The new century is opened to a sight as an infinite "explosions" epoch - radical changes in scientific directions and reassessments of already existing scientific outlooks. Modern development of education is characterized by that significant role which ways of information acquisition play in educational process, information storages in memory and practical use in the further professional work. The special attention is given to skills formation of independent receipt of the information and strategy of its processing. Thus, it is possible to tell, that accents in a modern society are shifted from education to self-education.

Involved in material world events general interrelation, the mental phenomena express unique unity of living creatures various properties. In general they form "functional organism", allowing the person to orient flexibly and to adapt quickly and successfully to perform in permanently varying environment.

The scheme as a pattern of psychological construct, synthesizing cognitive and semantic in uniform structural architecture of individual consciousness, in uniform subjective semantic space, allows to see a didactic foreshortening of acceptance by a trainee of the educational process context as semiotic non-uniform text. The scheme, synchronizing an external and internal field of the learning subject, acts as the universal frame defining borders of all mentality contours and also intention of content formation, consciousness and consciousness development.

Furthermore, new requirements come from the modified society for the future experts according to trainees internal needs, with change of all self-organizing pedagogical system «training person – trainee – context of teaching material», directed to innovative tendencies and opportunities; due to the fact that educational process management undergoes major changes.

In the face of modern psychology there is a problem of psychological-pedagogical foundation development of the training theory, teaching innovative methods of and learning efficiency and a self-training role increase. However modern researches are not constructed all of a sudden, they are logical continuation of the researches carried out by domestic and foreign psychologists in the field of educational process efficiency increase. Therefore it is possible to tell, that the theoretical foundation of mechanisms of schemes and background interaction within the limits of educational environment is constructed based on psychological-didactical theories of the past with use of all that progressive, that was implemented in them.

In modern education theories, training is interpreted as a discourse of a trainer and a trainee, working with separate cognitive schemes and entering in personal-semantic relationship and as a result of this relationship the mechanism of schemes and background introjections is created and operated. Scheme and background interaction, having intra-and interpersonal vectors, is defined by trainee personal meaning. Mediate developments of human mentality, "psychological instruments" are characterized that operation of the sign use, standing in the beginning of each of the high mental functions development, at first, always has the form of external activity, that is, always turns from inter-mental into intra-mental and vice versa (interiorization and exteriorization).

Cognitive psychology studies how people receive the information in the world, how this information is presented by the person, how it is stored in memory

and transformed into knowledge, and how this knowledge influences our attention and behavior. Besides it covers all range of psychological processes - from sensations up to perception, recognition of images, attention, training, memory, concepts formation, thinking, imagination, storing, language, emotions and developments; it covers every possible sphere of behavior. In cognitive psychology the scheme is defined as base and stable construct and a background – as reminiscence and actual in the scheme. Educational process in which the scheme and background exist and cooperate, is considered as the non-uniform multivariate semiotic, cultural environment, structurally organized by a natural language, as sphere of languages and signs interaction inside the cultural context in which constant updating and development occur.

Before examining how it is possible to practically use scheme as a frame of various trainee's heterarchies in education, it is necessary to define the terms, making units and the elements applied at the schemes description and introjection mechanism of schemes and background. The scheme, as well as cognitive construct, is one of key concepts of cognitive psychology. «In cognitive psychology the term "scheme" designates structure which will organize data configuration. Components of latest are a number of variables or slots which can accept one or another expected values. Schemes are organized in hierarchy, each bottom block contains more specific information, whereas each top block – more general one» [1]. Schemes are cognitive structures, which are mostly a general version of base representations included in cognitive system. Schemes will originally organize experience and build during interaction with surrounding world, it is such a category of mental structures which stores and organizes previous experience and operates our further perception and experience, that is the result of previous experience of some sort of event.

The scheme is a unit introduced into the schema theory by F. Bartlett [2], designated the general knowledge, the generalized descriptions, plans or systems of cognitive structures which are stored in memory, namely, abstract representations about events, subjects or attitudes in the world, that is, in general, a picture of the world, which a person perceives, being based on all previous life experience. Using schemes a picture of the world is presented in the way it is organized in people's memory, in the form of the folded, generalized knowledge. This knowledge is organized in intellectual (mental) structures which we name schemata. Schemas represent open systems which constantly replenish with the new information. «As people study, they build knowledge, creating new schemas or connecting together already existing schemas, but each time in a new way» (Anderson) [3, p. 54]. Without reception, storage and transfer of the information human life - neither world knowledge, nor organization of a human society as a whole is possible.

Cultural background knowledge of communication participants represents a basis for any dialogue. Since birth, the human being belongs to many social groups, and his cultural competence is formed in them. Larger groups usually named cultures, essentially define cognitive and pragmatic bases of communicative activity in the given community. In A.N. Leontyev's opinion, "As dialogue activity we simply understand some information transfer from one individual to another. The communication is not only and not so much interaction of people in a society, but,

first of all, interaction of people as members of a society, as "public individuals"". [4, p.45].

For successful communicative skills and experiences formation, first of all, it is necessary to make sure that participants of the communication have identical background knowledge, the same mental schemas. Many of schemas which are developed by people are individual. Each of them has his own impressions and life experience different from the others', therefore each individual forms his own point of view and the world image. However the communication takes place because, besides individual, people have general knowledge. Many schemas, which are formed in person's memory, are general, if not for all mankind, but at least, for its greater part. They make an important part of the general cultural knowledge and form a basis for the successful intercultural communications and interaction.

The culture is one of the major sources of human schemas, and the schemas play the central part in the majority of psychological processes. Thus, the schema is a way of communicating culture with other psychological processes which, anyhow, influence people activity. Consequently, the communication and mutual understanding of people speaking various languages and belonging to various cultures are possible and testify presence of universal life basis which is invariant of people vital activity, and also about a high degree of mutual penetration and mutual enrichment of various nations' cultures.

Based upon the previous, it is necessary to recognize, that background knowledge is an important concept of cognitive theories system as it defines generalized, folded knowledge of the world which is already acquired by a trainee during educational process or life experience and stored in memory. New experience is usually compared to those that are already stored in memory and help better understanding. The understanding is an incorporated function of knowledge background aspect, where characteristics of knowledge exist at various abstract and «blur» levels, and recently generated schemas representing the new actual information structured in the schema. In the process of new knowledge acquisition, a trainee can add them to already existing schemas (if they are adequate to those) or build new schemas (if he cannot find something adequate to recently received information in his memory). The process, using which schemas influence understanding, is called reproduction or reconstruction. It concerns general schema representation which a trainee introduces in the task when it is included in creation process of conformity between the necessary schema and the new information which needs to be remembered.

Roy Anderson, however, expanded a word meaning: the schema can be considered as an expectations set. Understanding occurs, when these expectations are filled with the special information which delivers the occurring event or the message about an event to sense organs. The information which almost meets expectations can be written down in memory subsequently to call for the necessary cell in the scheme. The information which mismatches expectations, is not coded in memory, or deformed, so better correspond to available schemas. Blanks in available information can be filled by a guess to coordinate it with expectations. Subsequently, the same expectations which directed coding the information can be put into operation for reproduction and reconstruction management of events and

facts [5, 241]. Later in R. Anderson's works schemes concept was reasserted: «Each act of understanding includes knowledge of world picture » [3, 369]. Schemas interaction means: first, two schemas can be activated simultaneously, solving various parts of a problem or uniting results in the united problem decision. Second, two schemes can be activated at various times; each of them processes separate components of the whole. Beside the interaction, two schemes can represent absolutely different decisions of the given problem, and the final decision should be accepted according to its relevance in the given actual situation. Schemes can get into each other at various abstract levels. As it already was mentioned above, relationship between them is more similar to network, rather than hierarchical, owing to what one scheme can cooperate with many other ones.

The scheme can differently influence the latest events reproduction. Results of experiments have shown that almost half of examinees deform the information during reproduction. It has been proved, that these distortions are not occasional and caused by earlier generated schemes, the previous life experience and social communications of the subject. Thus, the hypothesis has been put forward, that events fetched from the memory depend on two important factors: firstly, from how well the given individual organizes the schemes of such kind of events, secondly, how typical the event which needs to be remembered is. The better schemes are organized the better the total reproduction of event will be, if the event is more typical, it is more probable, that it will be reproduced. However there is also the other side of a medal, if the event is more typical, it is more probable, that it will be incorrectly recreated, that occurs because the memoirs will be "filled" with the information stored in the scheme, rather than real events.

Within the limits of cognitive theories the understanding is considered as new knowledge inclusion in a context already available from the subject. Underlining, first of all, substantial objectivity of knowledge that makes up "intellectual baggage" of the understanding subject and results from his cognitive activity. The understanding differs from knowledge; first of all, it represents knowledge understanding, activities with it. What the person understands is not knowledge, but the material world reflected in it, therefore knowledge is considered not as the purpose of understanding, but as means of understanding. Significant advantage for trainees, from the point of schemes application, consists in the fact that schemes extend and improve constantly, trainees constantly address them, that is also contribute to the process of understanding.

Formation of the subject cognitive attitude to the objective context of the understood reality fragment, generation of knowledge operational sense about it, is the process of understanding as it represents understanding of the object of knowledge reflected in knowledge, formation of knowledge meaning during activities with it.

To understand any event (situation, phenomenon), it is necessary to generate its operational sense, leaning on knowledge of such kind of events. Formation of operational senses occurs by establishing connection between objective maintenance of problem knowledge revealed during thinking (task conditions, maintenance instruction, etc.) and fragments of personal knowledge structure in which the understood context makes sense to him. In particular, completeness of knowledge with

personal sense allows to make them stimulus of personal sphere development as a whole, an essential component of the diversified kinds of activity. They activate consciousness, self-knowledge and self-understanding of the person, which naturally leads to his thorough development, serves as the basis for formation of the further self-development and self-education (A.N. Leontyev) [4].

The meta-system approach which allows meaning formation to be understood through the mechanism of an essence of external and internal introjection, in a new way allows to approach the analysis of educational process as complete system, to a system generating factor problem of this system. Research of a schemes and background introjections problem in semiotic environment explains, how personal senses influence actualization processes of background knowledge and their transformation into the general schemes. Schemes research (some kind of cognitive constructs) represents continuation of that is already made in cognitive psychology earlier, this is the theory of cognitive constructs by J. Kelly [6], stages of intelligence development by Piaget [7], patterns or configurations, «figure and background», accepted in Gestalt-psychology [8], frames of P. Thorndyke, [9]. The scheme is considered to be a component, construction unit for trainees' cultural background knowledge formation, as rigid psychological construct. Because Gestalt-psychology allocates complete properties in studying the intellectual organization, a Gestalt-ideas are applied especially concerning visual perception. «In addition, or even instead of, purely vision there are also general types or schemes how the subject designs the answers. The scheme itself becomes in due course even more dominant, initial visions disappear, the details contained in the original, are forgotten and generating incorrectly though even last reproduction usually will show steady movement of the image of that type or the scheme which has been originally conceived» (F. Wulf) [8, p. 75].

The category of the scheme can be considered in a context of various psychological theories, within the limits of the schema theory, the cognitive constructs theory and cultural approach. In cultural approach, for example, the culture is considered as the semantic interpersonal communications, the mediated form of semantic dialogue, as a way of "existential alienation" overcoming (V.V. Druzhinin, V.P. Zinchenko) [10, 11], as dialogue of various people, epoch, civilizations (M.M. Bakhtin, J. Lotman) [12, 13]. The culture forms a basis of a discourse in education as a result of which the intercultural communication is formed. As the discourse is an interactive process between speaking partners, it should include cultural issued knowledge of the world. The successful intercultural communication depends on how general the schemes are and how much the speaking partners share their general background knowledge.

Studying of the intercultural communication assumes acquaintance of the following phenomena and concepts: principles of the communication, the basic functions of culture, influence of culture on perception and the communication in its various spheres and kinds, parameters for the description of culture influence on human activity.

The communication is a bilateral process; its success depends on how much the cultural background knowledge of interlocutors coincides. Whether the same concepts stand behind words shared by both by interlocutors depends how

successful their communication will be. Background knowledge also represents the general knowledge for communication parties, sets of concepts which are stored in memory and can be activated and used if the occasion calls for it. Assuming that all various and numerous knowledge of the person is organized in mental schemes as people learn the world surrounding them, they form knowledge, creating absolutely new schemes or attaching new knowledge to already available blocks. The trainee builds his own schemes and each time reconsiders them according to the new information. Everyone's schemes are individual and depend on life experience and cognitive processes which he has already acquired. Usually the scheme is described as the hierarchical organization where new knowledge is attached to already existing hierarchy. In this case storing depends on knowledge structure. However knowledge is not necessarily stored hierarchically, more often they depend on understanding and presented in conceptual schemes. Thus, it is possible to tell, that schemes designate the generalized knowledge or cognitive structures system (network), stored in memory and abstractly representing events, objects and attitudes of the objective world.

In order to more effectively organize educational activity, it is necessary to understand, **how** the person organizes his background knowledge which he receives about the surrounding validity during life, how he stores these schemes in memory and how he activates the necessary background knowledge in dialogue situations when it is necessary. If you learn to operate this process, to understand, how it is possible to activate the necessary schemes in educational process at the given moment, and to grab the psychological mechanism of introjection, it will be possible to solve the most essential problems of nowadays in the field of education, namely, problems of self-training and self-education, and also not less significant problem of the intercultural communication formation.

The central concept of the applied intercultural communication sphere is intercultural sensitivity. Its increasing in conditions of multiplied distinctions, uncertainty, ambiguity and changes, characterizing modern society, becomes the important component of professional suitability of the future professional.

The following sections of background knowledge which the "cultural-language" person should acquire for successful dialogue in situations of the intercultural communications are allocated:

1) historical and cultural background including society culture data during its historical development;

2) social-cultural background;

3) ethno cultural background including the information about life, a way of life, norms of behavior, family traditions, national holidays;

4) semiotics background containing the information on symbolism, designations, features of foreign language environment.

Each act of communication is a unique combination of background and current consciousness of the given sender to similar forms of consciousness of the given addressee in conditions of an actual context, in other words, schemes and background interaction. The very first condition of the successful communication (perhaps, after general language code presence) is more or less clear idea about people to whom the message is intended. For different communication spheres this

condition means different things. In public performance or in advertising commercial it is important to understand the audience structure at sociological and psychological level from the point of view of the problems which excite spectators or listeners at.

To explain how introjection occurs, it is possible to consider background knowledge transfer in schemes and back during the reading and understanding process. The fundamental issues of the schemes theory are that the most part of sense which the reader makes from the text is not in the text itself, but in the memory of the reader, in his background knowledge. The fact that is understood from the text (oral or written), is a function of the certain scheme which is activated during text processing, that is, reading or oral comprehension.

The process by which schemes influence understanding, is called an assimilation. It concerns general scheme representation, which the reader introduces into the task, when it is included in conformity creation process between the necessary scheme and the given message. The basis of this process makes cognitive concept as a certain abstract scheme in which the operational mechanism of cognitive knowledge is incorporated. It is represented, that schemes as cognitive structures are the way of the background knowledge organization. Schemes introduction in the organization of teaching material and educational process provides purposeful stage-by-stage construction of cognitive system of the secondary cultural-language person as much as possibly opened to intercultural interaction (Hirsh A. D.) [14].

The understanding unites all components (language means, cultural background knowledge, a way of text reading or oral understanding and the comments to them) in united system which should be considered as a whole or in a wider context to receive full representation that it gives. These positions are the base for hermeneutics, a corner stone of hermeneutic methodology is the regulation about description attempts of understanding outside the analysis of its individually-psychological forms are doomed to failure because the experience which has been saved up by one person, cannot serve as the precondition for cognitive activity of another.

The culture text nature is considered in hermeneutics, too. Since hermeneutics is a science of interpretation, it concentrates on the internal part of the reference with the signs world or, it is better to say, on the deeply internal process, such as speech which appears outside, as signs world development, hermeneutic presents all sets of human attitudes to the world, as they are expressed in language [15].

According to hermeneutics, value of an understood culture subject is included exclusively in an idea of its creator owing to what the understanding appears to be interaction of the author and the recipient, «…any thinking proceed from the latest knowledge, is made on their basis, departs from them, includes them, the thinking in general is impossible without use of knowledge» [15, p.28].

During reading of any text, senses come to life, reveal, find out, and the text appears objectively perusal. Educational activity, which result is not understanding of the latent senses only, but also these senses can be organized similarly.

Any training is a universal social-cultural context, that semiotic environment which leads to personal-cognitive construct formation, especially connected with perception of himself as initiative person (i.e. having an internal control locus and attributing to own activity the reason of success or failure), and also cultural background knowledge which should become a basis for the further professional work. Receptions, approaches and methods are connected in a united network as they work all together for achievement of the training course purposes and problems.

«Personal-focused formation is based on methodological recognition as system-forming factor of the trainee identity: his needs, motives, purposes, abilities, activity, intelligence and other individual-psychological features. This education assumes that individually-psychological and status features of trainees should be considered as much as possible during training. Interaction between trainers and trainees changes essentially. Most evident that «in personal focused training, the main thing is development of personal attitude to the world, activity, himself» that, in turn «assumes not simply activity and independence of the trainee, but necessarily subjective activity and independence » [16].

If to consider the scheme as psychological reality in conditions of knowledge formation, criteria of schemes and a background actualization and general knowledge movement to the background are set by trainee personal sense. The knowledge cannot be described as the simple sum of concepts; therefore we describe it as something complete, as system-network formation. The network thinking has changed not only our view of the nature of things, but also our way of the scientific knowledge description. The system-network approach is the main methodological direction of the modern science defined by installation to consider a subject as a unit and assuming corresponding logic of the research program (cognitive procedures), therefore, the complete and multivariate perception of the reality is formed. Within the limits of the system-network approach educational process is considered as the certain set of elements which interrelation causes complete properties of this set. The major accent is made on revealing variety of communication and attitudes which take place both inside investigated object and in its mutual relations with an external environment. Education is specific activity which subject is «sign - meaning» system, i.e. it is the activity of knowledge sense disclosing expressed by a sign.

In this connection, semiotic environment is considered not as the sum of diverse elements, but as a network whose elements have the same construction material.

In parallel considering the senses theory, we come to a conclusion, that the highest senses are steady during the long period of time. Within the limits of the sense theory it is possible to explain schemes and background introjection – perceptive penetrate to the highest level, where it can be stored for a long time with the subsequent replay, that is, actualization and replacement on lower level. Senses as units of consciousness can be mediately operated through inclusion of a person into a significant activities stream (A.G. Asmolov, B.S. Bratus) [17, 18] or in joint cogitative activity – (A.K. Belousova) [19] as a result, participants form «general-system psychological new growths, system determination of which is carried out as

integration … at personal and individually-psychological level». For this purpose there is no better place than educational process which initially assumes directed knowledge activity and joint cogitative activity of a trainer and a trainee.

The introjection model is considered as an example of foreign language teaching. Language (native or foreign) training is developing linguistic and communicative competences. In the modern theory of training the major attention is paid to cultural competence development. Thus, educational process can be presented as a non-uniform context, moreover, non-uniform semiotic environment. In this non-uniform semiotic environment schemes and background introjection is modeled, schemes as reference points having personal sense for a trainee, and background as cultural background knowledge. The background is considered as the basic psychological substratum, and the scheme - as the basic psychological construct.

Integration sense-forming model includes introjection mechanisms of schemes (cognitive structures) and background (background cultural knowledge) in non-uniform semiotics space, as the educational context, can be considered. In the given model sense-forming is presented by the interaction directed on personal senses formation (sense of own activity, self-analysis, reflection).

Within the limits of non-uniform semiotic environment as the most polar sense-formed and psycho-semantic constructs, the scheme, as base and stable construct and background, as reminiscence and actualized in the scheme are allocated. Sense-forming is shown in all basic components of training: methods, purposes, problems, technologies and strategy, and also in organizational forms of training. It provides qualitatively new approach for education, allowing training person to operate process of training taking into account personal senses of a trainee. Management occurs mediately, through choice situations creation, using constructive discourse between training and a trainee, through cognitive schemes actualization, personally important for a trainee, and transfer actual for a trainee general knowledge in knowledge background system. Training acts not only as knowledge form, but as semantic reality, in a context of the activity-semantic approach in modern psychology.

Many of schemes which everyone has are individual. Everyone has its own, different from others, impressions and life experience, therefore everyone forms the own point of view and a sight of the world. However, all people have as well the general knowledge. Therefore many schemes which are formed in individual memory are common. They make the important part of the general cultural knowledge and form a basis for the successful communications and interactive interaction of various people and nations. One of the most simple and convenient models intended for the specificity analysis of speaking another language culture, has been offered by H. Hamerli. The researcher allocates:

1) information (or fact) culture (knowledge on history, geography, the general data which the typical representative of a society possesses);

2) behavioral culture (features of mutual relations in a society, norms, values, colloquial formulas, body language);

3) traditional culture (art values) [20].

One of the schemes important characteristics is that they use that refers to as absent values —positions which should be filled even if they are not felt or are not present, in particular, this plane is semantic formations of the person, they can be designed from other schemes.

Schemes are both structures and processes. Cognitive schemes represent all our conceptual knowledge. They build our knowledge of objects and situations, events, actions and their consequences. The basic and invariant aspects of concepts are presented at highest levels in schematic structures, whereas changeable (or "slots") aspects which can be connected to specific elements in an environment, are presented at the bottom levels. The scheme is procedural instrument, which the person uses to interpret the information. Cognitive scheme assumes a direct way of cultural and psychological processes binding. Any text of culture is essentially non-uniform. Even in strictly synchronous cutoff of heterogeneity that schemes play the leading part in functioning relative understanding: "The understanding of something means its assimilation in the corresponding scheme" [1, p.43]. There it is explained, that such understanding of the scheme represents its interconnected hierarchical attitudes. And our purpose consists in the analysis of similar representation.

Attribute of spontaneous attention and concentration is a developing of figure/background formation, whether it is in a situation of perception, imagination, memoirs or practical activities. If attention and excitation work together, the object of attention becomes more and more complete, bright and certain figure on more and more empty, not noticed, uninteresting background. Such complete figure formation on an empty background refers to as "good Gestalt ". The background is everything that gradually disappears from attention in an experienced situation. The figure and a background context is not static, it varies in dynamic development.

The person uses schemes for the knowledge organization, so it is better to recollect events of the past, to be guided in the behavior in the present, to predict similar incidents in the future, and also, to help to understand better the experiences in the present or life experience in the past.

Finally, there are no parts: something that we call a part, is only a pattern in an indivisible web of mutual relations. Hence, transfer from parts to the whole can be considered also as transfer from objects to mutual relations. Somewhat, this is a transfer «figure — background», which occurs within the limits of contextual (or semiotics) environment. The figure, unlike a background, represents the form, steps forward, is better remembered, the background seems to something continuous, being behind the figure, the figure is perceived as a subject, and a background — as the material, change of one only background can lead to that the figure will cease to be distinguished; thus any of adjoining parts can be perceived both as a figure, and as a background.

Gestalt psychodynamics developed by F. Pearls proves that the person is inseparable from interaction situation with an environment. An essence of dynamics is in Gestalt aspiration to an end. After Gestalt is completed, the need recedes to a background, releasing the foreground for appeared necessity – to get rid of surpluses or to fill the shortage.

According to Gestalt theory, it is differentiated on a figure and a background, where a background is the context, i.e., events connection or a situation as a whole.

The figure/background structure formation prescribes that only one event can dominate the foreground, defining a situation. Otherwise there will be confusion and conflict [21]. So we can explain dynamics of interaction for the scheme-background model in cognitive constructs.

Psychologists and teachers almost unanimously consider that strategy of modern education is child development as it acts as a condition of human life. Education humanization, its orientation on personal, are recognized as the most actual for a modern society tendencies.

The global purpose of educational process as central part of education is personal and spiritual development of a trainee. Thus, using psychology language, development means mental new growths, subject development, self-expansion of internal, intrinsic, natural, universal properties of the person, making components of his sense-living concepts, and integrated semantic orientation of the person. In the theory system-forming systems it shows as ordering, harmonization of chaotic conditions of the person, integration of the disorder set of its properties and attitudes. Axiology, naturally, sees the foreshortenings in development, interpreting it as person making in values system. In phenomenology development is an output of the person for limits own "I".

In semiotics language development sounds differently – as individual transfer from one sign system to another, and in such approach to development there is something, that lacks psychological perception of development. This initial methodological construct introduces us directly into a theme of the text because in semiotics the text is defined as unit of culture, and unit itself, as it is known, bears a sign of the whole. Hence, if we have declared culture as the initial basis of educational process, the beginning of sense-forming activity of trainees, with the same basis we have the right to make it and concern the text as its "cells", as such elementary structure which possesses properties of this culture, having the semantic nature. If educational process in unity of components (purposes, contest and its operation ways) is in an epicenter of culture and is the mechanism of its translation from the past to the future and it has text structure, than education acts as the mechanism of texts translation. Moreover, as education and its main way – training are the special form of culture, in the sense, that it here is extremely compressed and structured in special way, all educational process, and not just its context, can be understood as the complex, polystructural text, in dynamics of its updating and development.

"Scheme" acts as interdisciplinary concept which can be used both in psychology, and in anthropology, pedagogic, teaching methodic, and at the same time, is an opened concept, not quite generated, which numerous values can be corrected, supplemented and interpreted in different areas of a science. Researchers within the different disciplines limits come to the general conclusion, that the adequate description of cultural symbols from a verbal level up to a wide knowledge systems level demand explanation of the basic cognitive schemes which stand up for these stimulus.

Cognitive scheme is unconscious means of events interpretation, forcing the person to see an external world under the certain, cultural-determined corner of sight and to operate in conformity with the cultural-determined interpretation of events

occurring in the world. Schemes generate one another and entangle the world like a web so all world beheld by us appears passed through networks cultural-established and cultural-certain cognitive schemes. Training process should be based on such system presentation about the validity.

The new scientific understanding of a life at all levels is based on the new perception of a reality influencing as on separate spheres of a science and education, and on our daily life. The more we study the major problems of education, the more we are convinced that they cannot be understood and furthermore to solve, separately from each other because it's system problems. The solution of these problems demands radical shift in presentations, in thinking, in system of values as a whole.

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