

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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