

our academy with the educational grants for training at foreign Universities in frameworks of the Bologna 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 Bologna 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 Bologna 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 neuronetworks (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,

teacher or the technology used, which played only supportive roles. Students have displayed dynamism and extraordinary flexibility, self-confidence, demonstrated a team spirit, the feeling of being at ease in online community; they were proud to "have learnt much". It is expected that both technology and pedagogy will be supporting it - only under this condition a real knowledge can be gained and a high level of student satisfaction can be generated.

Modern education should be moving from the traditional recall of facts, principles, or correct procedures into the areas of creative thinking, problem solving, analysis and evaluation - these skills are very much needed in today's knowledge Medicine. This shift focus on learning has presented educators with serious challenges as well as opportunities in restructuring their curriculum to meet the rising demands of a knowledge based society. These ideas were put to practice at the Medical institute of the supreme sisterly education. As a result of this work, regulating documents, methodical basis for teaching a number of subjects using ANN technologies, and teaching manual information technologies in medicine have been developed.

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PRAGMATICALLY PROGRAM OF TEACHING OF THE WORLD

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The tempestuous condition of our society demonstrates that without this kind of emotional and spiritual knowledge, we may fail to resolve the daunting challenges of our times. The first step toward building a teaching peace curriculum program ought to begin with the pursuit of self-knowledge, for it is with the individual that all knowledge originates. Knowledge, however, is not merely the compilation of external facts and information, but a complex web of thoughts and emotions that transform information into understanding. Since peace involves the participation of everyone, harmonious existence requires substantial self-knowledge; not only in an individualistic and isolated manner, but in direct connection to the common reality shared by all.

Because of excessive emphasis on technological, scientific and pragmatic knowledge for economic functions, the educational system corrupts the development of the human individual, turning it into the development of the individual worker. Diligent self-

study (conjoining one's individual human characteristics with sociological factors) has been initiated and securely established by an educational program, the bridge from self-knowledge to social knowledge can be safely crossed. After understanding and accepting the ephemeral, vulnerable, painful, and challenging aspects of the human condition, such prevalent motives as individual selfishness and self-preservation have the potential to be transformed into enlightened self-interest, i.e. awareness for the need of brotherhood/sisterhood and peaceful cooperative effort. Perhaps the best approach for such an educational endeavor would include more emphasis on the humanities and the cosmological ideas.

The achievement of peace represents a humanizing process whereby individuals manage their violent tendencies. Peace educators use educational skills to teach about how to create peaceful conditions. In community settings peace educators impart the values of planetary stewardship, global citizenship, and human relations. Students also learn about peace strategies that may be used at both micro and macro levels to reduce suffering caused by a multitude of different forms of violence – wars, ethnic conflicts, structural domestic and civil violence, as well as environmental destruction. All these different forms of violence threaten human existence.

Peace education has both short and long term goals. Peace education tries to build peace into the minds of its students. Such efforts attempt to counteract violent images in popular culture and the bellicose behavior of politicians. Peace education has taken place informally throughout history as various cultures pass on to their progeny understandings about the ways of peace. Every major religion has a peace message. In the twentieth century formal peace education programs have been introduced into university and colleges. Peace education has taken different shapes as it has developed around the world. Educators concerned about ecological catastrophe have developed a type of peace education known as environmental education that explains the principles of living sustainable on this planet. By the beginning of the twenty-first century, educators concerned about civil and domestic forms of violence have developed a new form of peace education known as conflict resolution education. All these different forms of peace education have in common teaching and learning about the roots of violence and strategies for peace.

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