

**THE GEOMETRICAL PROBLEMS
AS THE MEANS OF THE FORMATION
OF THE KEY COMPETENCES**

Chikunova O.I., Bazylnikova O.J.,
Permyakova M.J.

*Shadrinsk State Pedagogical Institute
Shadrinsk*

The purpose of the educational system was always concentrated upon the formation in the oncoming generation those behavioral models and values which will allow it to become successful out of the school walls. The scientists from different countries consider that the expansion of the possibilities of the social choice consists in the formation of the key competences of the citizens as the complex of the individual characteristics which are necessary and sufficient for the effective realization of the professional work in the predetermined conditions and on the predetermined level of the quality.

The idea of the competency building approach has become the answer for the new social request not only in the vocational training, but also in the training to any subject at the comprehensive school, especially in mathematics. According to the educational standard, the formation of the key competences in mathematical training is understood as the formation of the readiness of the pupils to use the acquired knowledge, the abilities and the ways of an activity in a real life for the solution of the practical problems.

The important place in mathematical training is occupied by such problems as: both the purpose, and the means of study. Besides, the mathematical problems possess the huge potential in the sense of the methodical reserves. The activity of the solution of a mathematical problem is adequate to the activity of any kind, including a professional one. The ability to search and to choose the resources to plan the solution, to reach the result of the activity, to estimate and to correct is always and repeatedly necessary in the course of the solution of a mathematical problem. The work with a mathematical problem represents didactically adapted social experience of the solutions of the problems (informative, world outlook, moral, political and others).

Thus, the mathematical problems are the effective means of the formation of the key competences. And the ability to solve a problem is an indicator of the development of the pupil, his social maturity, an activity of a vital position, an independence of the person.

In the designated sense, the geometrical problems are especially valuable. Their mainte-

nance and the methods used for the solution allow the complex apply of the major knowledge and skills in a non-standard situation. The combination of the constructions, the calculations, the proofs, the researches aggregated in one problem is the best way to improve the formation and the development of key competences.

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**THE INTEGRAL MONITORING SYSTEM
OF KNOWLEDGE: REALITY OR MYTH?**

Churkina A.

Samara State Technical University in Syzran

Speaking about integration of education, we should not forget about that, for example, the control of its quality should be built at the base of integral and united approach, to correspond state standards by the concrete discipline. It's necessary to use identical measure materials and define identical degrees of reaching the aim.

One of the checkout instruments is text control, which is long ago and rather widely used at pedagogical practice. The necessity to have some universal, reliable and effective measure instrument, which can estimate the quality of higher professional education, has been being always felt.

If we try to formulate the aim, for example, of language testing at technical HEI, that this is diagnosis of communicative abilities of students and estimation of their ability to understand and produce writing speech. What concerns the task of testing this is a development of test materials, at the base of which we could measure indicators of receptive and productive activity of students, in consideration of concrete parameters of communicative task.

In Samara State Technical University (filial in Syzran) for several years there is carrying out an internet-testing of students of second course by the foreign language. There suggested that passing through this testing student demonstrates all his knowledge, which he received and consolidated during first two years of studying in the HEI. (Naturally into consideration there also are taken that base knowledge, with which he came to the university.) Tasks of the test were formed such way that student can show the level of owning all skills, except such aspects as writing and oral speech (or in the less degree, than rest of them). Big part of