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Strategies of education development: new perspectives in modernization period

Seeing a child as a personality in the first place is a major objective of both upbringing and education. Of course, it is important to form knowledge, skills and abilities in children. But it is much more important to form personality of a worthy member of civilized society. From this point of view, new tendencies occurring in Russian education lately are admirable. Personality becomes central object of education, which in its turn is one of priority conditions for onward and effective development of society.

One of most important condition of quality education is presence of development strategies based on wide usage of humane technologies aimed at students' personal development and tolerant relations between education process subjects in educational establishments of all levels.

How can educational establishments be actualized to support and protect child's interests?

Which way must relationship of children and adults be built, so that the world of childhood is bright and physical and psychic health are standard for up growing generation?

It is usually said that every adult is a former child. Undoubtedly, we all "descend from childhood". However, sometimes adults forget that fact, and that is where problems in communication with children start. An oriental saying claims, that before the age of 5, a child is a "king", from 5 till 12 – a "servant", and after – a "friend". Considering specifics of present up growing generation, it can be said that modern child wants to be a full-fledged friend and comrade to adults already at the age of 5. Intrusion, dictate and implicit obeying to adult's demand violates child's rights. This often causes the child to "close" from the world of misunderstanding adults, experiencing obvious psychological discomfort in the process.

Practice shows, that if the conversation about solving difficulties with studies and other spheres of child life begins with "let's think about it together", "how do you think" or "If you don't mind", then it's most likely, that children's attitude towards adults will change: they will be more eager to contact when they feel that their point of view is considered. It is undoubtedly better, when the child sees adult as a friend, and not a mentor, who is right just because he is smarter and older.

It is emotional welfare and psychological comfort that determine psychological health, and are a necessary condition for full-fledged functioning and development of a person during his or hers life, adequate performing of his or hers social and cultural roles, further growth of cognitive abilities and creative potential.

This is especially actual nowadays, when modern society desperately needs gifted creative people, able to adequately meet the requirements of high professional and personal mobility, competitiveness, ready for continuous education and reeduca-



tion in answer to new requirements of society towards profession market, that reflect structural rebuilding of economics and production.

Profession choice is a natural stage of every person's development, just as first steps or words. This is, of course, if the child is loved and cared of, and develops normally. If the child is given normal conditions for his or hers personal development, then professional choice decision is made easily and naturally during juvenile age.

Profession choice problems are just the top of the iceberg of personal problems and a signal of inner trouble. Psychological readiness of a high school student to choose a profession greatly depends on adults. Purposeful forming of values, needs and motives for choosing future profession is necessary for a young man to enter adult life confidently, with certain "landmarks" for life.

What conditions should be created in educational establishments so that learning is successful and children are brought up in an atmosphere of peaceful nature and tolerance, their personalities developed correctly, their professional interests formed?

In terms of Federal target program of education development, Ministry of Education and Science of Russian Federation leads active work on development of innovative approaches to the problem of child's personal development. Some of the new trends in development of education can be shown as a scheme (figure 1.)

Based on analysis of results achieved on the program and newly pointed problems new directions of constant education system development are being marked. They touch on many questions; including those connected with systems of psychological support and development of generally intellectually gifted children in terms of studying in general school with the purpose of satisfying their wide cognitive interests and further development of their cognitive abilities. In this connection, new educational programs of psychological diagnostics of students' common abilities and universal education for high school aimed at forming over-academic learning skills are being developed and applied.

At present moment the most intensive work is being made in the direction of applying methods and procedures of humane expertise and education quality diagnostics to practice in educational establishments. Influence of main educational environment parameters on students' tolerance level is being studied. Methodical manuals for organizing infiltration centers for carrying out humane expertise, specialists developing development strategies for infiltration centers, consulting administration and pedagogic collectives on questions of educational establishments development projects realization are being trained.

The problem of "transferring crisis" pschyco-pedagogic support can be called especially actual. In this connection, properties and parameters of educational environment, that are essential in their influence on psychological welfare and personalities of students, are being deeply studied. New conceptual approaches to solving of this problem from the position of diagnosing and correcting of students psychological state upon forming their professional plans, objectives and value-cense orientation when changing educational environment are being developed.



This is particularly important for building innovative technologies and models, oriented on production development perspective and assuming colonizing those types of work or new profession that are not needed at present moment. Universal models of a professional possessing a set of competitions, necessary for solving a wide range of problems are being created. Special attention is paid to development of methodic and normative basis, manifested in requirements towards professional standard and training of competent specialists capable of solving problems of leading development in system of primary and secondary professional education.

Solving the above named problems is just a first step to bringing trends of innovative changes in modern Russian education to life. Hopefully, the concepts, models, methods and technologies in development will get wide use in work of educational establishments of different levels, and will contribute to the upbringing of young generation, whose personal and creative potential will correspond to modern conditions and tendencies of society and job market development.

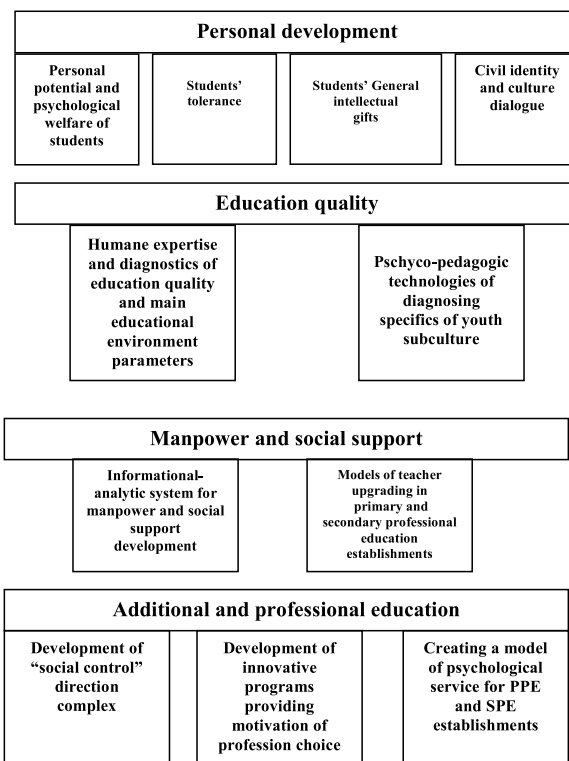


Figure 1. Innovative directions of education development