chotypological predisposition of the personality promote the formation of the aggregate of the psychotypological signs peculiar to the diapason of the abnormal personality variability of the organic origin within the structure of the constitutional-typological continuum. According to the research results of N.N. Voloskova the MAP representatives having the higher nervous activity and personality constitutional-typological insufficiency signs aggregate are estimated as the MAP representatives of organic nature. In this case the MAP represents a "pathologically modified soil", which is the basis for the xenogenetic-organic brain insufficiency being formed under the influence of unfavorable external factors of the habitat. The actualization of pathobiological mechanisms underlying the xenogenetic-organic origin MAP results in the appearing of marginal neuropsychic, somatopsychic, personal and behavioral disorders conditioning the xenogenesis of non-psychotic disorders of infancy and growing age.

Thus, the variability of personal, chaarcterological, psychological and psychic properties from the mid-line of the psychological teen-age norm to extreme variants of the personal-characterological norm (accentuations) of teenagers, further to the marginal abnormal personality diapason and only then to pathological constitutional personal structures in the form of psychopathy lies at the heart of the personal-characterological constitutional continuum of teenagers.

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WAYS OF BOLOGNE AGREEMENTS PRINCIPLES REALIZATION IN RUSSIA (REPUBLIC TATARSTAN)

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In construction of the European higher education Zone the basic role is played by fundamental principles formulated in the university charter "Magna Charta Universi-tatum" accepted in Bologne in 1999.

Bologne process one of the most successful European projects. It is paid large attention all over the world and it becomes some kind of Europe's "logo". Bologne reforms raise attractiveness of the European higher education system since they are based on the certain philosophy and methodology and also on the open and transparent tools such as the European system of translated test units usage. These principles are characterized by effective applicability at the international level as they comprise common understanding of higher education as public property and academic values as the basis of higher education.

One of the Bologne process reforms aspects is to solve public problems put before educational institutions, but the dialogue with community is not supported at a sufficient level. Thus, in parallel with study of understanding and efficiency, increase of various tools usage governments should give to educational institutions a new pulse to the common reforming tasks decision, so that higher initiative of the students, professional training to the job market, mobility, appeal and social integration became the European space higher education integral elements forming.

For effective transition to training focused on the students, the additional efforts are required. Here enters not only encouragement of educational results usage and precise explanation to the students expected from them knowledge and skills but also stimulation of students' critical thinking and active participation. Special efforts are necessary for teaching staff's motivation and training for job focused on students. It is necessary to involve students and teachers into study of the given new approaches application consequences.

Kama state academy of physical culture, sport and tourism successfully practices Bologne process reforms. Our academy signed the contract with the Exeter University (Great Britain). Students and post-graduate students of our academy have one year training at the given University on a speciality "Physical culture and sports". The system of translated test units is a basis of the confidential relations among our educational institutions, cycles, subjects, supporting, thus, flexible and multilateral mobility being a key task of the Bolonge process. Government of Republic Tatarstan provides students and post-graduate students of

our academy with the educational grants for training at foreign Universities in frameworks of the Bolonge agreements under condition by last of the international examination "TOEFL" delivery. After finishing study abroad students and post-graduate students remain to work in the native academy according to the contract.

The principle of higher education and research activity connection assumes education of all levels based on scientific researches is one of the strongest sides of Europe and European universities. Educational institutions offering education on the basis of scientific research provide integration and development of the research component on all cycles, allowing the post-graduate students and teachers to get experience of the scientific work.

Post-graduate students of the Kama state academy of physical culture, sport and tourism have master's program of training at the Exeter University (Great Britain) on a speciality "Adaptive physical culture". According to the Bologne agreements principles it is supposed to purchase a wide spectrum of transferred skill which should be provided not only at a doctor's level but also in the educational programs of all other levels that will allow to bring up a new generation of the leaders capable to multilateral thinking and responding on requirement of the quickly varying job market.

The principle of assistance to innovation potential development assumes that European universities will aspire more and more actively innovation potential strengthening by development connections with external partners, knowledge transfer professionalization processes in accordance with regional, national and European initiatives in the field of research politics. The tendency of groups creation on the incorporated scientific research directions by universities and their partners will receive the further development as one of the innovation process rod elements.

So between the Kama State academy of physical culture, sport and tourism and Brunel University (Great Britain) the long-term contract on realization of the joint international research project on the theme "Sports inheritance" is signed which should be finished to the World Students' Universal Games in 2013 in Kazan (Republic Tatarstan, Russia).

Thus, according to the Bologne agreements decisions not only Europe and our country but also all world becomes "A community of knowledge". In this connection the processes of the European space of higher education and European space of scientific researches creation and national governments' efforts will allow higher educational institutions to carry out the tasks, put before them, not only at adequate but also at an excellent qualitative level and to be competitive in relation to higher education system in other continents.

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NEURONETWORK TECHNOLOGIES AS A MEANS OF ORGANIZATION OF EDUCATIONAL PROCESS

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One of the main goals of educational process is ensuring proper quality of personnel training so that they can easily adapt to the demands of a new working environment that requires processing of large amounts of information. One of the ways to solve this task is incorporating integral programs according to specialization into the educational process. The purpose of the present work is improving professional skills of trained students by developing an efficient pattern of the educational process based on artificial neuronetwoks (ANN) application to process information when studying disciplines that require solutions of unformalized tasks of prediction and classification.

Such programs have a final aim of learning in view, student's ability to solve problems in their profession. This can be achieved by the choice of appropriate courses and their logical succession. We presume ANN could serve as such a tool. ANN is an advancing class of intellectual systems aimed to employ qualified student's experience in the areas where solution quality traditionally depends on the quality of examination. We believe neuroinformation technologies (NIT) is the most appropriate system to widely implement both in the educational process and in scientific research. To support this view, the following reasons can be mentioned: 1) neuronetworks present an interest for an expert as they help to provide prediction and classification solutions in such areas as Medicine, Biology, Information, Advertising; 2) since it is not essential for a user to be a skilled programmer to solve problems, the number of users could be indefinitely large; 3) when using NIT, there are no mediators between the object and the user which prevents negative psychological factors that would otherwise hinder a wider use of information technologies; 4) NIT are noted for being universal as one and the same program provides opportunities for working in various spheres; 5) NIT do not require the information to be so detailed and formalized as in strict systems, which is particularly good for the initial stages or for exploratory analysis as well as for the educational process.

No matter how good content a teacher has - if this content is not presented in an easy and appealing way to the course participants, the course will fail. In the education based learning environment, student learning, becomes the main focus, not the content,