency of teaching and learning, and helps foster the creative potential of the process participants.

IMAGES OF A PERSON IN SIGN DYNAMICS OF A COMMUNICATIVE AREA

N. Lukianova

Article is devoted to the description of two images of a person in modern communicative area: to know the mechanisms of sign dynamics may not lead to creating a managing person but prevents from creating an operated person within the communicative space. The investigation is supported by grant RFBR № 08-06-00109

PSYCHOLOGICAL FACTORS DETERMINING THE PERSONAL ACTIVITY ORIENTATION IN THE PERIOD OF TRANSITION FROM CHILDHOOD TO BEING ADULT IN MODERN CONDITIONS

V.V. Lykshina

Analysis results of personal activity orientation during normative crisis period of transition from childhood to grown-up presented in the article: new facts of psychological factors determining personal activity orientation of youth in modern social-economic and political conditions of Russia, which introduce new points of view to the study of personal activity orientation on himself, others and the subject of activity.

ANTHROPONOMICAL COMPETENCE AS ETHNIC CULTURE FACTOR OF THE NARYM SELKUPS

S.M. Malinovskaya

In the article the author shows the importance of complex studying cultures of concrete regions with integration and assimilation of regional cultures. The importance of regional cultures in personality development is beyond doubt. Anthropological competence of individuality is a vital aspect in impact of formation of all identity levels. Man's personal and family names are the objects of keen interest and careful attention as they have been playing a double role. First, the name is a symbol and proof of person's unique identity and that develops self-assessment and motivation towards self-realization. Second, the family name – is a family pride, means of generation connection, man and his ancestors.

MUTUAL DESIGN OF A PERSON AND REALITY AS ONTOLOGICAL PROBLEM

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Social reality is a basic sphere of human development. It is unusual ontology. Social reality is in the same time objective, outward for person and founded on the personal activity. So it has objective ideal existence. The nature of social reality is communicative.

STRUCTURE OF INFLUENCES OF ADVERTISING AND MAN ALL BUYING

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In clause the components of advertising influence in the ratio with formation of the man all buying are considered.

KNOWLEDGE MANAGEMENT: NEW DEMAND TO A MAN

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Knowledge management is an actual subject of the day. The question is: what type of activity is called knowledge management, and why is it so important for all of us?

Knowledge Management is crucial for getting success today when the situation in the markets varies constantly. The first generation of techniques knowledge management has already passed. The second one that promises deeper penetration into essence of the question and is to be less focused on “dates” but more on social character of knowledge, especially on “know-how” on contrary from “know-about”. It is a unique kind of knowledge that is important for organizations now.

This investigation was conducted with support of the RFFI (Russian Fund of the Fundamental Investigations) grant № 08-06-00109

THE PROBLEM OF ADMEASUREMENTS

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The aim of the article is to set a problem of admeasurements in classical studies. It is an area that fixes people’s knowledge about themselves and about

their social surroundings. The author is aware of difficulties of the problem: despite natural sciences describe less complicated things than human beings; they face many problems connected with admeasurements. It is the first time that problem of admeasurements is studied from the process standpoint. It determines the main task of the research which is to reveal an influence of information mechanisms on human life. Positiveness of the approach can be proved by the author's understanding information as a process which consists of sequential stages. Previous stage determines the following one. Information processes cause in nonlinearity and multivariateness that can be measured. Post-non-classical information theory can measure novelty, quality, quantity, value and effectiveness of information. In other words, it can measure the criteria that characterize each stage of information process. The conceptual models, that illustrate stages of information process, provide with methodological way to set a problem of admeasurements of self-organization within socio-cultural systems.

PECULIARITIES OF THE PEDAGOGICAL INFLUENCES IN DEVELOPING CHILDREN'S PERCEIVING ACTIVITY

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This article is devoted to the problem of developing children's perceiving activity in the junior period.

The author analyzes the key aspects of the school student perceiving process such as: perceiving necessity, perceiving activity, perceiving interest.

Also the author shows the peculiarities of the teacher's activity, factors assisting in developing position of the pupil.

PERSONALITY OF A PROFESSIONAL: AXIOLOGICAL ASPECTS

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The present article is devoted to issues of professional formation of personality of a pedagogue and mutual interference of personal and professional systems of values.

Also, the author reviews issues of professional deformation in the profession, giving an example of profession of the pedagogue, demonstrating possibilities of positive and negative changes of personality influenced by this process.

The tendencies of development of the contemporary world will in the nearest future require high professional competence from every human,

need to absorb new technologies and knowledge intensive production. Requirements to social and professional mobility, to level of intellectual development, to professional culture, to ability to study through all lifetime period increase. Such transformations may take place only via revision of the whole system of axiological personality attitude to profession.

THE PROBLEM OF COMPETENCE IN RELIGIOUS STUDIES AS A PART OF THE HUMAN CULTURE

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The article is concerned with the investigation into an importance of human competence in religious studies in modern Russian society.

The most important issues to be answered in the paper are:

- How has the religious situation in Russia changed since the last decade of the XXth century;
- What is the field and what are topical problems of religious studies;
- Why does a person need religious knowledge and what are the reasons to include the subject “Religious studies” into the students’ programs.

XENOPHOBIA AS A FORM OF POLITICAL PATHOPSYCHOLOGY

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Political pathopsychology – morbid, abnormal perception and inadequate response of an individual to the realities of the social and political spheres – is a phenomenon of civil “pre-culture”, a subjective factor, considered a threat to the stability and an obstacle towards renewal of the society. One of the forms of PP is *xenophobia*, that has (alongside with social) deep moral and psychological roots, bringing about pathologies in mentality and behavior of an individual. The paper addresses the causes, forms and ways to “cure” xenophobia.

THE PROBLEM OF CONSTRUCTING THE NATIONAL IDENTITY OF A MAN IN MULTICULTURAL SPACE: THE COMMUNICATIVE ASPECT

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The problem of the formation of national identity in multicultural space contains important aspect: now it is more than before, depends on the models of communication, internal and external, which are important for this

culture. The modern situation requires that each culture unified standard communication based on cooperation, openness, dialogue. But such a communicative “porosity” is impossible as universally, as the same for all cultures. It depends on the individual psychotype of the culture, particularly on the rooted in the mentality ways of interaction with the “Other” (for G. Gachev, it is a place where national sins and dignities are closely related and demonstrate the important features of the culture). Detailed structure of the forms of human destructions which was analysed by F. Riman (“The basic forms of fears») gives methodological opportunities for study of communication parameters of cultures taking into account their unique psychotypies. A special place in this type of study belongs to the Russian culture as having evolved in the course of the cultural and historical development of a wide range of communication skills and capabilities.

SOCIAL-AND-PSYCHOLOGICAL FACTORS IN GENESIS OF BORDERLINE NEURO-MENTAL PATHOLOGY IN GYNECOLOGICAL PATIENTS

R.F. Nasyrova

Analysis of level of mental state of women with gynecological pathology has allowed distinguishing high percent (72%) of comorbid neuro-mental pathology. In coming-to-be of these mental pathologies, the role is played by social-psychological factors: conflict family relations, disadaptive emotional and behavioral strategies of coping with stress, high level of psychogenias.

A MAN EDUCATED: ABOUT VALUE BASES OF NATIVE PEDAGOGIC

G.A. Okushova, okushova@mail.ru

This article considered valuable aspect of pedagogical activity technicology. Development of educational technologies promotes constant construction of pedagogical reality, formation of pedagogical ideals and definition of educational results. Comparative analysis of two aim-points “a man educated” and “a man competent” allows speaking about valuable maintenance of modern education and possible consequences of construction in pedagogical activity.

TRAUMATIC STRESS IN LIQUIDATORS OF THE CONSEQUENCES OF THE ACCIDENT ON CHAPS

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Problem of study of psychogenias rising and forming under extreme conditions acquires special value. Psyche of individual undergoes extreme impacts provoking in him/her traumatic stress that results in disturbances in mental domain. In liquidators of the consequences of the accident on ChAPS specific peculiarities of experiencing traumatic stress are distinguished that form certain adaptive-defensive system.

SELF-ACTUALIZATION AS A WAY OF CONSTRUCTING MENTAL HEALTH OF A PERSONALITY

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Health is a natural absolute and constant value which is at the top of values hierarchy. Mental health is the most important criterion of person's physical health. It can be described as absence of mental disorders and adequate behaviour. Maslow A. considered process of self-actualization as the only way to reserve person's mental health.

THE FAMILY FACTOR IN FORMATION OF MENTAL HEALTH

V.P. Pirogova

The family is a basis for biological, psychological and social formation of the healthy person. At the same time family problems are psychogenias which break mental health of the person. Defects of education, house violence, destructive family myths and tabu are psychogenias break normal development of the person and promote development of mental frustration.

TRANSGRESSION

J. Podguretsky

The core of the article is a problem of integration of knowledge about social communication. The author discusses his own theoretical view based on original conception of transgression. The transgression considers a person not as an industrious creator of new symbols or a closed system of consciousness. It considers a person as an individual who takes transgress actions in risky and dynamic world. These actions cause adventures and tragedies.

THE CONSTRUCTION OF PERSONALITY IN THE CONTEXT OF MODERN ANTHROPOLOGICAL AND PSYCHOLOGICAL THEORIES

V.A. Postoeva, S.V. Borzykh, jborzykh@mail.ru

Construction approach in modern psychology is based on the theory that human beings can construct their own aspects of development: uniqueness, social environment, new level of expanded consciousness etc.

This article considers the possibility of human brain construction in the context of modern scientific anthropology and evolutionary cognitive anthropology achievements. It also examines different ways of formation of the new personality of the 21st century in psychological concepts of Antonio Meneghetti and Martin E.P. Seligman.

THE PUBERTAL CRISIS: PSYCHODYNAMIC ASPECTS

V.A. Potapova

The pubertal crisis has got the some psychodynamic features. The child partially regresses on prenatal phases. It is shown in formation of groups with the aggression directed on an environment, neglect social norms, a generality of clothes. Not resolved symbiotic attitudes burden a situation. Experience group psychoanalytic psychodrama considered.

RESEARCH WORK AS A FACTOR OF THE HUMAN INTELLECTUAL DEVELOPMENT

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The number and the quality of scientific knowledge received by a person during the whole life define the human intellectual development. As a result the individual cognition, thinking, style and type of action are transforming.

Forming of any elements of research work in secondary school as preparing for student's university research and then after university diploma has a special role for the person intellectual development.

CONSCIOUSNESS AS THING THAT DONE IN SPACE OF PAIN (PHILOSOPHICAL ANTHROPOLOGICAL ANALYSIS OF SIMEON EMESSES HAGIOGRAPHY, 6 C.)

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The article is devoted to the analysis of Fool in Christ Simeon's hagiography from philosophical point of view. The author touches such

philosophical problems as consciousness, madness, loneliness, sin, relations between ego, soul, God and Another. Paying attention to Fool in Christ author tries to speak about the Russian world of madness that should be told from European world of madness described by M. Fuco.

INNOVATION TECHNOLOGIES IN ELECTIONS IN PRESENT-DAY RUSSIA

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The innovation is based on using the cellular connection between people.

The opportunity of taking part in voting by means of mobile phone is an instrument for the involving of young people in politics. Mobile phone for this part of our society is a life style. The matter of time is to originate the solutions for taking part in voting by means mobile technologies.

The using of the innovation technologies in political processes will lead to transformation of common idea for election campaigns.

CLINICAL PERSONOLOGY AS A BASIS FOR HUMANISTIC APPROACH IN MEDICINE

V.Ya. Semke

New trend in study of human nature is personology – science about ill and healthy personality. It allows tracing formation of the personality in continuum «health-premorbid-illness». It serves as a basis for diagnosis, correction and new methods of psychotherapy.

TOLERANTLY-ORIENTED BEHAVIOR FOR PROFESSIONAL ACTIVITY OF LEGALITY SAFEGUARDING SPECIALISTS

Y.V. Semyonova

Significance of tolerance and tolerantly oriented behavior for professional activity of legality safeguarding specialists presented in the article: given overview of main components of tolerance structure, which determine tolerant behavior: emotional competency, ability for empathy, communicative competence.

METAPHORICAL MODELLING OF SENSE AND TRANSLATION TO ADIAPHORICAL WALL OF MISUNDERSTANDING

L.V. Shabanov, lev.sha@sibmail.com

The metaphor frequently becomes the reason of communicative barriers inside humanitarian area of a science, we have faced with a problem of quality of human activity in conditions of an escaping sociality, alienation when metaphors turn adiphora's game of words.

THE FORMATION OF ART EXPRESSIVENESS OF PUPILS AS A DIRECTION OF MODERN HUMANISTIC EDUCATION

E.V. Shadrina

Art expressiveness is considered as one of the major key competences of the persons positive image. About 15-20 % of children have this quality. The others stand in need of developing of art expressiveness by means of art-aesthetic methods of influence. In the article ways of formation of art expressiveness of pupils of an elementary school by means of art are considered.

TRAVELLING AS A HUMANITARIAN TECHNOLOGY

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The paper concerns with travelling as realisation of human need to get new experience. The authors show that travelling today is The formation of art expressiveness is one of the major components of modern humanistic education of pupils. a humanitarian technology.

The main idea is that travelling is a technology of maximum effective use humans' life.

THE DAILY PRACTICES OF CONSTRUCTING A PERSON: FOOD

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The article analyzed the food as a basic daily practice. The choice of food depends on the cultural tradition, worldview characteristics, actual format of the social reality.

Stages of transformation the food reflect cultural changes and contain the potential of subsequent development of the culture and the society. For example, food processing by fire became the anthropogenetic revolution,

which provided a further evolution of humanity and the development of a basic cultural forms of human transcendence.

Food influences at the formation of human identity – at its corporal, national, communicative, moral characteristics. Food has been the subject of the social control and manipulation, for example, in a condition of totalitarian organization of social reality. The modern advertising and media create and offer the such image of the food, which provided some predictability identity and values-behavioral orientation of the average man.

The problem of the transformations of the food in a globalizing world is actualize, especially the problem of a preservation traditional cuisinies and traditional food. However, the processes of industrialization and westernization nutrition, leading position of fast food (not as a specific form of food, but as a format of the food that reflects the value picture of the American image of the world) – these processes are also inevitable and obvious.

THEORETIC-AND-METHODOLOGICAL BASES OF A PERSONALITY DEVELOPMENT IN THE SYSTEM OF UNINTERRUPTED EDUCATION

I. Yu. Sokolova

The article gives revealed by the analysis of the philosophical and psychological-pedagogical literature theoretical and methodical bases of development of the person in the system of continuing education that assumes realization in educational process of:

- such psychological and pedagogical approaches as anthropocentric, of systemic activities, of the person development, of psycho-didactic system;
- principles of unity of consciousness and activity, and unity of consciousnesses, the person and activity;
- pedagogically proved complex of activities and communication which would provide active interaction of a developing person with its social environment;
- three interconnected components of the person development – socialization, individualization and personification;
- self-knowledge by learners of their individual psychological features that is the basis of their education and self-development.

**VALUES OF EDUCATION AND CONSTRUCTING A SUBJECT:
UPBRINGING MOTIVES IN THE NOVELS OF CAREL ČAPEK
“WAR WITH THE SALAMANDERS” AND KAZUO IHSIGURO
“NEVER LET ME GO”**

M.V. Sokolovskaya, smvb@yandex.ru

The object of the report are politics and functions of teaching and educational institutions in their attitude towards political decisions about duty and rights for some beings and towards discussions about rights and soul of others beings in the fantastic novels “War with the Salamanders” by Carel Čapek (1935) and “Never Let Me Go” by Kazuo Ihsiguro (2005).

**MEASURE OF ATTRIBUTIVE HARMONY IN SEMANTICS
OF IDEAL, “SQUARE” PERSON ARISTOTELYA**

E.M. Soroko, eduard_soroko@mail.ru

The conceptual viewpoint of the author is being proved, which states that the symbol, thought in the very broadest sense, is a convoluted time of self-organizing social systems. The symbol is a keeper of information about the past and the future of these systems. It is the memory of human culture and, being created by the collective unconsciousness, contains the idea of its future, which exerts influence on the present.

To design the person, ignoring tetraontology, tetraepistemology, the general theory systems, the general theory of harmony (harmonistics), synergetics, dyatropics (a science about a diversity), a science about symbols, hardly probable probably. To new time, an information era, new knowledge of harmonization of structures are necessary also. Existing information technologies are based on the information as the data transferred on liaison channels and management and consequently here are insufficient. The information technologies of the second generation which are based the information as a limited variety, are not created yet. They make a strategic resource of a society and are intended just for search of structural harmony of systems. Harmonization of systems is provided with a binding of a collective variable expressing their condition to one of invariants, its knots, focal (nodal) values. The last are the generalized gold sections, and to a collective variable as parameter of the order maybe relative entropy, i.e. estimated concerning to the maximum.

PSYCHOLOGICAL SCHOOL SERVICE IN ASPECT OF INNOVATIONS

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Methodical approaches of reforming of psychological service are proposed. On the basis of concept of natural gifts as ability to perceive social reality and possess abilities of interaction with the society, psychological-pedagogic collectives need formulation of priority trends of educative activity which basic aim is development of effective interaction of a schoolchild with society. Innovative model may be based on command work of psychologists using methodology of psychological counseling.

PROFESSIONAL EXPERIENCE AS ONE OF THE CONDITIONS OF THE DEVELOPMENT OF A PERSON

K.P. Sviderskii

In the article the principal educational conditions of the evolution of a influencing teacher's development are examined. The origin of the model representing teacher's professional experience is proved by the particular features of the social conditions of teacher's professionalism development. The author analyses the peculiarities of teacher's professional experience self-education which sums up the results of the expertise of the national educational projects. The important condition of preventing these difficulties among teachers is to increase the role of self-educational work in the process of studying at the institutes of higher education, at the refresher courses and at practical work.

PRINCIPLE OF INFORMED CONSENT IN BIOMEDICAL EDUCATION

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The general ethical problem of biomedical education is necessity to take part in experimentations with living animals to obtain practice in animal surgery etc. Very often students have no information about the crucial details of the part of education. It seems that it's time to expand the principle of informed consent from practical medicine and scientific research to biomedical education. Informed consent is a legal condition whereby a person can be said to have given consent based upon an appreciation and understanding of the facts and implications of an action.

The question is do students would sine any papers concerning informed consent.

FORMING THE IMAGE OF A MAN WITH THE SOURCES OF FINE ART IN POST-SOVIET ARTISTIC CULTURE

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The author made an attempt to analyze “reference points” in modern art. As the latter the works by Namdakov and Khadeev were taken up. They are polar by the forms of existence in the artistic area, by the quality of the artistic capital and by their fame. But each of them reorganizes the past, reproduces archetypical traditional forms of sociality. These forms imply the renewal of tribal connections, the reinterpretation of the national phenomenon as the resource of produced artistic senses.

THE PROFESSIONAL COMMUNICATIVE COMPETENCE OF A SPECIALIST PHILOLOGIST

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Today it's difficult to meet a person completely indifferent to the modern speech and satisfied with it. Education which is a phenomenon of culture itself can't exit without basing on the culture of the personality of pedagogue. Communicative competence of the specialist-philologist is a possibility of a person to the full-fledged dialogue with other people, including pupils, to the creative cooperation with them. Importance for life, inexhaustibility of problems which appear because of mastering the art of speech, let us hope on the interest of further teachers-philologists to all sources which light the ways of conservation, keeping, development and interpretation of culture in all its variants.

AN AESTHETIC REQUIREMENT AS INITIAL FOUNDATION IN AXIOLOGY EDUCATIONAL PROCESS

V.M. Vidgof

This paper deals with mechanism conversion of social requirement into aesthetic, as a factor of carrying in axiology pedagogical process ability for understanding of reality by beauty and harmony laws.

THE VALUE OF SPIRITUAL AND MORAL UPBRINGING IN PEDAGOGICAL ANTHROPOLOGY

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This article offers the methodological principle of spiritual and moral upbringing of human. The value of spiritual and moral upbringing reproduces the most important components of human existence and social relations. It is also represented in modern education. Spiritual and moral upbringing in Russia must be realized according to spiritual and moral values. And the educational system itself must be aimed at development of spiritual and moral qualities in human.

PEDAGOGICAL PSYCHOTHERAPY OF PERSONAL- AND SOCIALLY BAD HABITS AND INCLINATIONS

A.A. Vostrikov, A.A. Tabidze, vostrikov@yandex.ru

The problem of psychological protection at school of teenagers from unhealthy habits and psychocorrection the arisen habits becomes all more actual for school education. The modern instrument of such psychological protection and psychocorrection is the pedagogical psychotherapy. The executor of pedagogical psychotherapy becomes a school psychologist. In the article the author's concept of pedagogical psychotherapy as directions of psychopedagogy and suggest pedagogics within the limits of a special subject is described.

BODY IMAGE IN NORM AND PATHOLOGY

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Relevance of study of body experience is reinforced by increase of number of psychosomatic diseases and neuroses. On example of patients suffering from hypertension, perception by the person of his/her own body as a peculiar psychological space is considered, features of body image in patients with hypertension as evaluative perception of him/herself, determining activity of the person, as well as symbolic compound of body experience that may be considered in cultural context, are analyzed.

COGNITIVE AND ECOLOGICAL PROJECTION OF A HUMAN BEING

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There are trivial statements about the state of association between man and habitat. One of them is based on latent anthropocentric paradigm, and the other is based on biospheric imperative. Still another synthesis arises from a new conceptual system of life attributes such as consciousness and cognition. The current synthesis is formed on the Third Informative Toffler Wave. The input principle is based on the concept of specialized and universal Turing model in terms of self-applicability (B. Pospelov); systemology GST (Yu. Urmantsev); ecological psychology (V. Panov); synergetic and Santiago Theory (Maturana, Varela).

GENDER AS A MECHANISM OF A PERSON'S FORMATION

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Different aspects of culture existence even those which seem to be biologically determined are incurred formation. Thus, gender is an integral part of a person's formation. Gender is not stable and can be changed during the history of humanity. It is absolutely obvious that gender as a part of a person's formation continues to specify a definite tendency of any existence, to form differences in the sphere of feelings, to influence a vital way and expectations of a person.

THE PERSON IN HI-TECH-ART: AESTHETICS AND BIOETHICS

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This article represents the results of the research granted by RFFS № 08-06-00109. New kinds of art on the basis of high technologies have received name Hi-Tech-Art. They represent the result of synthesis of art, science and high technologies. To Hi-Tech-Art we could refer: Transgenetic Art, Wet Biology Art Practices, Nanographic Arts, Nanosculpture, web-design, 3D-graphic, interactive computer installations, etc. Products Hi-Tech-Art intensify a problem of understanding what art is. Products of Hi-Tech-Art do actual bioethical problematic in the conditions of growth of commercialization of sciences (first of all, by creating Hi-Tech) and commercialization of cultures. Hi-Tech-Art compels a person to look in a new fashion at itself, its opportunities and the place in the universe. The person begins to understand, how much strong, mighty and defenceless simultaneously he is.

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