

INTRODUCTION OF CONTINUING EDUCATION IN RUSSIA

Polezhaev V.D., Polezhaeva M.V.
Omsk State Technical University
Omsk, Russia

1. Introduction

Diversity of social, national, cultural, economical conditions where the modern Russian educational system functionates and develops defines the urgency of continuous vocational technical education. The arrangement of conditions for continuous education requires solving a number of tasks. The most important ones are to ensure education availability and to inspire everybody to continue his/her learning throughout the whole life.

In the Russian higher education system there is a sufficient operational experience of such arrangement of conditions. The work on different aspects of the correspondence universities interactions are done in the majority of primary and secondary vocational institutions. The analysis of functioning some of them has permitted to specify some particularities and common problems of developing continuous educational models.

2. Main continuous educational models

It is possible to single out several types of such models:

1. The model of ensuring succession of state educational standards in a college and a university. The development of connected curriculums and programs on their base allows the graduate to get higher education in a short space of time. This model works only at the co-ordination condition of high school and college schedules and study programs.
2. The model of college entering into the university structure with the college legal status loss.
3. The study model of after college in the form of externship.
4. The study model of getting higher education by means of distance learning technology.
5. The model of opening the branch of the university on the college base therefore the college graduates have a possibility to graduate in their regions.
6. The study college model for an additional year provided by the forces of university teaching staff with getting bachelor's degree of the university.

Disadvantages of developed models:

- The students with college education are admitted (or are transferred after the enrolment) on 3rd year of university studying as a result they do not get sufficient general scientific training which other high school students have got during the first two years;
- There is a mechanical transfer of university disciplines into college educational programs that leads to repetition and duplication of studying materials in some compulsory and special disciplines;
- There are mechanical «repasses» in university subjects matter with the same name and with an

equal amount of hours therefore students do not get the professional training necessary for the university graduates;

- In the co-ordinated curricula of college and university levels there are retreats from the standard both these levels: the part of high school subject matters is transferred into the college curriculum owing to what the specialists training of average professional level gains university fundamental nature but at the same time it is characterized by decreasing the professional-practical training level;

- In universities there is a trend of decreasing the fundamentality level, the relation of theoretical and practical, general scientific, general professional and the special training matching to professional tasks of each educational step, etc.

3. Omsk state technical university practice

There is an interesting experience of university complexes where the continuous education system is completed at the following levels: the profile education in the system «school - college - university - additional vocational training». Mechanisms of ensuring succession result in developing the students' requirements and abilities to work independently from step to step and using the main university's forms of educational process organization in educational process.

The Omsk state technical university (OSTU) does specific steps in this direction. The corporate university technical complex includes the University College. One of college tasks is to develop the professional educational programs contents for the continuous engineering education using a regional component of the state educational standards within the limits of the educational complex "college-university".

The theoretical base of such interaction is the continuous education concept that defines structure, contents and organizational forms of each interactive educational institutions activity. The integration model ensuring organizational and substantial succession, unity and interconnection of college and university levels will be developed according to the example of one of the majors during the experiment. At its further development it will promote to satisfy actual and perspective needs of the Omsk region in professional and cultural growth of engineering specialists, to form favorable conditions for self-education and their continuous professional development.

The initial stage of cooperation between the college and the university is to develop conjugated curriculum. In order to set continuity it is necessary to consider similarity and difference of college and university levels according to the following parameters:

- professional tasks to solve which the specialist is trained;
- the ratio of theoretical and practical training;
- the ratio of general scientific, compulsory and special training within the limits of the theoretical;
- the forms of educational process organization.

When designing the conjugating professional educational programs it is necessary to displace accents from the education contents as the purpose to education as a resource of the person development, from a transmission mode of the ready standard-methodical knowledge sum to forming readiness for independent creative educational activity.

Main principles of designing the conjugating curricula are:

- the principle of education completeness at each step;
- the principle of the contents education succession assuming the extension and the intensification of the knowledge and abilities obtained at the previous university step and their further development taking into account demands to the universities graduates level and support of their readiness for realizing other professional functions according to qualification features.

In order to implement a part of university educational programs in college on the base of non-mechanical uniting but integration it is necessary to study the educational contents deeply and structurize it in other way and to enhance the college teaching staff qualification substantially or engage in the qualified university teaching staff to the college educational process.

The increase of students' self-study, especially, on compulsory and special disciplines should be provided for in the conjugating curriculum.

The time increase for the students' educational research work influencing the shaping of higher level professional thinking significantly is being planned.

4. Conclusions

Thus, the form of interacting of two educational institutions with the purposes of designing the integrated professional educational program for specialists of engineering profile:

- will design the adequate form of enlarging a mental potential of educational regional space in accordance with the present stage of scientific and technical advance;
- will allow forming the unified, successive informational-educational environment integrating informational and technological operational resource of various educational steps;
- will develop the conditions for organizing the united scientific-educational centers, laboratories on developing and issuing successive (interconnected, integrated, etc.) programs and educational disciplines complexes for professional training;
- will make possible to solve the problem of quality engineers training management in the region.

Developing new relations between educational institutions of college and university levels will permit to organize the professional training process at a qualitatively higher level and combined with universities to introduce the qualitative training practice of bachelors

and engineers in the shortest periods on the conjugating curricula base.

The work is submitted to the Scientific International Conference «Problems and experience in implementing the Bologna agreement», Rerublicka Crna Gora, September 9-16, 2008, came to the editorial office on 20.08.2008.

EDUCATION QUALITY PROVISION

Shestakov A.L., Sidorov A.I., Shefer L.A.,
Gichkina E.V.

South Ural State University

Joining of Russia to the Bologna Process on Higher Education obliges Russian institutes of higher education to follow the Sorbonne Declaration policy for reaching the targets in the nearest future which conduce creation of the unified European zone of higher education and expansion of the European system of higher education throughout the world.

Main targets:

- acceptance of the system of academic degrees which is easy to understand and correlate for providing an employing possibility of European citizens and rise of competitive recovery of the European system of higher education;
- acceptance of a two-level educational system;
- implementation of a credit system according to the ECT S type, the European system of recrediting of the credit labour hours as a suitable method of supporting a large-scale student mobility;
- assistance to the European cooperation in the sphere of quality of education with the purpose of elaborating of the equitable criteria and methodologies;
- assistance to the necessary European views on the higher education, particularly concerning the curricula modernization, interinstitute cooperation, mobility schemes, joint training programs, practical training and carrying out scientific researches;

As many Russian institutes of higher education our university works on each of these courses. Thus in 2007 we started to work at educational process organization using the system of credit units at one of the SUSU Faculty. We elaborated the Regulation on organization of the educational process concerning transition to the education using a credit-module system and a score-rating marking of studying results, Regulation on score-rating system of studying results marking, Regulation on students self-studying, curricula with credit units, approximate work programmes of the classroom disciplines.

The main issue of the international and Russian forums and conferences is the problem of the educational quality and its provision. The SUSU also performs work in this direction. Provision of quality is the part of the quality management system that is the system of the university quality management which