

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.

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#### EDUCATION QUALITY PROVISION

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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

provides all interested parties the guarantee of quality education. The SUSU direction made a decision concerning elaboration and implementation of the system. Model of the university quality management system and educational process is carried out according to the requirements of the international standards ISO series 9000 which are adopted to the educational activity.

Complex structure of the university, presence of faculties and branches (36 faculties both technical and humanitarian, 13 branches) which has a fixed organizational and financial independence led to necessity of formation of two-level quality management system (then QMS).

The first level is the university QMS, its functioning is aimed to organization, monitoring, change, analysis and improvement of the educational activity of its departments. Direction of the university chose a quality policy, which is the unified course in the sphere of quality for the whole university campus. Complete description of the university quality management system, organizational arrangement, actions carried out at the university, cooperation and criteria of estimation of their effectiveness are in the quality Manual. For performing the work in a proper way the university has a set of standards and documented QMS procedures. The elaborated documentation is unified for all levels and is meant for realization and improvement of the departments' activity which belong to the structure of the general educational process management.

The second level is the departments' quality management systems (faculties, branches). Their aim is connected with the immediate realization and improvement of the educational processes.

One of the most important quality management instruments is estimation and analysis of the performing activity. Thus the level of the educational process at the university is estimated according to two complementary directions.

The first direction is connected with the analysis of quality management system functioning of the university departments (faculties, branches). Analysis of the university QMS is carried out by the Educational Quality Management Department (QMS of the 1 level) during the internal audit. Faculty Quality commissions analyze functioning of their QMS independently by means of the internal audit within their departments.

In accordance with the curriculum worked out for a year the Quality Department audits the faculties and branches which are internal for the university departments and external for these departments.

For carrying out this activity we established an auditor group including representatives of the Quality Department, Education and Methodic Department, Record Keeping Department. The Quality Department and the University Pro-Rector on Educational Affairs curate the auditor group activity. From the audit results we determine the typical discrepancies and uni-

form corrective actions; the material is given to the university administration for analysis. The general results are discussed during the Academic Council conference where the decisions on improvement of the quality of education and educational activities are taken.

Internal audit of the university departments is carried out in accordance with the internal audit plan. The plan should contain information about the auditing department, auditing area, audit objective, audit period, regulatory system, members of the auditor group, audited entity. The auditing group examines activity of the faculties and Dean's offices and departments corresponding to them in the educational and pedagogic spheres in accordance with the QMS elements on the State Standards of Russia, International Organization for Standardization 9001-2001 (ГОСТ Р ИСО 9001-2001). For example, Paragraph 4.2 "Requirements for Documentation", Paragraph 5 "Administration Responsibility (activity planning, determination of responsibility and delegation of authority, internal information interchange, analysis on the part of the administration)"; Paragraph 6 "Resources Supplement (regular personnel and its teaching, infrastructure, working space)"; Paragraph 7 "Stages of the Educational Process (admissions office, educational process planning, educational and pedagogical process, employment assistance, communication with the employers)"; Paragraph 8 "Measuring, Analysis and Improvement (analysis of all actions, organization of work with weak students, measures for corrective and preventive actions, improvement of the activity)".

Discrepancies are determined on the grounds of the interlocutions and examination of the documents. Each discrepancy is put on a separate piece of paper where faculty or department representatives (to which the discrepancy refers) write the corrective actions and terms of their fulfillment. Further the corrective actions result evaluation is put on the same piece of paper when next audit takes place.

A generalized report on audit is drawn at the end of the academic year. The university typical discrepancies and common corrective actions are put and the ways for improving the educational activities are offered.

The second direction is connected with current (during a semester) analysis and interim (at the end of semester) analysis of the students qualification which are carried out by means of the elaborated and adopted information system "UNIVERis".

The representatives of the university branches and Dean's offices enter source information into the system database. They put surname of every student of a group, his current studying results and interim rating. The database information is processed by the calculating system and shown in tabular and diagram forms which enable to estimate the level of knowledge and skills at the faculties on the whole, on disciplines, of groups and individually (if necessary). The ob-

tained information enables to determine the discrepancies, plan ways for their removal and for the process improving.

Analysis of the results of the current control of the studying results, interim rating is carried out by the Dean's offices with the assistance of faculty departments. The determined discrepancies are discussed on departments' meetings during which the ways of the discrepancies' removal are planned and approaches to the process improvement are offered. The interim rating results are discussed on the faculty and branches councils during which the discrepancies' causes are examined, the offered ways of their removal and educational process improvement are considered. Reports about the accepted and performing decisions are given to the Educational Quality Management Department which analyzes the faculties and branches results and gives the results in free-form report to the university rector for analysis. At the beginning of every semester the university Academic Council discusses the results of the students' knowledge estimation, work of the departments and teachers. It makes decisions concerning the activity improvement.

The Pro-Rector on Educational Affairs can enter the program and control the situation (studying results) of any speciality, discipline right up to certain groups and students; and on the basis of the Quality Department and faculties reports examine the offers concerning the discrepancies removal and improving of the educational process.

Thus the systematic conduct of the audits and carrying out the evaluation and analysis of the educational activities enable to judge fairly about the main directions of the educational process, determine discrepancies, offer ways of their removal and determine the ways of their improvement, that is to guarantee and refine quality of the education given at the South Ural State University.

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## IDEALS OF ARTISTIC CULTURE IN THE SYSTEM OF THE HIGHER EDUCATION

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### Introduction

The idea of reformatations in higher education of modern Russia and introduction of innovational educational technologies still needs the profound methodological base. Nowadays the most valuable competences are the abilities for self-education, for self-modelling which help a person to find oneself easily in the space of multiple opportunities of profes-

sional realization. Among operations learnt during the educational period the key operations are those that model the world outlook of the human being and guide him to project his individual "world picture".

### Methods

The main methods used in this research are general scientific methods of analogy, synthesis and extrapolation; the basic principles of G.W.F.Hegel's reflection theory and fundamental principles of the art theory by V.I.Zhukovsky.

### Results and Discussion

The investigation of the notion "education" itself provides definition of major educational values. In Russian the etymological origin of the word "education" is "image-making" and "creating". That origin may be seen as a correct explanation of the essence of education as a cultural phenomena. Education is a reviving creation of the human being; the creation that liberates and makes visible the inner essence of a man. This inner essence may be understood as an ideal of a Human Being. Reviving impulse of education evokes operational activity of an individual. Educating a man means discovery of both himself and his capacities to realize the ideal action schemes. Education is a process of ideal-creating. Operations of ideal correlating between own subject quality of a man and a subject quality of the world are the main object of any educational situation.

In search of adequate technologies for solution of problems of world-outlook modeling in the higher education the new approach given in this research is based on the concept of education as a cultural vehicle.

"Culture" serves as a clarifying synonym of education in many languages. The main acting scheme realized by culture is involving a human being into a dialogue with himself and with the world. The mission of culture is Education and Creating of a Human Being.

Existing notional and functional correlations between culture and education give life to a hypothesis of the necessity to apply culture mechanisms to the system of educational institutes activities.

Owing to the active reflective quality of a psychological age of students, the higher education level becomes most attractive for using educational potential of artistic culture ideals, i.e. masterpieces of art. To organize a dialogue with art-works means to form a man's life position, to influence the formation of his/her world outlook.

In the process of applying mechanisms of artistic culture to the system of higher education the first task is to develop students' capacities of visual thinking. The second task is to master students' practice to cooperate and co-create in the coming-to-be process of artistic image development. Artistic image is formed in medium space of the dialogue-relationship between a viewer and an art-work. In comparison to other visual images artistic images, especially the one that was