

– To develop an artistic vision of the image of a new product and fantasy in the use of decorative elements in the practical development of different types of clothing.

– Learning to use simulation and manufacturing of clothing.

– Implement the scheme «from the idea to the final result».

And in our fleeting century traditions of the people should not be forgotten and we educators must keep them, using all the effort. Creativity of the people has always been closely connected with his employment. For century's perfected decorative – applied art, art acquired complete form, has resulted in a unique style, deeply and vividly portrays the customs, tastes, and inclinations of the people. This is our true national treasure, and each species has its own history and its own peculiarities of development.

References

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The work was submitted to International Scientific Conference «Modern sociology and education», the United Kingdom (London), October, 20-27, 2012, came to the editorial office on 13.09.2012.

THE PROJECT «THE LABORATORY OF THE PEDAGOGICAL INNOVATION»

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Discription of the project. The scientific novelty and importance of the project consist in the scientific basement and systematic approach to learn and generalization innovative approaches and learning technologies also in their classification at all levels of education (institutions, colleges and schools). Results of the project will have a positive impact on the level of the professional competence of teachers, positive impact on the growth of pedagogical skills in teaching and educating the younger generation of creative and original intellectual citizens of the Republic of Kazakhstan.

The turgency of the project is proved by that now in Kazakhstan there is a formation of the new education system focused on occurrence in world educational space. This process is accompanied by essential changes in the pedagogical theory and practice of teaching and educational process. There is a change of educational processes: the new maintenance, the new approaches, the new relations, the new behaviour, new pedagogical mentality are offered. The formation maintenance is enriched by new remedial abilities, development of abilities to

operate with the information, the creative decision of problems of a science and student teaching with accent on an individualization of educational programs. The role of a pedagogical science in creation of technologies of the training adequate to level of public knowledge increases.

Review of the previous researches, which were conducted in the world, related to the theme and their relations hip with this project. Special professional training of future teachers, which has its origin in the works of A. Disterveg, in the twentieth century developed by scientists L.S. Vygotsky, S.L. Rubinstein, P. Galperin, A.N. Leontiev. Important methodological significance for this project has the work of professional education Abdykarimov B.A., Egorov V.V., Ibyshev E.S., Shkutina L.A., Musalimov T.K., and others. The Essential part in the scientific understanding of a system approach to pedagogical Innovation act in the researches of Galiev T.T., Hansen V.A., Bepalko V.P., Blauberger I.V., Yudin E.G., Kuzmin V.P. and others. However, this process is based on the system approach seizing all levels of modern education is not examined enough. The Problem of the new technology introduction, extensive experience of pedagogical innovations of the experimental schools and innovative teachers constantly demand generalization systematization.

The purpose of the project: the creation of the pedagogical innovation's laboratories for learning and generalization of the pedagogical innovations in the Republic Kazakhstan and in the abroad.

Project methodology: fundamental positions of professional pedagogics about development of professionalism and competence of the pedagogical public, about dialectic unity of the maintenance and training methods, about unity of the theory and practice as criteria of true in the course of knowledge.

Methods of research and ethical questions. To achieve the objectives of the project is proposed to use complex methods of research: methods of theoretical studies (analysis, synthesis, interpretation, comparison, classification, induction, deduction, generalization, etc.), empirical methods (observation, conversations, interviews, questionnaires, the study of documents) statistical methods (quantitative and qualitative analysis of study data).

The realization of the project. On the preparative level: creation the condition for full work of the pedagogical innovation's laboratory (LPI):

1) the development of the target program implementation across the full range scientific research. On the basic realization of the project: Purposeful and productive work of the LPI in accordance with developed program of research by educational innovation;

2) learning and generalization best practices in teaching innovation in educational institutions at various levels (universities, colleges, schools and preschools) in the Republic Kazakhstan and abroad;

3) consultation, methodological and methodical assistance Teachers in the organization investigation by pedagogical innovation;

4) preparation and holding of scientific conferences and seminars on educational innovation;

5) the edition of the text book and monograph on collective pedagogical innovation;

6) preparation and conduct of the contest innovative teachers from various educational institutions (from universities to kindergartens);

7) lighting of the results of research activity LPI in scientific journals;

8) participation of members of the research group in republican, international conferences in the Republic of Kazakhstan and abroad;

9) scientific training project in the research group of domestic and foreign universities;

10) research with students of pedagogical skills to prepare them to use innovative learning technologies, bringing them to attend student conferences and forums; in the final (generalizing and analytical) phase: compilation and analysis of results of scientific:

11) preparation to publications on educational innovation in foreign journals with high impact-factor (IF);

12) generalization of the results of research projects, analysis of the results.

Expecting results: creation of the pedagogic innovation laboratories, studying and generalization pedagogic innovations in RK and abroad, publication by SDW results in learning aids «Innovations in Education» and multi-author book «Development of pedagogic innovation in Republic of Kazakhstan and abroad». *Usage of the scientific results of the Project:* in the educational process of universities, colleges and comprehensive school RK. *Purposeful consumers of the Project results:* educational institution (universities, colleges, schools), institutes of the employee training and education in RK.

The work was submitted to International Scientific Conference «Priorities for Science, Technology and engineering», Egypt, 15-22, August, 2012, came to the editorial office on 28.06.2012.

ON THE ISSUE OF EDUCATIONAL INTERACTIONS IN SCHOOL TEACHING ENVIRONMENT

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The article refers to the pedagogical interactions that form the basis of the educational process at school. It provides a description of the scientific standpoints on the problem of the pedagogical interactions in the educational environment. It also raises the question of readiness for pedagogical interaction. We study such concepts as «environ-

ment», «educational environment», «educational and educative environment».

Due to modernization of the school education and society, social and cultural changes of values, teacher should transform his/her consciousness for reorientation of his/her values. Up-to-date requirements for the teacher are new curricula, widespread use of educational technologies, integration of science and school, and appeal to the international teaching experience.

The changes in social and educational system play a significant role in the molding and making up of the teacher's personality, who must understand all modern social and state requirements. He must realize the fact that his/her professional career will be directly affected by the level of his/her intellect and culture, competence and competitiveness, occupational mobility and the ability to active cooperation and hence the possibility of self-fulfillment.

Every person has to interact with other people in different situations all his/her life. The implementation of certain tasks, the efficiency of his/her actions as a whole, the effective course of his/her life depend on how well this interaction performed. It is natural that in this case the person must take a proactive stance.

Currently, the society has moved to that level of development, where cooperation is the only way for development and progress, because only joint action can help to achieve effective results, while participants of this action are students, teachers, parents and school administration.

In psychological and educational literature, the interaction is understood as a process of direct or indirect influence of participants on each other. «In general, structurally, the interaction is a process that consists of physical contact, the joint movement in space, the joint group or collective action on the one hand, and verbal and nonverbal communication on the other hand» [2, 28].

The interaction is a special aspect of communication, which indicates characteristics of those components of communication, which are related to mutual influence of people on each other, with the immediate organization of joint activities. If there are many immediate participants, it means that everyone should make their own special contribution to this activity. Communicative process, interpersonal communication and collaborative interactions are results of such activity. Sharing knowledge and ideas about joint activities will inevitably involve mutual understanding between the participants, which is carried out due to the new joint efforts to organize and develop a more cooperative interaction. In this case it is important for participants not only to share information but also to exchange their actions and make a plan of them.

The interaction is a part of social activity and it is characterized by both the social relations that are given through this social activity, and interpersonal relations which determine the type of interac-