

Modern pedagogy studies educational space as an important factor that provides for social progress and self-realization of a person. However, in order to solve strategic problem of creative development and self-development, one has to create corresponding, creatively-developing educational space (similar to how a person lives within a single space of a country and, at the same time, within a space of a town or village that feed a city – megapolis and the country with the trained talented people). In order to establish TROP of an educational institution or certain educational system, it is necessary to transform environmental factors of social-psychological direction into spiritually-enriched atmosphere of trust and creativity via realizing innovative ideas of collaboration pedagogy. At the same time, TROP fills subject of educational process with energy of intellectual activity and initiative that define an intense broadening of general outlook, creative way of thinking, and innovative behavior.

TROP should be studied as an atmosphere of collaboration that is created by pedagogically-organized system that directs personality of a student towards its creative self-development.

Educational space of a system of continuous pedagogic education that has a defined material and technical infrastructure and provides for solving problems of a specialist's professional training, includes social-cultural space that provides for humanistic direction and person-oriented approach towards forming of professional competence of a future teacher. In its turn, TROPosphere, as a sub-space of social-cultural area, establishes the possibility of self-definition and selection of «individual educational route» according to typological aptitude towards different types of creativity and pedagogic activity.

Basic factors that influence productive integration of TROP and the process of pedagogic education are: increase in significance of pedagogy, innovative education, spiritual and moral values, directed towards forming a creative person; broadening of creative component of pedagogic education with a necessity to define principles and methods of eurilogical activity; significant transformation of the system of interaction between subjects of pedagogic professionalization from «teaching – learning» to collaboration within training-creative activity and increase in part of independent activity and transiting from study-research to scientific research activity of students.

One of important directions of the refreshed professionalization system can be usage of potential TROPosphere abilities through enriching the process of pedagogic professionalization of future teachers with atmosphere of collaboration. As a result, spiritual mood, integration of spiritual conditions that transforms into activity with realization of spiritual needs such as creative activity, efficiency of thinking and acting arise.

Motivation that integrates intrapersonal mechanisms of psychological space of a student-peda-

gogue also encourages him to act creatively. We can outline the following stimulus of activating professional development of a person within educational system: psychological influence of social-cultural space, need to know creative pedagogy and psychology, standard of creative pedagogic activity and personal self-realization, favourable environment. A skillful usage of the listed conditions can not only provide for a relatively high level of professional-creative competence development, but also create favourable conditions for creatively-enriched process of the whole pedagogic professionalization of a future teacher.

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IMAGE ANALOGIES DRAWING METHOD – INNOVATION PEDAGOGICAL METHODOLOGY

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This article outlines the main principles and methods of the implementation of the original author's methodology for activation of students image thinking and heuristic abilities during the studies of philosophy and history of philosophy. This methodology improves the creativity thinking by enabling to find the image analogies to the abstract ideas. As an addition to the traditional methods of studying philosophy, it reveals the new possibilities for the fruitful and creative assimilation of the lectures by the students.

There are several reasons why the problem of knowledge visualization becomes extremely significant in modern pedagogy. First, the major part

of the information a human being obtains via vision. Second, modern youth, getting upbringing by overwhelming influence of mass media and Internet, can be invariably named a videogeneration. This is why oral information (a lecture, for example) that is accompanied by a visual material is accessed much better than the one without it. Third, modern students possess concrete(object) thinking, rather than abstract one, which they have still undeveloped. Philosophy is an abstract science. So there appears the necessity of adaptation of abstract philosophical ideas to the understanding level of an average student. How? One of the effective ways is the search for the image equivalent, translation of the verbal knowledge into visual form, associative comparison.

Studies of the philosophy course traditionally start with the historical-philosophical introduction. The problem is that during a relatively short period (1 semester) the students need to master a voluminous material to be acquainted with numerous philosophical trends, schools and persons. A new additional verified methodology is introduced for the optimization of the studying process. The students are offered to bring to philosophy seminars drawing accessorizes. While listening to the reports that last from 8 to 15 minutes, they perform a task of drawing the image of that particular philosophy they are being introduced to. From the beginning this task seems too obscure as everything new, yet it arises interest. Task specification: «Do not draw a philosopher portrait. Just underline by means of an image form the essentials of his worldview, draw what differs him from the others. Do not subscribe a philosopher name – the image itself must give the right clue for the recognition. Separate key words may be written, yet they must be a few and quite readable (in big letters)». After such an instruction the students start performing the task.

After the first report the students together with a lecturer analyze the first set of drawings revealing the essentials that must be invariably reflected in the images. In the case a reporter underlined the essentials and the students draw them, then the drawing becomes readable in every competent audience. After the initial analysis the lecturer offers the students the previous most successful drawings on the theme. It's very important to show the previous generation drawings not before, but after their own experience in order not to get just copies of the available patterns and to activate the personal creativity of the students. Every next drawing enlarges students experience in the activity performance. They listen to the reporter more attentively, start to differentiate the main and the minor, search for adequate images to graphic embodiment of the various philosophical ideas. On every subsequent drawing analysis the lecturer draws students attention at the archetypical images that are seen on the numerous drawings. In such a way the most important ideas of a particular school or a philosopher are being secured. The lecturer marks and withdraws the most

successful drawings into his collection of the methodical material, while the rest of them leaves with the authors to remind them about the ideas they fixed. These drawings can be used not only during the preparation to the exam or an assessment, but even during the exam as an image prompt giving key understanding to a person that worked a lot, but suddenly forgot or mixed the details. Those who want to detail their drawings, can do it at home. Besides, the students can use this method during their own preparation to a seminar. They like this creative work that eases them understanding of the abstract philosophical theories, because not only logic and the rational thinking left hemisphere of the brain are used, but the image thinking is being enabled. This methodology is particularly helpful to the students with difficulties in adjusting their way of thinking to the purely abstract ideas. They get additional (image) support to the rightful understanding and remembrance. Not only the product(drawings) is important, but the process of drawing itself, due to the activation of a student creative potential. That's why the most valuable is not the artist perfection and excellence of the drawing but the very process of transforming the philosophical ideas into the image equivalent, which every student must perform by his own means. A student obtains the possibility to show his creativity, his possibility to construct something new, and even, in some cases, to demonstrate his artistic talent. With the accumulation of the image drawings the lecturer obtains additional possibilities to secure the studied material and to examine the students.

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COMPARATIVE CHARACTERISTICS OF THE EDUCATIONAL CURRICULA IN THE FIELD OF ENVIRONMENTAL SCIENCE IN KAZAKHSTAN AND ENGLAND

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This article aims to study the comparative analysis of training programs Bachelor-ecologist of England and Kazakhstan on the example of the University of Northampton and Kh. Dosmukhamedov Atyrau State University. For example, we investigated differences in educational programs of two universities studied modules, amounts of credits these modules, and the list of modules in the training of specialists in the field of environmental protection. As a result, we have found that training of bachelors is in England for three years, and four years in Kazakhstan. In addition, in Kazakh