

of encoding and decoding may change and to the differences in organizational status between manager and subordinates who may obstruct the correct transference of the information.

Definite noises always occur that is why at every stage in the process of informational exchange happens some distortion of the meaning. High level of noise will lead to noticeable loss of meaning and may completely block the attempt to establish the informational exchange. From the manager's position this should determine the decrease of degree in achieving the aims according to transferred information.

All available informational systems in organization are the result of realization of accepted informational politics. Real creation of organization in educational system oriented to effective work with information occur only when politics in the sphere of informational technologies is considered by administration as natural element of activity and life of organization and is consciously ruled in appropriate way.

Thus, information for work of any educational institution is no less important than making decision, motivation or planning. The correctness of action at every administrative stage depends on the correctness of information, its adequacy and completeness. This means that for providing effective activity of organization the manager should take care of getting accurate data on base of which all the future work will be fulfilled.

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CAREER ORIENTATIONS OF STUDENTS AND LECTURERS: PRELIMINARY SURVEY

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The article contains general concepts of the career orientation proving the validity to the study of the content of the value system. It describes the guiding career orientations (Management, Entrepreneurship, Dedication to a cause, Professional competence), and the career vectors («Career up», «Career into») and their value content among the students and lecturers being the subjects of the system of higher education.

Modern social and cultural environment demands from a person who is the subject of professional activity not only specific competencies, but also the ability to realize their professional and career development. This ability helps the person to plan and to build his own life deliberately and efficiently without «making any drafts», to experience the subjective well-being and to self-actualize (Yashchenko, 2012). This is of the specific importance for the students who choose the certain area of professional training, the strategy of professional development and possible future career options (Lazorak, 2011). The career orientation which includes professional self-evaluation, motives and values plays a significant part in this process (Schein, 2006).

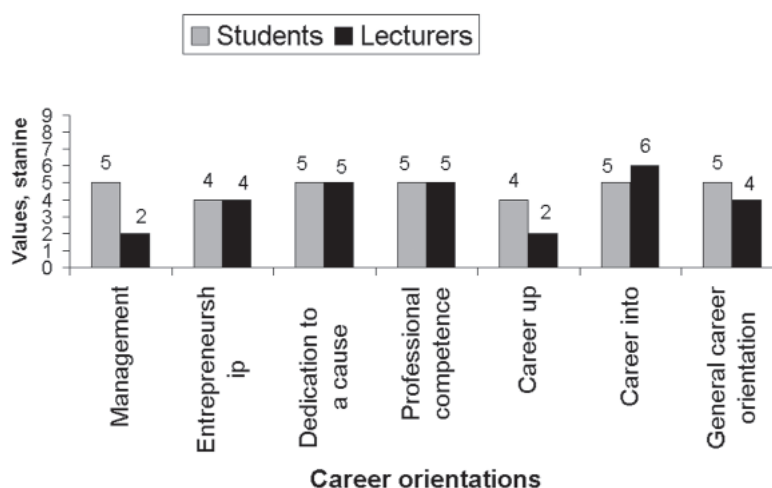
The study was carried out to consider the value content of career orientation in the system of higher education. The first purpose of the present study was to determine the preference in career orientation of modern Russian students ($n = 673$) and lecturers ($n = 38$). Figure 1 shows the average values (in the stanine) of career orientations of students and lecturers. All of the career orientations are equally preferable for students (4–5 stanine). The lecturers showed a low average score on the value of «Management» (2 stanine), other career orientations are equally preferable (4–5 stanine). In the group of students the difference in preference of various career vectors is insignificant (1 stanine), but in a group of lecturers this difference becomes significant (4 stanine): the vector «Career into» is more preferable (see Figure). Apparently, the students are still looking for professional development strategy, while the lecturers are experienced professionals who clearly understand the direction of their career development.

Table shows the distribution of respondents (students and lecturers) with high, medium and low levels of career orientations. Every fifth student has a high level of prominence in one or more career orientations, every third lecturer has a high level prominence in the career orientation «career into» («Dedication to a cause» and/or «Professional competence»), and only 8% of lecturers focus on «Management» and/or «Entrepreneurship». This tendency shows the following: among the students there are more respondents focused on vertical career line («Career up»), among the lecturers there are more respondents with a focus on the horizontal career line («Career into»). Possibly people with the desire to vocational and personal growth, and professional mastership (as lecturers) and people with career ambitions and the desire of promotion in social professional hierarchy (as students) come to the system of higher education.

The second purpose was to detect the relations between different career orientations and personal values of students and lecturers. Preliminary survey in the group of lecturers showed that the career orientation «Management» is positively correlated with the value «social interaction» ($p \leq 0,05$) and

with the sphere of physical activity ($p \leq 0,05$). The value of creativity has a positive correlation with the orientation «Dedication to a cause» ($p \leq 0,05$) and a negative correlation with the orientation «Entrepreneurship» ($p \leq 0,05$). In addition, the orientation «Dedication to a cause» has a negative correlation with the value of the material provisions ($p \leq 0,05$), and the orientation «Professional competence» has a negative correlation with the sphere of family life

($p \leq 0,05$), i.e. the career development on the type «Deep into» does not provide a realization of material and affiliation needs, which are considered the basic according to A. Maslow (1954). However, as it was indicated above (see Figure and Table), the orientation «Career into» is the dominant orientation for lecturers. It may show the crisis of professional development for some Russian lecturers in modern social and cultural environment.



The average values (in the stanine) of career orientations of students and lecturers

The classification of respondents (students and lecturers) with high, medium and low levels of career orientations

Level	Management	Entrepreneurship	Dedication to a cause	Professional competence	Career up	Career into	General career orientation
<i>Students</i>							
High	17,24 %	19,61 %	19,76 %	22,59 %	21,40 %	17,38 %	22,29 %
Medium	54,83 %	52,01 %	56,46 %	57,21 %	49,03 %	60,92 %	54,09 %
Low	27,79 %	27,64 %	22,88 %	19,91 %	29,57 %	21,69 %	23,63 %
<i>Lecturers</i>							
High	7,89 %	7,89 %	31,58 %	28,95 %	5,26 %	26,32 %	5,26 %
Medium	23,68 %	39,47 %	57,89 %	63,16 %	34,21 %	68,42 %	65,79 %
Low	68,42 %	52,63 %	10,53 %	7,89 %	55,26 %	5,26 %	28,95 %

Based on the results of correlation analysis in the students sample the values were defined that are most strongly associated with the career orientation «Management»: material provisions ($r = 0,386$; $p \leq 0,001$), achievement of the goals ($r = 0,351$; $p \leq 0,001$), prestige ($r = 0,285$; $p \leq 0,001$). The same values are most closely correlated with the career orientation «Entrepreneurship»: material provisions ($r = 0,308$; $p \leq 0,001$), prestige ($r = 0,260$; $p \leq 0,001$) and achievement of the goals ($r = 0,239$;

$p \leq 0,001$). The prevalence of social and pragmatic values of students with career orientations «Management» and «Entrepreneurship» which form the career vector «Career up» shows their commitment to the high level of material prosperity and their belief that material wealth is the main condition of life success and high self-esteem.

Other data was obtained by identifying the priority values that are correlated with career vector «Career into»: the values that are most strongly

associated with the career orientation «Dedication to a cause» are creativity ($r = 0,509$; $p \leq 0,001$), mental satisfaction ($r = 0,351$; $p \leq 0,001$), self-development ($r = 0,255$; $p \leq 0,001$); the values that are most strongly associated with the career orientation «Professional competence» are creativity ($r = 0,245$; $p \leq 0,001$), self-development ($r = 0,219$; $p \leq 0,001$), achievement of the goals ($r = 0,183$; $p \leq 0,001$). The predominance of religious and moral values of students with career orientations «Dedication to a cause» and «Professional competence» shows their desire for self-development, creative achievements in professional activity and realization of their personal and professional potential. Thus, the value priorities of the students with the career orientation «Career up» are the social and pragmatic values (material status, prestige, achievement), and the priorities of the students with the career orientation «Career into» are mental and moral values (self-development, mental satisfaction, creativity) (Shchelokova, 2012).

In this way the preliminary survey showed that the Russian students as a social group are equally focused on the different directions of the career development (Management, Entrepreneurship, Dedication to a cause, Professional competence). In further research we'll describe the differences in the career preferences of the students depending on the type of their professional qualification (technical, humanitarian, economic). The dominant career orientations of lecturers – «Dedication to a cause» and «Professional competence» correspond to the professional context of the higher education system, but they do not provide a realization of the basic material needs. Career orientation is closely connected with the sphere of values of a person and specific values different for various types of career orientations («Career into» – mental and moral values, «Career up» – social and pragmatic values).

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CREATIVELY-DEVELOPING EDUCATIONAL SPACE AS A CONDITION OF FORMING AND DEVELOPING OF CREATIVE COMPETENCE OF A FUTURE TEACHER

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The article examines the phenomenon of «Creatively developing educational space, tendencies of development creatively developing educational space of pedagogical Institute in modern conditions of continuous pedagogical education of future teachers.

Tillers of intellectual gifts of a person can grow depending not only on a given «environment», but also on a predicted, ordered, organized totality of favourable conditions that create an atmosphere of collaboration and creativity. This part of pedagogic activity can be given a name – «creatively developing educational space» (CDES, TROP in Russian), or «TROPoshere». This abbreviated term contains a new meaning that differs from its traditional definition that is «integrated interactive unity of inspired search for the unknown, intellectual paradox, realized feeling of a discovery». Unlike «noosphere» by V.I. Vernadskiy, in other words, sphere of Mind or Universal Mind, TROPoshere is a layer of innovative noospheric education that provides for favourable conditions for collaboration, multi-dimensional self-realization, and creative self-development of teachers and students. However, this very layer feeds all participants of innovative educational process with spirits of creativity and valour of discoveries.

In Latin «trop» is a word or a phrase in an allegorical meaning [5, p. 271]. In this context of creative pedagogy abbreviative term «TROP» can be explained not only according to the first letters of basic characteristics of the projected professionalization space of a future teacher, but the term TROP also underlines the priority of a paradox, allegoric statement. A deep sense of such conclusions requires a persistent penetration into the essence of phenomena, in other words, creative searches of a person who possesses a refreshing quality of integral thinking.

Educational space absorbs social, upbringing, and also internal and external environment of each educational process subject. It is mainly defined by enriching educational-training process with the spirit of learning «co-operation and co-creation». In other words, educational space is human-filled shell of various educational systems. Only under such shell an atmosphere of free search for knowledge and means of activity can exist. Mechanisms of intellectual development – motivational setting and creative activity of a learning person are activated during the process of business collaboration.