

INNOVATIONAL MODELS OF EDUCATION (0071)

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The search for new education paradigms is typical of present day Russia because the old system of training specialists in higher education can not satisfy a new society that is striving for a breakthrough in all spheres of life. This search is typical not only of Russian pedagogy. A lot of fruitful ideas of modernization have been taken from the experience of Western pedagogy schools. (1)

It is necessary to answer a question what it means to modernize an education system. If something is being modernized that means that the system of education is being changed according to the demand of the modern society with technologies being changed and innovations being introduced in the contents and the structure of the educational process. (2)

Though the main stream of modernizing present day education in Russia is formulated in official State documents there are still some different opinions that can not be ignored. One point of view is expressed by professor U. Gromyko who understands the future of education in the integration of education and culture. He sees the basic function of education in two aspects: in transferring the culture from generation to generation on the one hand and in socializing the younger generation – on the other hand. (3)

Academician A. Novikov sees the future of education in adjusting it to the demands of the market system with the following 4 ideas: humanism, democracy, leading role of education, education through the whole life. (4)

In the context of these ideas there has been elaborated quite a distinct pedagogical system with the following models of education:

The first model is connected with the theory of two famous Russian scholars prof. V. Davydov and D. Elckonin. Their theory is based on the idea of content generalization and deductive logician acquisition. Despite a lot of difficulties this theory is frequently used and finds increasing support of educators both in secondary and higher education. (5)

The second model is connected with such names as L. Tolstoy, R. Ventzel, M. Montessory, S. Freire, R. Scheiner (6). This model of education presupposes the development of imagination, creativity, emotional and

sensitive aspects of students' personality. This model of education used to enjoy great popularity but then it gradually diminished. But at certain historical periods it starts to be demanded in the society and again finds its admirers.

The *third model* is connected with the idea of laborious education with the target of formation polytechnic habits and skills. This model is always popular and mostly realized in secondary education.

The most popular nowadays is the fourth model of education and connected with the names of such famous scholars and educators as V. Suchomlynsky and Sh. Amonashvily. Its distinctive feature is harmonious unity of intellectual and emotional development, practical activity and moral self identification. (7)

These general strategies in education are a possible choice for innovations in education be it secondary or higher. But what is also greatly important is the necessity to work out an educational model as an informative-educational realm in the frames of which a person can fully realize oneself and choose one's own route for education and self perfection. In this respect we can mention the following models of education:

- *Informative, or transferring* model of education. In this case a student is an object of the educational process, which means that a system of educational measures is transformed into a system of knowledge and skills. This model is a success at stable historical periods and, for example, at the period of transition from secondary education to higher education. Close to the ideas of this model we can mention an *operational model*, a *developing model* of education with some additional characteristics.

A bit different from the mentioned above is the fourth type of model (*Activating model*) connected with the idea of activating acquisition capacities of students. The result may be a success in case the tasks and assignments are of a problematic character.

There are several other models that are popular nowadays: *a model of free education*, *a model of increasing knowledge*. These models are rather characterized by attention to the students' interests than by the necessity of implementing prescribed standards of education. (8)

Let us have a look at all types of models and see what type should be a personally oriented paradigm of education. First of all such type of model makes clear the necessity of qualified innovation of the present day system of education

under the impact of constant modernization and globalization of the society. The education in the country should have European standards of education that expands universal global values while taking into account all Russian and local peculiarities of educational systems. There should be a union of federal, regional and ethnic components in the system that provides a cross cultural dialogue and ethnic identity of students. All in all we can say that the process of transition from mono pedagogy into multi pedagogy with the variety of pedagogical systems and technologies is a real state of things.

The methodological basis for the development of education in Russia nowadays is an official governmental document “National Education Doctrine”. This document governs main streams in the development of education in Russia and appeals to the Man’s spirit, universal values. The main idea of this document is correlated with ideas of democracy, national security, consolidation of the civil society, high competitive ability of Russia at the world level in all spheres of industry, economy culture, including higher education.

Taking into account everything mentioned above a group of educators from Bashkir State Pedagogical University (Russia) has elaborated a transition model of higher education for the pedagogical university the main target of which is the formation of competencies connected with the analysis of information and capacity of self education; competencies connected with the political and social aspects of life; communicative competencies relevant to the family, educational, professional, social, religious, ethnic communities. The proposed model of higher education is supposed to be implemented in the system of training bachelors, masters and post-graduate students.

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