

questions is devoted to the country-specific aspect of language at its rather narrow description, what carried complications, because our program is oriented to the understanding of the material of technical character. This, obviously, were chalked up by us.

Can we consider internet-testing as dimensional replacement of oral exam of the foreign language? I think, a lot of people agree, that only in part. So far as we will not receive real picture without alive communication with student, without "palpation" of his ability to react to the questions, talk or pick up the talk.

Therefore, to measure the quality of owing the foreign language ONLY by text way, rightly is not enough. But to become a PART of this process internet-testing is worth it.

Is it possible to create the integral systems of the control of quality of knowledge in the near future? Traditions and mentality of different nations will be always at defined opposition. Undoubtedly the integration of education is this to we should rush. But this process is very thorny and conflicting.

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**PSYCHOLOGIC-PEDAGOGICAL
FOUNDATIONS OF SENSORY
EXPERIENCE FORMATION
OF CHILDREN IN EARLY AGE IN THE
PROCESS OF GRAPHICS ACTIVITY**

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A child is born helpless, but with a huge potential of development, which appears more intensively in babyhood and infancy. Every day of his life is important to appear something new in a child's behavior, and losses in development are irretrievable. A newborn develops quickly. While analyzing psycho development of a newborn every day is taken into consideration. For example (Neonatal Behavioral Assessment Scale, (NBAS), composed by T. Berry Brazelton studies newborn's reflexes, the scale helps to control changes in his

conditions and determine peculiarities of his reactions to physical and social motivations.

A fact of "hospitalism syndrome" is known when to some reasons a child was in an environment in which there was no communication with adults. The care was taken formally, there was poor communication and did not enrich a child's sensor experience. More often such situation happens with newborns left in public institutions and maternity hospitals.

Sensor experience supposes not excessive stimulation of child's sensory organs, but the ability of an adult to show love and attention to a child. An adult should not forget that a baby see the world for the first time and everything is interesting to him. It is important that an adult accompanies his every action with words: "This is a ball. It is round. It is nice and red. It can bowl." The more often an adult communicates with a child, the more intensive a child develops. The communication should be of personal orientated, contextual character and accompany all actions of a child. That's why it is called contextual-practical communication (according to M.I. Lisina Lisina M.I. Problems of communication ontogeny. – M.: Pedagogy 1986. – 144 c.) And it is also so important to develop manual abilities. Even in babyhood thanks to inborn reflexes a child clenched his fists when an adult put into his hand a finger. Then in infancy a child studies any subject in his hands. Under sensor experience we understand a total of perception actions for the reception of subject's features. The perception of the environment comes with the help of a child's sensory organs and is accompanied with words. It seems that sensor experience is accumulated spontaneously, without organized study, but it is not so. If the process of perception comes spontaneously than a child may not pay attention to this or that object. Perception is a result of sensor experience. Physiologically perceptions are formed thanks to memory, thinking and speech. After an action of a specific stimulus upon a child's sensory organs, fixated in the act of perception, nervous connections are left in cortex, which are activated in verbal mention. Such connections are unsteady with children and can be easily destroyed that's why it is necessary to have certain development of memory and thinking for more steady perception fixation. In the situations of a child's sensor deprivation such development is slow. At the same time excessive stimulation and early teaching of children is also harmful to mind. When a child has no sensor experience due to his age abilities, intellectual operations are not developed (synthesis, classification) and mnemonical memory mechanism are not enough mastered

(association remembering), children can be put in a situation of frustration. A requirement to think about unknown problems and remember information patently not mastered through sensor experience, brings a child's mind to frustration. That's why a child's teaching should have situational character, so that the information is presented to child in that amount that is necessary to him at the moment and through sensor perception.

The most appropriate educational activity for a child is graphics. The value is that working with graphic materials we get natural enrichment of sensor experience. Working with a marker, a pencil or a wax pencil an infant develops fine motor skills, a hand becomes stronger. Manual abilities come as a result of fine motor skills development. And what a child cannot yet depict, he describes with words. In graphic activity right hemisphere is developing, which responds for creative thinking, intuition.

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TEACHER'S PEDAGOGICAL MASTERY OF TECHNOLOGY AS THE FACTOR OF DEVELOPMENT OF TECHNOLOGICAL AND AESTHETIC CULTURE OF PUPILS (GIRLS) 5-8 CLASSES (EXPERIENCE OF WORK OF OEP SEI CGS N1973 OF MOSCOW)

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The perspectives of development of the direction "Technology. Service labour" in modern school are connected with the forming of new generation of teachers of technology< which is connected with the development of their pedagogical mastery. Besides, the leading place in the preparation of students there occupies the development of technological and aesthetical culture. The main task of culture activity of teacher is creation of conditions for revealing of abilities of students, upbringing of students' aesthetic delight in cognition and participation in "useful" labour, receiving of

qualitative product of labour. Thereby, in the article there are examined the components of pedagogical mastery, technological and aesthetical culture, there is established their interconnection. The processes of scientific search, the experience of work and results made the essence of research of circular experimental ground by technology.

The formation of generation of professional personnel, which defines the competitiveness of graduating students of middle school and education in common, as president D.A. Medvedev noticed in his messages to the Federal assembly, should become the base while **the development of new educational conceptions** and strategies of development of the school.

The solving of this problem is directed to the satisfaction of social requests of society "in possibility of opening by children of their abilities and their preparation for the life in high-technology world". Similar conditions of development of education bring forward advance requirements to the qualification of pedagogue and his methodological work.

There are still actual the aims of educational sphere "Technology": mastering of technological knowledge and culture at the base of including of students into different types of technological activity by the creation of personality or socially meaningful products of labour. At the process of this activity there are formed threshold and differentiate competences of students, which define the level of competitiveness and realization of their own potential. The formation of high level of these competencies consists in the development of technological and aesthetical culture of students (girls) of 5-8 classes by the way of improvement of the system of professional-technological and aesthetical viewpoints to the quality of produced items. In connection with this in the September 2009 at the base of laboratory of technology of SEI CGS N1973 there occurred **the opening of circular experimental ground.**

Object of research is the process of education of students of 5-8 classes by the direction "Technology. Service labour".

Subject of research is the development of technological and aesthetical culture of students (girls) of 5-8 classes as the result of pedagogical mastery of the teacher of technology.

Aim of experiment is the development and approbation of author's educational program of the direction "Technology. Service labour", which guarantees the usage of forms, methods and means of education and upbringing, elements of educationally-methodical complex for the development of technological and aesthetical culture of students of 5-8 classes.