



**GOVERNMENT OF SAINT-PETERSBURG  
SCIENCE AND HIGHER SCHOOL COMMITTEE**



**SAINT-PETERSBURG UNIVERSITY  
OF MANAGEMENT AND ECONOMICS**

COLLECTION  
OF SCIENTIFIC PAPERS  
OF THE INTERNATIONAL SCIENTIFIC  
AND PRACTICAL CONFERENCE PARTICIPANTS  
THE ROLE OF EDUCATION  
IN LEGAL AND POLITICAL  
CULTURE FORMATION

OCTOBER 23–24, 2013



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The thematic range of scientific papers presented in the collection represents the priority directions of scientific research and developments for the International scientific and practical conference “The role of education in political and legal culture formation”, taking place on October 23–24, 2013 in St.-Petersburg University of Management and Economics. Among them there is the role and place of legal culture in constitutional state formation; forms and methods of culture level increase through educational activity; the role of economic education of the population in developing the real sector of economy; small business as a factor of the society stability, other urgent issues.

The collection papers open the possibility of new approaches to the solution of important scientific and educational problems.

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## **Dear ladies and gentlemen!**

I welcome you within the precincts of St.-Petersburg University of Management and Economics, and I express gratitude for participation in the work of the International scientific and practical conference “The role of education in political and legal culture formation”.

Today the conference participants are representatives of federal and regional authorities of the Russian Federation, the Government of St.-Petersburg and Leningrad region, well-known scientists, teachers and students of leading higher schools, heads and employees of organizations and companies, foreign guests — all who are really interested in discussion of important issues of forming political and legal culture of educational institutions’ graduates.

Control system perfection is connected with plans of our country government to modernize all spheres of the Russian society, including higher education system. It is in this system where the experts are prepared to operate innovative development of Russia. Our university aspires to bring the worthy contribution to the solution of this noble problem.

For more than twenty years' history of our university we have passed the way from institute to academy, from academy to university, we have created highly professional, creative collective of teachers and scientists, have organized effective educational process with usage of advanced educational technologies, we have come into effective contacts with foreign universities, academic research institutes, large companies and organizations, and as a result we have provided the European quality of educational services.

St.-Petersburg University of Management and Economics is opened for cooperation with all educational, scientific institutions which are interested in preparation of highly professional experts. One of the forms of such cooperation is our today's conference.

I wish fruitful work and creative successes to all participants of the International scientific and practical conference “The role of education in political and legal culture formation”.

**Rector of St. Petersburg University  
of Management and Economics,  
Doctor of Economics, Professor,  
Academician of the Russian Academy of Natural Sciences,  
Honored worker of science of the Russian Federation**



**V. A. Gnevko**

## **MIGRATION AS A FACTOR OF REGIONAL SOCIAL SAFETY MAINTENANCE**

For last years migratory processes in the majority of the countries of the world considerably became more active. The given processes are remarkable for their multifactorial character in which globalization processes are reflected in unusual way, there is a labor market transformation, social instability of the society amplifies, there are new mechanisms of social adaptation and behavior of migrants.

In Russia in the conditions of sociopolitical and social and economic transformations migration plays an important role. Last decades the country for the first time in its history has faced mass, including forced migration. The Russian state has appeared in the centre of crossing of scale and dynamical migratory streams. On immigration volumes the Russian Federation occupies the 2<sup>d</sup> place in the world (13.3 million people) after the USA (35 million people) [2, P. 2].

The attention of the Russian and foreign researchers considerably increases in these conditions not only to migration problems, but also to the analysis of social consequences of migration and maintenance of social safety of the Russian society both on federal, and on regional levels.

One has to agree with J. A. Margulyan's opinion, that “social safety is one of leading elements of system of national safety and represents the integrated concept designating a condition and ability of the state and public system of the country to provide effective functioning of social sphere, to prevent the destructive phenomena and processes, to keep and develop conditions, means and ways of socialization of the person, observance in the society and the state of their way of life, well-being, inherent laws and freedoms, spiritual-moral values” [1, P. 20].

In modern conditions the basic components of social safety concern: high quality of life of the population; optimum stratification of a society on level of social and economic well-being and age and gender groups; presence of the numerous “middle class” which is carrying out stabilizing role in social interaction and a sustainable development; observance of rights and freedoms of the citizens; the active migratory policy on maintenance of ability to live of citizens; optimum labor employment and mobility of the population; high birth rate and average life expect-

tancy in the country, providing an increase of population; the qualified manpower having high professional motivation to productive activity; stability of institution of a family; high spiritual, moral and creative potential of the population.

Migration acts as one of the major factors of social safety of a society as actively influences demographic structure of the population as in installation regions, and evictions of migrants. Such position is connected with mobility of the population, especially youth as in departure regions there is a reduction of rates of an increase in population. Meanwhile in regions of considerable inflow of migrants there is a population increase, its age parameters towards expansion of a range of able-bodied age change, the sexual disproportion amplifies at the expense of increase in a man's part of the population.

Migration influences a condition nuptiality, birth rate and death rate of the population of region as there is a change of gender and age structure of the population, norms and values of demographic behavior are transformed, the state of health of immigrants and region local population changes.

As practice shows, the majority of the migrants who received residence permit or citizenship and have become full members of the Russian society, found a job, fill up labour and a mental potential, rejuvenate population structure. They start to make material assets, to render services to the population (doctors, teachers, workers of service sphere, etc.). Many migrants start their own business which provides new workplaces and development of a social infrastructure as a multiply effect of employment connected with occurrence of new workplaces in the basic manufacture is created, additional places demanding creation in serving branches. Such effect allows to involve in addition in industrial sphere and sphere of services a local manpower that leads to growth of their incomes, level and quality of a life, that in turn stimulates investments in economy development.

Migration renders considerable influence on social structure of the population of region, mobility of various social groups, ethnic structure, its placing and moving. Active social mobility of the population positively influences regional labour markets, reducing quantity of jobless citizens, promotes development of new territories, raises quality of a life and improves social structure of the population, reducing its disproportional condition. Use of not qualified labor of migrants gives the chance to local population to be engaged in more intellectual work.

However results of migration have inconsistent character as the sharp increase in inflow of migrants leads, as a rule, to unemployment growth, to decrease level of wages of workers, deterioration of a condition of objects of a social infrastructure, a housing problem aggravation, ethno-cultural and confessional opposition, deterioration of criminality.

Population shift promotes the further urbanization of regions, leading to urban population growth, distribution of a city way of life, change of the social status of people, activation of use of their social and labor potential, political and spiritual development. Urbanization processes have not only positive, but also negative consequences. There is a formation not only prosperity areas, but also disaster areas, leading to extinction of huge rural territories and negatively affecting destinies of people, conditions of their labor activity and life.

Considerable social consequences are connected with increase in illegal labor migration in the regions, connected with entrance of separate citizens of one country to another for the purpose of illegal employment. These processes are influenced by the following major factors:

- Reduction of possibilities of legal entrance to various regions of Russia that has affected more active use of illegal channels;
- Increase of demand of informal economy on an illegal foreign labor because of its cheapness and unpretentiousness;
- Development of the business connected with contraband of people (so, worldwide the branched network of the companies and the firms engaged in this craft was created and is operating. The payment for illegal immigration reaches 30 thousand dollars depending on the country of appointment, range of a route. World incomes of contraband of people make, by estimations, 5–7 billion dollars a year) [3, P. 209]. With cancellation of the emigration control many states, especially former socialist countries, became reloading points for illegal migrants from the far abroad countries. It is characteristic for Russia and Belarus where the huge number of the transit migrants accumulates, aspiring to get on the West.

Illegal migrants essentially undermine the social guarantees which are available for citizens of the region and connected with a minimum level of wages, the maximum duration of the working day, maintenance with objects of a social infrastructure etc. At the same time, filling vacancy on mainly not prestigious, low-qualified, hard and poor-paid workplaces, they objectively promote perfection of socially-status structure of employment of the population on a regional labor market.

Considering that the majority of illegal migrants work in shadow sector of economy, there is an increase in losses for the regional budget because of short-reception of a payment for use of a foreign labor, evasion from payment of taxes and deductions on social insurance and pension service.

Negative social consequences of illegal migration are connected also with expansion of deviant activities of migrants and their environment leading to deterioration of criminality and an aggravation of regional sociopolitical conflicts. Low educational, qualifying level of migrants, their unwillingness to study history, national features and culture of the country of residing, a clan way of life and aspiration to transfer national-cultural conditions to the local life, lead to increase criminality made as migrants, and on international soil, development of racist displays and discredit of an image of the migrant in the opinion of local population.

Thus, in the conditions of economic, political, sociocultural transformations of the Russian society gets special value formation and realization of the long-term, complex, system migratory policy providing social and, finally, national safety of the country for a long historical period.

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*Andronov I. S.*

## **EDUCATION OF TOLERANT CONSCIOUSNESS AS A SOCIO-CULTURAL ASPECT OF MIGRATION**

One of the most actual and “burning” problems of modern Russia is the external migration.

Politicians, scientific, public figures concern this topic in the Mass Media.



In public opinion the problem is considered not in a plane of economic consequences of this phenomenon, but, first of all, as the new phenomenon of a social life.

As an example the problem of intercultural interaction in printing Media of Volga region cities is stably shined — there are materials almost in each issue with the same frequency. So, frequency of occurrence of materials on problems of intercultural, interethnic relations to the general number of copies fluctuates in Tatarstan from 82.3% (the newspaper “Vatanyam Tatarstan”) to 66.6% (“Evening Kazan”), Udmurtiya — 83.3% (“The Udmurt truth”) and 54.5% (“The Udmurt dunne”) [1].

The author of this article notices also such interesting fact that higher level of interest to the given problem is shown in multi-ethnic regions. Messages can comprise as appeals to tolerance and recognitions of variety and intolerance suggestion.

In regions of the central Russia, in the two largest megacities — Moscow and St.-Petersburg — the problem of mutual relations of local population and “strangers” has found the reflexion in a number of collisions widely shined in the Media (first of all, mass actions after Yegor Sviridov's murder), having the big public resonance. Meanwhile a role of strangers as a rule people of not slavic appearance play, for example, natives from the Russian North Caucasus, Russia being citizens, that once again underlines that fact, that the conflict problem lays in a plane of intercultural relations.

The problem of labor migration lays, mainly, in a legal plane. In this sense the special importance is got by a problem of illegal migration.

At the same time it is not accepted to focus attention on social migration consequences, including illegal migration. According to territorially-structural models, the scale of interstate migratory streams is predetermined by a combination of such factors in emigration region as unemployment, poverty, economic stagnation, and in immigration region — shortage of a labor, fast economic growth and growth of employment [2]. Accordingly, considering social and social and economic conditions in the countries of the Central Asia and Transcaucasia, the reasons of population shift from these countries to Russia reveal.

A number of researchers notices, that at present the migrants born out of uniform society and badly imagining features of social mutual relations in our country go to Russia, the behavior rules, the established norms. It is known, adaptation of migrants is a difficult process, in many respects depending on personal qualities of the migrant, their adaptable

abilities. Many migrants on a way to legalization, face “a bureaucratic wall” which our migratory legislation builds before them. One should possess good communicative skills, speak Russian, be enough educated person to overcome this “wall”.

Anyhow, the majority of migrants test on itself that in social studies has received the name of “a cultural shock” (K. Oberg). As well as any kind of stress, according to G. Sele, “a cultural shock” has three stages: increase — climax — fading. How the migrant will cope with a cultural shock depends their further life in this country.

Thus, the success of adaptation of the migrant depends on morally-strong-willed characteristics, such as patience, purposefulness, persistence, their educational level, presence of social communications.

As A. V. Dmitriyev and G. A. Pyaduhov mark in the article if to take a social context of administrative procedures they define, on the one hand, a procedure of functions of territorial bodies FMS of Russia on rendering of concrete state services. On the other hand, the part of the procedures providing direct interaction of employees of migratory service with migrants, represents itself as original social an expert of dialogue with them territorial body FMS. These procedures-practices induce, and also both parties to development and performance of the rules ordered by the law force in case of need. Quality of their performance depends on culture of officials. Set of the specified procedures represents itself and the original social ritual testing the migrant on reliability and allocating with their corresponding legal status for legal stay and employment [3].

The impossibility to adapt to the requirements shown by the social environment involves the conflict which can be expressed in the closed way of life, decrease in contacts to an external world, aggressive behavior in relation to the surrounding social validity, infringement of ethical and rules of law, ignoring of those values and installations which are accepted in the given society.

Success of social adaptation of migrants testifies both their legal status, and social state of health as a whole, i. e. skills of mastery of a language, absence of fear before the reference in official bodies (social independence), maintenance of dialogue with “the local”, employment, participation in a public life.

Residence change inevitably involves necessity of adaptation to new economic, social natural, and sometimes and to ethno cultural conditions.

Migrants represent very non-uniform, but significant enough set, social stability of Russia and its many regions depends on their adaptation and integration.

Adaptation process passes not only at migrants, but also at accepting society. Acceptance of “strangers” by “locals” makes successful adaptation possible.

In this connection, efforts in judgment of problems of tolerance and the tolerant relation, to formation of tolerant consciousness are made.

In article 1 of the Declaration of principles of the tolerance confirmed by the resolution of 5.61 general conferences of UNESCO on November 16<sup>th</sup>, 1995, some definitions of tolerance are given:

- 1) tolerance means respect, acceptance and correct understanding of rich variety of cultures of our world, our forms of self-expression and ways of display of human individuality; it is harmony in variety; virtue which does possible achievement of the world and promotes replacement of culture of war with culture of the world;
- 2) tolerance is not a concession, indulgence or indulgence, and first of all the active relation formed on the basis of a recognition of the universal rights and basic freedoms of the person;
- 3) tolerance is a duty to promote the statement of human rights, pluralism (including cultural pluralism), democracy and the law and order; this concept, meaning refusal of dogmatism, absolutization of true and confirming the norms, established in the international certificates in the field of human rights [4].

Sheikh Abdul Hadi Palazi — the secretary general of Association of Moslems of Italy in article under the characteristic name “Perverted Islam” wrote: “Islam is the ideology of the religious totalitarianism which has arisen in the end of the 20<sup>th</sup> century and which profanes principles of traditional Islam... It is actually extremist ideology, its supporters consider, that Islam is simultaneously both religion and the state, that leaders of insurgents is also religious leaders” [5].

The situation developing in the Russian North Caucasus within last ten years, brightly illustrates, that problems of intercultural interaction, “ethnic question”, remain sharp enough in our country. Under condition of poverty of the most part of the population of Russia, discontent with the power, corruption, problems of intercultural and international enmity become even more aggravated.

At present, in our country there are no methods of effective social adaptation of migrants as there are no also methods forming of intercultural dialogue. And if earlier “visitors”, “strangers” — foreign stu-

dents, labor migrants, representatives of the radical non slavic people now representatives of the local Russian population become victims in most cases were victims of intercultural and international household conflicts.

The developed situation puts new problems both before the state and a society, and before the humanity from which research of a problem and revealing of ways of an exit from the developed situation is required.

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*Arutyunyan V. M.*

## **PROSPECTS OF DEVELOPMENT OF WORK OF THE HIGHER SCHOOL TEACHER (WILL THE TEACHER BE NECESSARY IN THE FORESEEABLE FUTURE?)**

The modern pedagogical validity allows to ask quite reasonably a provocative question: “Is the teacher in general necessary today?” Pedagogics... without the teacher. Some serious bases for such statement of a question are, i. e. the educational reality generated by high socio-humanitarian technologies (Hi-hume), really allows to put such questions. What arguments are given?

So, Peter Druker considers, that the requirement for traditional internal higher education will disappear within the next thirty years. The scientific authority of world level in the field of modern management can be trusted. If the higher education in its present is not in the nearest future, teachers of the higher school will be out of the running.

The important feature of modern education is displacement of a vector of educational activity towards independent work on what the atten-

tion in Federal State Educational Standard, by the way, is focused. This tendency in world education was marked by G. Draydent: “Training will turn very quickly to self-training — independently directed and independently carried out by pupils” [1].

I and many my colleagues aim listeners and cadets of our academy that it is necessary to be ready to fulfill a duty even by that trade which we do not learn, it is not simply present today, but which can be necessary for armies in the nearest future. The trade which does not exist yet and will use technique and technologies which are not invented yet and to solve problems which yet are not considered as tasks or problems. The high school should certainly prepare for it. After all it is known, that 10 most demanded trades in 2010, did not exist yet in 2004. To confirm this idea it is possible to give other examples.

So, for example, week filing “New York Times” for 2009 contained as much information, how many in 18<sup>th</sup> century the person learnt for all life. Or other example: the number of the devices connected to the Internet in 1984 has made 1 thousand in 1992 them became 1 million, in 2008 — 1 billion And one more example brightly confirming the stated thesis. In 2008 has appeared 4 exabytes ( $4 \times 9^{19}$  byte) the unique information. It is more than for the previous 5 thousand years! That is the volume of the new technical information doubles each two years. And what does it mean? And it means for the listener (the cadet, the student), that half from this, they have learnt on the first year of training, by third year of study (or services) becomes outdated. Today we have already known that in 2013 the supercomputer which speed of calculation will exceed possibilities of a human brain will be created. Under forecasts, in 2049 the usual personal computer in cost of 1 thousand dollars in speed of calculation will surpass cogitative possibilities of all mankind! [2].

For persuasiveness we will give also the statement in Jim Rona's this, world famous “the philosopher of business” who developed strategy of work of companies *Coca-Cola*, *IBM*, *Xerox*, *General Motors*: “Formal education will help you to survive. Self-education will lead you to success”.

Informal education in an information society where to some signs we are, is spontaneously realized at the expense of own activity of individuals in the cultural-educational environment surrounding it (dialogue, reading, visiting of culture establishments, travel, mass media etc.). It is shown especially brightly in social networks of the Internet where the population, especially schoolboys, spends a considerable part of time. Here presence of the teacher is excluded basically. It is thought, listed it

is enough, that in the future in Internet communication technological, or to the IKT-SATED educational environment to refuse the teacher or seriously to reconsider their functions with accent for a role of the manager of educational process.

Open educational sources (Open Source) effectively support life-long learning (LLL) regarding realization of self-education and represent boundless sphere of self-education. Ideology OS — some kind of “educational communism”, which motto is: “All for the blessing of the person, all for the sake of the person” — promptly gains in strength in a world education system [3] and besides does not assume presence of the teacher.

There were obvious, even at intuitive level, such positions, that the teacher of XXI century:

- Should help to choose an individual educational trajectory;
- Should be able to involve and build in educational process spontaneous knowledge, practical experience;
- To realize an individual approach;
- To encourage informal conditions on employment, collective work of trainees etc.

In the list we can't see knowledge of the subject, it is pure water elements of pedagogical management.

In other words, the teacher must teach self-organizing under fast changing life problems. The well-known phrase of the founder of domestic scientific pedagogics by K. D. Ushinsky concerning the main requirement to the teacher for successful pedagogical activity “Know the subject it is possible” to paraphrase so: “Know bases of management of educational activity in the IKT learning sphere”. The personal learning sphere (PLS), which principles are considered in work [4], allows to realize such approach appreciably.

Certainly, rather important problem is preparation of the case of teachers of high schools which totals more than 300 thousand persons, to effective work in the IKT learning sphere, and it is necessary to consider, that teachers of high schools in the majority have no pedagogical education that affects quality of teaching activity. Really, in due time D. I. Mendelejev noticed, that quality of a university education depends on pedagogical preparation of its teachers. Position in modern high school has not especially changed [5].

That should learn the teachers having the higher vocational training and conducting teaching activity in IKT learning sphere? Obligatory participation of the teacher in Research Work should become one of

the major components that “the high school teacher” follows from the definition of concept. Its two treatments — domestic and foreign — are given further.

The teacher of high school is the scientific and pedagogical worker of the higher educational institution who are carrying out professional teaching activity within the specialty and qualification, and also engaged in research work.

In Recommendations about the status of teaching personnel of establishments of higher education (General conference of UNESCO, the Preamble — Paris, on November, 11<sup>th</sup>, 1997) is spoken: “...Under ‘teaching personnel of establishments of higher education’ all persons in educational institutions or programs of higher education which within the full or incomplete working day are engaged in teaching and-or scientific work, and-or those who renders educational services by the pupil or to a society as a whole” are understood.

By the way, if to recollect, that the teacher is the person who have special pedagogical preparation and professionally engaged in pedagogical activity the teacher of the high school which does not have a special pedagogical education, it is impossible to call the teacher. Correctly to name it “teacher” (in an English-speaking variant teacher, instructor, lecturer; academic, professor, tutor).

The analysis and generalization of documents, and also long-term experience have allowed to generate the minimum practice-focused requirements to the teacher of high school:

- To be able to formulate the subject matter and employment purposes;
- To know structure of the curriculum of discipline and to be able to develop it;
- The nobility didactic and organizational characteristics of traditional and electronic employment and also to be able to realize in educational process their typical kinds;
- To choose and apply in educational process of all forms of reception of formation it is didactic the proved means of information-communication technologies, including the computer and the Internet;
- The nobility and to apply various pedagogical forms of the control of educational process, including in the form of tests;
- The nobility of the characteristic of educational resources, including. The Internet to be able to search and use them in educational process;

- To be able to develop methodical recommendations and grants for carrying out of studies;
- The nobility of a basis of is standard-legal maintenance of educational process and the copyright;
- To be physically, mentally morally healthy.

It is necessary to note especially importance of preparation of teachers in a scope of services of the Internet a web 2.0 in educational process. We will remind, that services 2.0 (Web 2.0) are programs (program environments, cursors, covers) which are used for the organization of joint comfortable network activity. Researches show, that in a Russian education to some frequency services find application, the short which didactic characteristic is resulted here.

1. A blog (blog) — service for the publication of materials in a network with access possibility to their reading and comments the registered users.

2. Vicks (WikiWiki) — service for the publication of materials in a network with access possibility to their reading and editing by the registered users.

3. Delicious (delicious) — service for storage of bookmarks on web pages (with descriptions and search possibility).

4. Youtube (YouTube) — service for storage, viewing and discussion of videorecordings.

5. Flier (flier) — service for storage, viewing and photo discussion.

6. Twitter (twitter) — a microblog.

Experience shows, that the majority of high school teachers, especially senior generation, are at a loss in use of services a web 2.0, and the methodical help is required to them.

Now there is more than 40 types of domestic and foreign services (tools) a web 2.0 in formation. However it is necessary to mean that services a web 2.0, by present time in certain degree have settled the didactic potential and working out of new, more modern Internet communication technologies [6] is required.

In summary we will underline, that a role of the teacher in ИКТ to the learning sphere, most likely, will change towards reduction at direct realization of electronic training, but will increase by preparation of electronic educational-methodical maintenance.

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*Arutyunyan V. M., Zaytsev A. G.*

## **HISTORICAL TRADITIONS OF DEVELOPMENT OF POTENTIAL OF PATRIOTISM IN RUSSIA**

In history of Russia the patriotic idea has deep roots. Distinct certificates on it meet in military-historical documents and annals of the 11<sup>th</sup> century. It was inherently personified, personal patriotism. It did not extend further personal fidelity to the prince, a team, a sort, a tribe and had primitive character.

Heavy tests have caused accumulation of qualitatively new patriotic energy. Personal patriotism is gradually transformed to “religious”. From the moment of Christianity acceptance in Russia (988) personal patriotism has been enriched by the new maintenance — fidelity and fidelity to Christian belief. Concepts “belief” and “fidelity”, thus, have incorporated in a synonymic number. For the first time, patriotic ideals have kept away from concrete persons and have received national value.

In process of clearing and association of Russian lands in the uniform centralized state arise and sprouts of the state patriotism get stronger. The love to the Christ incorporates to love to Fatherland. So, great patriots of Russia Kuzma Minin and Dmitry Pozharsky in the reading and writing underlined not passing value of Fatherland. Calling Russian people in a home guard (June, 1612), the prince Pozharsky reminds: “That to us against enemies and invaders beliefs Christian, ...for the Moscow state stand inanimously...”

Original blossoming of the state patriotism is connected with Peter the Great activity. The great reformer and the converter of Russia put fidelity to Fatherland above other values, above the sovereign. “And so you should not think, — it addressed soldiers before the Poltava fight,—

that battle for Peter, but for the state, to Peter handed over, for the sort, for Fatherland, for orthodox our belief and church... Have in battle before your eyes the truth and the God, fighting for you. And about Peter know, that for him his life is not expensive, if only there lived Russia in pleasure and glory, for your well-being” [4]. Hardly probable the thought on Fatherland, about Russia which is more expensive than a life not for the first time sounds. Victories of the Russian weapon have highly lifted prestige of the defender of Fatherland in the people, as person who not sparing the stomach is on guard of the world of prosperity of the people. In parallel grows and patriotism professional, pride of an accessory to army, for the regiment, for its honor and glory is transferred from generation in generations.

The Great Patriotic War became the brightest page of patriotic lifting in the newest history of our native land. That was war to the death. To resist the enemy, subdued all Europe, the people possessing mighty patriotism and firmness could only. And was! And we are proud of it, for patriotism and internationalism — not the invention of Bolsheviks-communists, and historical necessity

What has occurred to it really sacred concept in Russia during the Post-Soviet period?

Indeed, in the 1990s patriotic education, especially of young generation, long time was not actual. Even on the contrary: in mass media, especially electronic, there is a good form name-calling and blackening such concepts, as fatherland, a patriot, patriotic education and patriotism.

In the government program “Patriotic education of citizens of the Russian Federation” is underlined, that “there was more and more appreciable a gradual loss by our society of Traditionally Russian patriotic consciousness... Patriotism here and there began to regenerate in nationalism”.

True value and understanding of internationalism is in many respects lost. Why? What has occurred? The answer is rather simple: long years in heads of present generation the thought was put, that patriotism is something become outdated, bad, and in concept other sense, almost abusive word was put.

Its genesis (i. e. change in development) in mass-media and propagation was that: patriotism, national-patriotism, red-brown national-patriotism. And what, especially the young man, and not only young will agree, that it called “the red-brown national patriot”?

It is lawful to raise the question as follows: we have faced what phenomenon? Why the opposite sense began to get sacred concept? Told rather actually in the light of those events, that, especially after 2000, the Government of the Russian Federation has realized malignancy of the developed situation and began again “to lift on a board” sacred concepts for each Russian: patriotism, fatherland, love to the native land. What do we understand patriotism as concept? It is known, that patriotism occurs from Greek patriots — the fellow countryman, the compatriot, i. e. the person subordinating the life to interests of fatherland — love to fatherland, fidelity to it, aspiration to serve its interests...

Earlier, during other epoch we sang a song “From what the Native land” begins. And what our children today sing, youth? So, group “Caramel” asks: “American fight, take me with itself...”, and seven-year Pasha Stepanov (the soloist of children's ensemble) on the Central TV beautiful little voice sings: “I will finish School, and then to America I will leave for ever. Certainly, it not it, and adult uncles and aunts intentionally or without put thought in his lips and young heads of millions young men and girls: “You in Russia have nothing — to live it is well possible only abroad”... attempt massed blackening the historical past, its deglorification, especially histories of the Soviet period Is undertaken. If to trust a number of publications, a television- and to broadcasts, after October, 1917 the country had no achievements. Even the President of the Russian Federation to stop this orgy, has been compelled to create the special Commission on counteraction of falsification of history under the guidance of the head of Presidential administration.

Yes, today becomes to correct position much. Three five years' Programs patriotic education of citizens of the Russian Federation are accepted: for 2001–2005, 2006–2010 and for 2011–2015 Similar programs taking into account features and specificity is accepted at regional level, and accordingly, at regional and municipal levels. And it is correct. But after all it is known that to destroy not difficult, and here try to restore, create! Years and years are required if to a problem of patriotic education there will be an informal approach for this purpose.

Certainly, patriotic consciousness — concept concrete historical, it was filled with the various maintenance depending on a historical epoch and level of outlook of a society and the individual. But historical practice and a life repeatedly confirmed, that, not looking on any ideological coloring, concept of patriotism of consciousness of each Russian and, first of all, the military man associates with necessity of the strong

Russian state — strong, prospering and democratic. What can be above more noble? So was, and we are assured — so will be!

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## **LEGAL ASPECTS AND MEANS OF ECONOMIC SAFETY OF BUSINESS IN RUSSIA**

Analyzing a role of small business, it is necessary to have clear representations about it occupies what place in national economy and what its distinctive features. Formation and development of market relations assumes free both coexistence equal in rights and development of various forms of business.

Business allows to solve effectively many problems of industrial, scientific and economic character. It creates necessary atmosphere of a competition and quickly reacts to market conditions changes, provides mobility of actions necessary in the conditions of the market, promotes development of cooperation of manufacture.

Business development is one of key factors of stabilization, revival and gradual lifting of economy of Russia. Business, promotes formation of rational structure of economy and the competitive environment, population middle class, unemployment softening, increase in a profitable part of budgets of all levels, raising thereby political, economic and social stability in a society.

In economy of the developed countries small business plays more and more essential role in maintenance of stability and dynamical development of economic systems. The small-scale business level of development directly defines degree of development of economy of the state as a whole. Small-scale business development in the West goes faster

rates as the national authorities give great value to the enterprises of a small-scale business and support to them at federal level. The small-scale business in the developed countries represents now middle class, which forms base for stable development of economy. Even the former developing countries with development of small, average business have made the big economic jerk (Taiwan, Singapore, Indonesia etc.). If to track rates of development of small enterprises in these countries dependence of development of all economy as a whole is visible.

However the level of development of small business to Russia and its role in a national economy, despite efforts undertaken by the state, does not reach desirable indicators.

It is enough to mention, that on one thousand Russian citizens it is necessary approximately about 6 businessmen, while in EU member states not less than 30. In Russia the share of small firms in the general number of all enterprises makes only 30%, in the EU countries the small-scale business enterprises make about 90% from the general number of the enterprises. In the European Union there are over 20 million enterprises of small and average business which give more than half of general turn and the added cost. The number of the occupied population in a small-scale business of Europe makes an order of 70%. The greatest quantity of small enterprises is created in trade, building and the food-processing industry.

The small-scale business plays an appreciable role the present stage in economy many industrially developed countries.

Conditions, in which small business develops in Russia, are characterized by insufficiency and discrepancy of legislative base, is frequently superfluous regulating activity of subjects of business, absence clear and purposeful organizational-economic policy, effective system of measures in the field of business support.

Enterprise activity is impossible without protection against internal and external threats. In a modern society great value economic safety which represents system of the conditions favoring to effective growth of economy has, its abilities to satisfy requirement of citizens, including in realization of economic interests. Maintenance of economic safety is the competence of the state bodies and the separate person.

State regulation is necessary and inevitable process.

The purpose of state regulation of enterprise activity is creation of the certain conditions providing normal functioning of economy as a whole and stable participation of businessmen of the country in the international division of labor and reception from it of optimum benefits.

The government of each country certainly has the own purposes at each concrete stage and achieves their decision methods accessible to it and means with reference to a developing economic situation in the country and in the world economy. Therefore the purposes and state regulation problems are subject to changes, meanwhile, as the regulation mechanism is well enough fulfilled, though has features in each separately taken country.

In the generalized kind into state regulation problems enter:

- Working out, acceptance and the control of the legislation providing a legal basis and protection of interests of businessmen;
- Increase of efficiency of state regulation and decrease in corresponding costs;
- Easing of direct forms of intervention and the bureaucratic control over activity of the enterprises;
- Creation of conditions for a free and diligent competition in the market, free moving of the goods in the internal and external markets, the control over observance of rules of a competition;
- Maintenance of commodity-money and budgetary balance by means of the financial, tax, percentage policy and management of monetary issue;
- Combination of current and perspective directions of development of economy: the structurally-investment policy and the scientific and technical policy;
- Assistance to long-term growth of accumulation of capitals and to stable development, inflation restraint economic by, removal of restrictions of administrative regulation of an economic field of activity;
- Maintenance of free movement of a labor and observance of norms of the labor legislation, regulation of private hiring and payment order;
- Maintenance of social balance and the population of level of differentiation comprehensible to the majority and distribution of incomes.

Characterizing economy state regulation in modern conditions, first of all it is necessary to notice, that the centre of gravity in this regulation has moved to active participation of the state in organizational-economic regulation of manufacture. Its primary goals are:

- Realization of structural reorganization of manufacture that assumes creation of the new branches focused for export, modernization of traditional branches and the adaptation of their production

to world market requirements, reorientation of separate kinds of manufactures to the world markets within the limits of the international specialization;

- Increase of competitiveness of production of export branches and separate kinds of manufactures;
- Search and use of possibilities of long-term maintenance of manufacture by the guaranteed sources of receipt of raw materials, fuel, half-finished products;
- Strengthening of position in priority and most progressive branches of economy, their orientation to service of export manufacture;
- Revision of forms of communications between short-term and long-term measures of the governmental policy, traditional influence on a conjuncture, based on regulation of demand which all intertwines with measures of state regulation of foreign economic relations more closely;
- Use of measures of influence on concentration process in leading branches of economy, including. Specialized for export, realization of the actions directed on strengthening of organizational structure of large firms, development of new forms of communications between them.

In the states with the developed market economy the big attention is given to federal regulation and stimulation of small business. The special institutes of the power expressing and protecting interests of a small-scale business, supervising a course of performance of target governmental programs are for this purpose created. Also that is very important — growth and small-scale business stimulation are supported both on legal, and at financial level. Such steadfast interest of the federal authorities does not remain meek and involves a small-scale business to participation in the research-and-production programs which primary goal is creation of technologies of new generation.

Thus the state support of a small-scale business leans not only against legal and financial bases, but also on methodical, organizational and other systems of researches. The legislation of many countries differentiates support of small business, proceeding from an estimation of the reached level of industrial development by that or other region. So new building of the enterprises in industrially developed areas, for example, is not supported and, on the contrary, is welcomed in insufficiently developed regions.

Economic and the legal protection, as well as responsibility of businessmen, is regulated by acts in various areas of economic activities.

There are certain “game rules” which should be provided and observed by the state in the conditions of market relations in which business circles, first of all, should be interested.

It is possible to carry to legally protected rights of businessmen:

- The right and property protection, including intellectual property;
- Free realization of enterprise activity on the basis of the conventional law;
- The right of firm to registration and reception of the license for business dealing;
- The right of firms to protection of the trade mark etc.

Protection of interests and the rights of legal bodies and private (individual) businessmen from the state is provided:

- Protection of a private property and its inviolability, including an order of acquisition of property in the property, and also its protection;
- Protection of businessmen against an illegal competition, formation of optimum conditions for development of diligent business,
- Protection against actions of unfair businessmen in relation to interests of consumers of the goods and services.

Simultaneously with it to businessmen demands which they should observe in a part are made: prevention of a monopoly position in business, performance of the conditions, concerning formations and registration of the enterprises and firms, timely representation of declarations on incomes, observance of standards and certification requirements to let out production, carrying out of the weighed price policy etc. Default of the specified requirements leads to property responsibility of the businessman.

Economic and financial safety is provided with efficiency of economy and the protective measures which are carried out by the state. The stable and effectively functioning economy protects itself competitiveness of the goods on world and home market, a high labor productivity level, introduction of innovations and innovations. Protective measures of the state are caused by its economic interests, which essence consists in promoting stabilization and economy development. One of the major measures is stimulation of enterprise activity in all spheres and economy branches. Safety of enterprise activity is influenced by external and internal factors. It is possible to name such external factors:

- Imperfection of legislative base and the state economic policy;
- Manufacture falling;
- Economy criminalization;



- Backwardness of a market infrastructure and absence of the major institutes of market economy;
- Deformation of economy, its monopolization;
- Low competitiveness;
- Some features of national economic mentality.

Factors which are classified by the businessman as threats to its business concern the internal, but they are set by business and are normal companions of business. It is financial, market, credit, investment, risk of management, swindle, opportunistic behavior and other kinds of risks.

Elimination of external threats of enterprise activity is possible with change of economic conditions in the country, activization of intra-firm system of safety, and to eliminate internal threats (risks of the businessman) it is impossible. Counting the most adequate model of behavior, the businessman can reduce only risk, but not liquidate it.

For the Russian businessman the aggravation of external threats increases its risk of business dealing so, that there is a threat of loss of a part of the income and even to existence of the business.

Working out of actions for decrease in various kinds of risk of businessmen is the major component of strategy of the enterprise in sphere of maintenance of safety of business. It is possible to name such measures:

- Streamlining of the taxation and tax burden decrease on businessmen;
- Economic activity decriminalization;
- Strengthening of the state protection of the property rights of businessmen;
- Observance of contractual discipline, introduction of a rigid liability of infringement of contract obligations;
- Increase of a system effectiveness of the judicial permission of economic disputes;
- Increase of investment appeal of Russia;
- Perfection of is standard-legal base.

Realization of the given actions will allow to soften a situation in the Russian small business, to raise its safety.

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## **FORMS AND METHODS OF LEGAL CULTURE INCREASE THROUGH EDUCATIONAL ACTIVITY**

Modern Russia is a jurial state according to its Constitution. This assumes, first, that this state is not identified as a society or system of other general-political organizations and is not dissolved in them. And secondly, it, besides its own specific signs and lines, possesses, as well as any state, general features and traits. It possesses the public power and has special management personnel and compulsions. It consists of set of various bodies and the organizations connected with each other by uniform principles of formation and functioning and facing purposes objectively necessary for the performance state and problems. For its maintenance in each country taxes are established and raised, loans are spent, the state budget is formed.

The jurial state, as well as any state, has the divaricate system of legal means. They give the chance to operate operatively all branches of economy, effectively to influence all public relations. Possessing state commanding powers, various state bodies do not only publish corresponding regulatory legal acts within the limits of the competence, but also

provide the constant control over their exact observance, apply when necessary measures of state compulsion.

The jurial state as well as all other states, possesses the sovereignty. The sovereignty of the government of a jurial state consists in its leadership under the relation to all citizens and constituted by them non-state organizations in the country, and without dependence (independence) of the state in out of, in carrying out of foreign policy and construction of relations with other states. It is necessary to allocate such feature of a jurial state, as leadership of the law. According to the given sign or a principle not one state body, any official, any collectives, state or the public organization, any person is not released from duties will obey to the law. And, when it is a question of leadership of the law it is understood in direct value namely as the certificate starting with the supreme body of the power and possessing the higher validity. Now as practice, position such testifies, that in many states the law, formally being the predominating legal certificate in practice actually “is dissolved” in others, sub-legislative, to be exact departmental, certificates. It is necessary to underline especially, that formation and lawful state existence in any country assumes an establishment not only formal, but also real domination of the law in all spheres of a life of a society, expansion of sphere of its direct influence on public relations.

In Russia and other countries setting as the purpose lawful state formation, relative density sub-legislative departmental certificates quite probably also needs to be changed. Otherwise appeals to lawful state creation inevitably remain only appeals. Among other features of a lawful state we will specify such, as full guarantee and firmness of the rights and freedom of citizens, and also an establishment and maintenance of a principle of mutual responsibility of the citizen and the state. Both citizens bear responsibility before the state, and the state should bear responsibility before citizens. Whether however always it had and takes place? We take for an example our country. Were guaranteed earlier and whether the rights and freedom of citizens of Russia are guaranteed to the full now? Appreciably yes. They are guaranteed politically, legally and partly economically. But it is far not concerning all citizens. It becomes obvious especially when it is a question of guarantees of the right to work, rest, social security, reception of formation, health services.

The important feature of a jurial state is realisation of a principle of division of the authorities. What does it mean? In what an essence of this principle? Division of the authorities — a principle (or the theory), recognising that for maintenance of process of normal functioning of

the state in it there should be authorities rather independent from each other: legislative, executive and judicial. The legislature should belong to parliament, executive — to the government, judicial — to court. The essence of this theory consists in to admitting a power concentration in hands of one person or a small group of persons. And by that, to prevent possibility of its use by one classes or groups of people to the detriment of another.

In sphere of the theory of state law there was considerable enough change of political and ideological reference points. However, in practice of a politics-legal life as regards concerns a lawful state and a principle of division of the authorities, for last years, here there were no essential changes, and real steps to this direction testified to movement of the state and a society on a way to a jurial state and a legal society.

Prevention of attempts of usurpation of the power, its concentration concerns the major features of a jurial state in one or several hands not only creation, but also maintenance in a society of a mode of democracy, legality and constitutionality. S.-L. De Montesquieu wrote in this occasion: “Any person possessing the power, is inclined to abuse it, and it goes in this direction, yet will not reach the limit put to it”. As well as the limit — who could think of this! — of “Virtue” requires also. That there was no abusing the power, does a conclusion the thinker, “such order of things at which the various authorities could constrain mutually each other” [1, P. 144].

Along with it in a lawful state (as one of the main signs of its existence) should be really provided of right and freedom of ordinary citizens. Their mechanism full guarantee should be created and all-round security, the principle of an optimum combination of the rights and freedom of citizens with their constitutional duties is consistently put into practice.

Except named, there are also other features characterising a lawful state and essentially distinguishing it from not legal. It is a lot of them and they are various. In the set they also give the general representation that such lawful state and that is not that what essence, the maintenance, main objectives of creation and what appointment of such state. At last, what conditions of its formation and functioning. For modern Russia has essentially great value of a condition of creation of a lawful state. What represent these conditions? With what they are connected? First of all they associate with necessity of achievement of high level of political and legal consciousness of people, with development at them active participation in a political and public life of high level of culture.

Certainly, *legal culture* [Ibid., P. 145]. The *legal culture* of a society is a qualitative condition of a life of a society of perfection of legal certificates expressed in reached level, legal and enforcement activity, sense of justice and legal development of the person, and also degree of freedom of its behaviour and mutual responsibility of the state and the persons positively influencing social development and maintenance of conditions of existence of a society [2, P. 166].

The concept “*legal culture*” is wider, than sense of justice also characterises justice level. It includes degree of knowledge of the right, the legal orientations underlying activity and an executive power, officials. A highest level of display of *legal culture* is legal activity. It is expressed not only legislative behaviour of the individual, but also ability of the person to active creative actions in sphere of realisation of the right, and also in sphere of legal regulation. On degree of knowledge of the legal phenomena are allocated *ordinary* level of legal culture, *professional* and *creative*. *Ordinary* level of legal culture is characterised by exclusiveness of the person at level of common sense, emotional experiences and expressed in use of the subjective rights and observance of legal duties. It not and is not enough, as can seem at first sight. If to speak about the citizen of the Russian Federation here it is necessary it to know the constitutional laws, freedom and duties, the nobility and to understand the right as the measure of admissible behaviour fixed in system of obligatory rules of behaviour which are created by the state and operate irrespective of will and consciousness of separate persons, to be guided in the basic branches of the right. Unfortunately, the present young generation does not consider for itself necessary to penetrate into jurisprudence problems, aspires to be away from it and, hence, it is more inclined to wrongful behaviour, to infringements. The statistics testifies that the number of offenders made socially dangerous acts does not decrease, and on the contrary even increases. In Russia only for last 15 years it has been condemned over 15 million persons is a quarter of the adult man's population, the prison education which has passed school [3].

The second kind of legal culture — *professional level*, is expressed in activity of the persons who are specially engaged in the right. The legal culture here is under construction on the basis of system of knowledge, understanding of law of development of legal sphere. Lawyers-professionals allocate following largest elements which have the certain maintenance and qualitative level in structure of legal culture: the right, as system of the norms expressing erection in the law the state will; legal

relationship as a system of the public relations which participants possess the mutual rights and duties; sense of justice, as system of spiritual reflexion of all legal validity; legal establishments, as system of the state bodies and the public organisations providing the legal control, right realisation; legal behaviour, activity [4, P. 42–43].

Theoretical level of legal culture has the exclusive importance. Here the complete judgement of the basic directions of development of the right, its nature and essence of structure of legal institutes is carried out. At the same level the basic legal concepts which reflect the maintenance of legal sphere are formed.

Hence, the legal culture in many respects depends on level of *legal consciousness* of all citizens of the Russian Federation, i. e. knowledge of the basic rules of law, the relation to the right, laws, judgements, law enforcement bodies, legal behaviour — to the and other persons and to other legal phenomena. It also is represented *ordinary* — at usual people, and develops on available base and a daily life. The second kind of sense of justice is *scientific*. It is characteristic for scientists, and the third kind — *professional* — for lawyers-professionals. But it is necessary to pay attention that feature of the Russian sense of justice throughout many years of history was and in many respects there is a legal nihilism. It can be expressed by such lines as, a high crime rate and offences, neglect ideas of the rights and freedom of the person/citizen, a lawful state, disbelief in the right, mistrust to the right. And it is and is caused by quality of that is standard-legal base which constantly varies from year to year.

The basic forms and methods of education of legal culture are: first, an educational process. At school there are planned lessons on discipline “Jurisprudence” — “Law Bases”. Unfortunately, these lessons are impoverished by that they are simplified, without any game legal situations, without features of the right for minors etc. In colleges and high schools (not legal) questions of legal culture also are considered in system of planned lectures. Undoubtedly, in the legal higher and secondary schools these problems are professional and on each discipline, the right branch is taken away such quantity of hours which would allow the lawyer to consider in full arisen legal incidents competently, professionally. In addition to it there can be hens of improvement of professional skill, seminars on actual problems of law comprehension and law enforcement those or other norms caused by the new legislation or changes in it. Second, an independent way to mastering by legal culture, the legal knowledge. Besides personal acquaintance with those or other legal

problems as lawful, and sublegislative certificates the listener can use the consulting help in legal reception (clinics), increase of knowledge in legal lecture halls etc. It is necessary to notice especially, that in system of Legal institute SPbUME there is a legal consultation for citizens in which teachers give the qualified advice about those or other housing, labour, family and other problems to coming citizens.

It is impossible to tell, that the organization of studying of the Law at schools and not legal higher schools meets the requirements of a lawful state. At the higher not legal school till 2012–2013 the number of hours made 32–34. Only last educational year it has increased on one third. They conduct practical training on concrete legal situations. However there is a question with maintenance of students with the legal literature and handbooks. The prices for them are 400–600 roubles that it is not obviously possible to get this literature for students. There are very valuable, good manuals, for example M. N. Marchenkov's textbooks and E. M. Deryabina, V. M. Shumilov, B. I. Buginsky, etc. The department of the theory and history of law of SPbUME prepared the electronic textbook “Jurisprudence”, there is a textbook prepared by the Head of the department A. O. Lyadov and senior lecturer I. V. Yevseyev “Jurisprudence: basic branches of the Russian Law”. This literature is used in the educational process.

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## **PROSPECTS OF RUSSIAN BUSINESS DEVELOPMENT DURING THE STATE TRANSFORMATIONS**

Large-scale radical transformations, happen in Russia within the last decade in the considerable image have changed its economic way. In the conditions of globalisation by in the lead objects of enterprise activity act

manufacture (the large enterprises are capable to provide high competitiveness according to a globalisation gradient) and business in sphere of services for the population (the world change of a consumer demand for household, medical and other services).

According to developed by the Ministry of economic development of the Russian Federation “Programme of development of a competition” the competitive policy of the country is the key tool for achievement of the purposes of social and economic development of Russia. It is directed on increase of efficiency and competitiveness of the Russian economy, modernisation of the enterprises and, thereby, on creation of conditions for maintenance of requirements of citizens of the Russian Federation in the goods and services by economically effective image [1].

The level of development and conditions of the competitive environment of the Russian enterprise structures considerably depends on branch or the market. It is connected with various conditions of functioning, history and a stage of development of branch, a price situation and its changes and demands working out of special measures of development of a competition in separate branches.

In this connection, the analysis of classification of branch structure of economy of any country allows to allocate “patrimonial” classification signs under the technical and economic maintenance, a territorially-administrative sign, a place and a branch role in formation of structure of gross national product and the received income. First of all, it is branch and regional signs, and also signs of structure of economy on orientation to internal or external economic communications.

Well-known, that the economy of any country is a set of the various branches forming a uniform economic complex in which all branches are formed in interrelation among themselves on the basis of a public division of labour. It is possible to carry to them: branches of production of goods: the industry, building, agriculture, and also the branches connected with supply of the population by production (logistics, trade and public catering); branches of non-productive sphere: housing and communal services, consumer services, transport, communication, etc.; branches social population service: public health services, a science, culture and art, education, management and defence branches.

All these branches of production of goods and non-productive sphere finally should satisfy interests of the state and the population on the basis of country strategic targets as a whole. In the developed economic complex there is an accurately enough expressed is administrative-organiza-



tional character, and the complex enterprises without dependence from made production appear involved in sphere of interests of the complete state and its certain departments. In itself departments can represent economy public sector, i. e. the government, or a private sector in the name of enterprise association of association, business structure and so forth In the economic literature many authors at the analysis of enterprise making economy for a classification basis accept mainly administrative signs: nation-wide, regional, municipal etc.

As it was already marked, among branches of production of goods the basic positions concentrate in industries, building and the building industry, agriculture, transport, communication, a fuel and energy complex, a forestry, fishery, logistics, trade, municipal and population consumer services. The given list of branches creates production in the form of material benefits, and also carries out functions of finishing of production to the consumer, i. e. production continuations in reference sphere. Thus, communication of manufacture and production consumption is provided.

In the majority of regions as a part of large branches of production of goods specialised branches more limited on scales are allocated. As an example it is possible to name allocation as a part of the industry of extracting and processing branches. The branches occupied with extraction of ore, oil, gas, coal, diamonds and other mineral or organic raw materials concern the extracting. In the processing branch providing processing of raw materials extracted or arriving from another branches, allocate, in turn, heavy, easy, food and other industries. The heavy industry provides creation of means of production — mechanical engineering, machine-tool construction. The light industry has a problem release of consumer goods, food — satisfaction of requirements of the population in a foodstuff.

The non-productive sphere named differently social or non-material, also is presented by various directions in which material benefits directly are not created. Among them a science, formation, public health services, culture, art, sports, tourism. But these structures mediate manufacture of material benefits, influence general efficiency of manufacture in a complex or region.

The structure of economy focused on internal or external economic communications, characterises degree of participation in interstate economic relations. Branches can be focused partially on export or import operations, providing goods' shipping and currency receipts in the country. Other is prospect of functioning within the limits of home market

as it is characteristic for building, municipal and population consumer services etc. It is possible and the combined variant of functioning of branch that has the broadest distribution and it is preferable in respect of maintenance of high quality of production. The mechanical engineering, an agrarian economy, the tourism organisation concern them etc.

Branch classification (Fig. 1) is based on the International standard branch classification of all kinds of activity — ISIC (International Standard Industrial Classification of all Economic Activities).

In Russia branch classification till January, 2003 was defined by the All-union qualifier of branches of a national economy (OKONH). Then it was replaced by the All-Russian qualifier of kinds of economic activities (OKVED) [2].

The developed structure of branches is not static. It varies with development of technical progress. So, for example, on the preindustrial stage of development of a society the leading part was occupied with agriculture, during the industrial period — the industry, at a modern innovative stage of development — sphere of services, electronics, system of electronic communications etc.

As a result of deepening of a public division of labour there was a set of branches, subdivisions and kinds of the manufactures forming in the set diversified structure of the industry which is defined by many public and business factors. The cores from them are: a manufacture level of development, technical progress, socio-historical conditions, industrial skills of the population, natural resources. The most essential factor defining changes of branch structure of the industry, scientific and technical progress and its basic directions — automation, a computerization and manufacture mechanization, perfection of technologies, specialization and cooperation of manufacture [3] act. It is necessary to notice, that change and perfection of branch structure of the industry under innovation influence and scientific and technical progress occur continuously [4].

Some researchers allocate set of steps of change of technological ways with the period from 60 till 100 years which are systematized and presented by us in the developed table (see Tab. 1).

The fifth way has in many respects mixed, transitive character. It combines lines both industrial, and a post-industrial technological way of manufacture [5]. The fourth and fifth ways characterise an industrial stage of development of a society. It is absolutely logical, that time of the sixth technological way which rudiments of formation can be observed already today and which period of formation should take place under

*Table 1*

**Change of a branch orientation depending on technological way**

<b>Time interval</b>	<b>Branch orientation</b>
The first technological way (1785–1835)	Has received development and it was generated on the basis of new technologies in textile industry and metallurgy
The second technological way (1830–1890)	It is characterized by manufacture mechanization
The third technological way (1880–1940)	Is based on development of branches of the heavy, metallurgical, chemical industry
The fourth technological way (1930–1990)	Development of power on the basis of oil and gas, a communication facility, chemistry and polymeric materials, information technologies
The fifth technological stage (1980 – present time)	It is formed on the basis of development of microelectronics, gene engineering, biotechnology, space and a satellite communication

analytical forecasts in 2020–2030s the Base of the given way further will come become nano-electronics, the gene engineering, the nonconventional power, which development goes lightning rates for today. It is possible to tell, that transition to the given way actually becomes a reference point, leaning on which it will be possible to speak about definitive transition to post-industrial innovative development.

Periodic change of technological ways, qualitatively changing all process of manufacture, forms a basis for periodic changes in branch structure and economy as a whole.

In practice as it was already marked, in process of social and economic development of the country there is a transition from the key economic branches which are resource-intensive, to the high technology branches (from one technological way to another). The certain sequence in transition at first from a high share of raw and technically simple manufactures to capital-intensive and material-intensive and then to the high technology branches is thus observed. But structural changes in the industry do not lead to full replacement of one branch with another [6]: the priority of their development varies. In our opinion, in this case on it many factors influence:

- Acceleration of scientific and technical progress. Under the influence of this factor new industries and manufactures are formed;

- State economic policy. The state, guiding by priority directions of development, can carry out support of the most significant in the economic plan of industries;
- Presence in the country of minerals. Abundantly clear, that the richer the country natural resources, the above a mining industry share;
- Level of culture and people material well-being. It is possible to tell, that the given factor influences the branch structure in many ways. After all its ability depends on material level of the population to get consumption products, and it in turn is a basis for development of the branches making these products.

Dynamical changes of branch structure are caused: increase of value and volume of branch of services — intellectual, information sphere, a computerisation, automation etc.; decrease in volumes of extracting branch in comparison with the other; growth of industrial production against agrarian sector of economy [6].

Change of branch structure occurs in following basic directions: basic change of “know-how”; domination of processing branch in comparison with the extracting; development of the high technology branches of national economy; displacement of the centre of gravity towards non-productive branches.

Here it is important to underline, that the branch structure of the industry characterises level of industrial and technical development of the country, degree of its economic independence and dynamics of productivity of social activities. Transition to post-industrial development in many respects influences a branch orientation of economy. To the beginning of the 21<sup>st</sup> century in Russia the share occupied in branches of production of goods was reduced from 70.6% to 68.7%, and in branches of non-material manufacture has increased from 29.4% to 31.3%. The share of the occupied population in the industry, building decreases, and increases in trade, public catering, logistics, crediting, the finance and insurance, the device of controls [7; 8].

In general economic dynamics in whole and the industries in particular influence development and formation of branch structure of economy variety of socioeconomic factors. Among them the following is noted:

- 1) Level of development of the scientific-technical progress as it is the basis of changes in branch structure of economy, promoting occurrence and development of new manufactures, technological processes;

- 2) Rates of growth of leading branches of economy that expands scales of manufacture and accelerates changes in branch structure;
- 3) Level and character of development of specialisation and the cooperation of the enterprises generating concentration of manufacture of same production at the large specialised enterprises;
- 4) Growth of the monetary income, material well-being and cultural level of the population, transforming changes of demand for production of certain manufacture;
- 5) Natural environment;
- 6) The economic cooperation of the countries shown in deepening of the international specialisation of manufacture and the international cooperation. It is positive for formation of structure of economy of each country as in modern conditions of development of innovations creation and development of all branches within the limits of separate national economy at times is impossible.

Proceeding from the aforesaid it is possible to draw a conclusion, that formation of branch structure of economy occurs under the influence of many business factors which are united by us in 4 groups: 1) the purposes of current development on this or that concrete historical interval of time; 2) requirements of a society; 3) economic resources; 4) a state policy of increase of level of equation in reproduction of separate kinds of resources and in growth of separate branches of economy.

In present post-crisis time the branch structure of economy of Russia is characterised by a very high level of manufacture diversification.

One of features of transformation of structure of economy at the present stage is the tendency to formation concerning the isolated groups of branches, each of which is presented isolated by businessmen and focused on the certain end user.

Conceptual bases of a structural policy on long prospect, have found reflexion in developed by the Government of the Russian Federation of the post-crisis concept of long-term social and economic development for the period to 2020 [9]. In the given concept Russia defines the main strategic target — an exit on the level of economic and social development corresponding to the status of Russia as leading world power of the 21<sup>st</sup> century, taking the advanced positions in a global economic competition. By the concept it is provided:

- Stimulation of economic development by creation of the new centres of economic growth in regions on the basis of competitive advantages;
- Coordination of infrastructural investments of the state and investment strategy of business in regions taking into account

priorities of spatial development and resource restrictions, including the demographic;

- Differentiation reduction in level and quality of a life of the population in regions by means of effective mechanisms of a social and budgetary policy [ibid.].

Agreeing as a whole with the standard classification of branch structure, we will notice, that as a whole for its basis the administrative and managerial approach, characteristic and typical for the countries with prevalence of economic-administrative model of the organisation of economy is accepted. Similar classification does not allow to define and plan a way of its rational-investment development of an economy, the organisation of business and middle class growth.

Abundantly clear, that formation of branch structure of economy of any country means formation both large business structures, and small business in various branch cuts.

And business is one of the basic levers of increase of competitiveness of the country.

It is possible to allocate the following factors defining conditions of business dealing in the country and to break them into three separate categories, each of which limits possibilities of creation of the enterprises and conducting enterprise activity: the offer, demand, regulation.

Before the state there are more many problems which are necessary for solving for the organisation of successful business dealing and competitiveness increase as a whole: to simplify procedures of registration of the enterprises and reception, reviews; to simplify crediting procedures, to provide protection of investors, to raise an openness and availability of the information and so forth For last years, business became the major sector of a national economy which considerable impact on a social and economic situation in Russia makes. In this sector of economy new workplaces are dynamically formed, raising labour employment of the population and a standard of living. The given sector forms the branched out network of the enterprises operating in basic in the local markets and directly connected with mass consumption of the goods and services. In it there is created circulates a great bulk of national products which are a nutrient medium for average and mid-size business.

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## **SMALL BUSINESS AS A FACTOR OF INFLUENCE ON THE SUSTAINABLE DEVELOPMENT OF A REGION**

The human race has always been concerned with the problems of the interaction between society, economy and nature as well as possible limits and development consequences. There are the following well-known scientific works such as: the theory of T. Maltus which is about resource restrictions of economic growth, the doctrine of V. I. Vernadsky regarding human role and significance of a change in biosphere, the welfare theory of A. Pygu including quality of environment along with social parameters, and etc. Basic reconsideration of the society development concept has originated in the end of the 20<sup>th</sup> — beginning of the 21<sup>st</sup> century. There has been a move in researching concept from a neoclassical postulate of natural resources optimum use to a plane search of ways of the sustainable development based on the unity of economic, social and ecological components.

Last decades have clearly shown that the theory of the sustainable development has gained support at the state and international level, and has become one of the priorities, popular and rapidly growing branch of science. Nowadays the sustainable development concept has appeared to be a logic result of the scientific, social and economic development which begun vigorously in 1970<sup>th</sup>.

The theory of “growth limits” of the American scientists D. Forrester being a leader, D. Meadows, and others, was a starting point in the early seventies. The theory assumed that with the existing tendencies of growth of the world population being maintained, increase of post-war industrial production and, as a consequence, exponential increases in environment pollution and the planet natural resources, the so-called “global catastrophe” will come.

For the first time the term “sustainable development” has appeared in the “Strategy of global preservation” published in 1980. The sustainable development had been defined as “integration of maintenance (wildlife management) and development to assure such change of a planet which secures a safe survival and well-being of all people.

However the term “sustainable development” (“sustainable development”) has received a wide circulation since 1987 when the report of the World commission of the United Nations on environment and development “Our common future has been published, known as the report of G. H. Brundtland who was a head of the work. According to G. H. Brundtland, the international commission has come to conclusion, that the sustainable development should be a basic element in global strategy of changes. As to the report of the World Commission on Environment and Development which is also known as Brundtland Commission Report, the term “sustainable development” is defined as development wherein present generations meet their own requirements, securing possibilities of future generations to satisfy their own needs.

Sustainable development transition strategy was officially recognized at the Conference of the United Nations on Environment and Development in Rio de Janeiro in 1992. According to the one of the documents approved at this conference — named “Agenda” — each country was recommended to develop national strategy of the sustainable development on the basis of economic, social and environment-friendly plans, with the ones being conformed and coordinated.

It is no wonder, that exactly for this reason, many authors have offered the alternatives trying to find the very definition which would be appropriate for practical activities. At the same time it is impossible to



disagree that the sustainable development is referred to a concept category disclosing the idea which can be formulated in general, but which is impossible to describe with exact quantitative categories. However, in fact, it does not deprive either scientific or practical sense thus only leading to a growing number of the options to render a concept of the sustainable development.

The World's Summit (top-level forum) is the following significant event concerning the sustainable development problems (SDWS) that should not go unmentioned. It took place in Johannesburg (republic of South Africa) in September, 2002, where a commitment of the whole world community to the ideas of the sustainable development was confirmed.

With the aim to make progress over a national strategy of the sustainable development a number of the state documents was produced during the period between Rio-1992 and Johannesburg-2002 in the Russian Federation. In particular the basic ones were as follows: the Main Provisions of the State Strategy of the Russian Federation concerning the environment conservation and maintenance of the sustainable development (1994); the Decree of the President dated April 1<sup>st</sup>, 1996, about "Concepts of transition of the Russian Federation to the sustainable development", etc.

Different authors repeatedly underlined a discrepancy of the Russian translation of this foreign expression. In fact, the definition "sustainable development" simply implies a steady, constant growth.

Numerous points-of-views regarding the term "sustainable development" were published in the economy-specialized literature. Different interpretation versions of the terms "stability", "sustainable development", "the sustainable development of regions", etc. appeared. Therefore it is possible to assume that nowadays there is no any unique approach to the solution of the given problem.

V. M. Kotlyakov and others strongly believe that the meaning "sustainable development" should be implied the one that presumes absolute compliance with the laws of biosphere along with the interests of contemporary and future generations. It should also give decent living standards to a mankind with the due regard to a reasonable combination of social, economic and ecological interests of a civilization as a whole, as well as countries, regions and each member of a society.

A. Bryachyhin believes that the sustainability of the region should be connected with the recovery of normal social, economic and political conditions wherein. To achieve this purpose it is necessary for the local authorities to reveal regional possibilities in a more effective and detailed

way, satisfy the needs, interests and expectation of inhabitants, protect them for sure again and again avoiding negative influences, including competition, environmental disasters and market abusive acts.

V. Leksin and A. Shvetsov have offered a fully-fledged formula of the sustainability. They believe that its major attribute lays in the “long-standing keeping of conditions allowing to reproduce the resources and capabilities a local area based on balanced state and social orientation”.

V. K. Petrov and S. G. Selivanov assume that the sustainable development of a region should be understood as such a situation when the population is really capable to support and improve its life necessities, experience stability assured and confidence for the future of children for longtime.

According to the figure 1 the “sustainable development of a region” phenomenon content is presented as below:

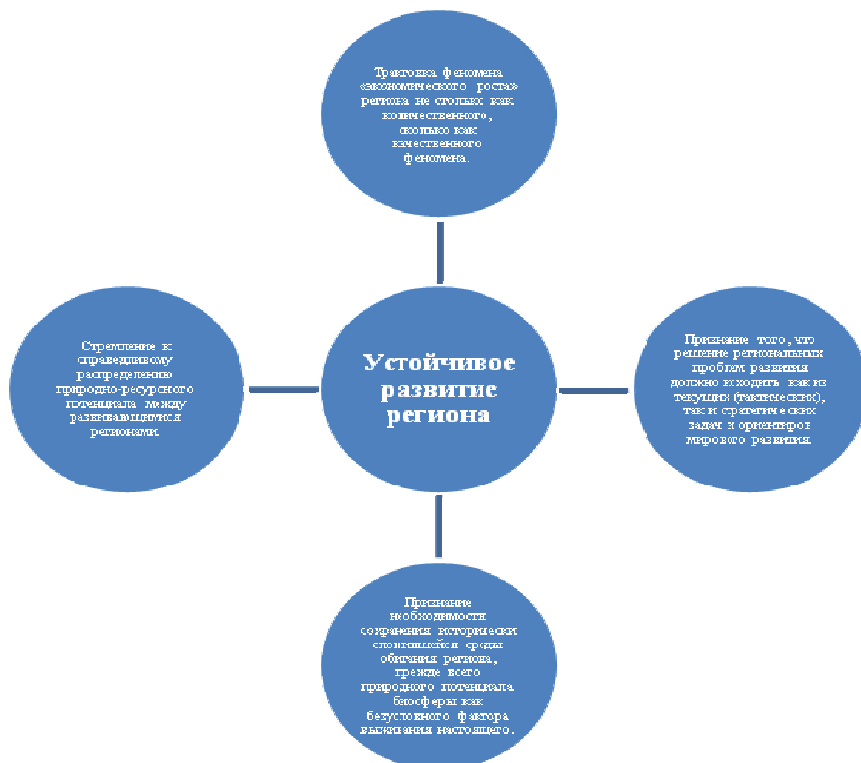


Fig. 1. The sustainable development phenomenon

The analysis of scientific materials being carried out reveals that Russian scientists believe that in order to maintain sustainable development of a region an accent on the broad strategic suggestions should be made.

The sustainable development, from our point of view, should be considered as a complex and system-related issue including all fields of activities: economic, social and ecological. And it's a human being with all its needs and requirements who should be predominant in the system of the sustainable development. Transition to the sustainable development is a longstanding process that demands constant monitoring and improving methods to reform the economy.

To our mind, one of the effective factors of the sustainable development of a region is a development of small business which efficiency depends on creation of an infrastructure and its' supporting methods to a large extent.

In Russia, with reference to the global task to accelerate a growth of economy and increase its "quality", the sustainable development of small business having traditionally a high innovative potential as one of the main aspects, gets special value.

Owing to high adaptability to changes and customer intimacy small business make it possible to solve many problems, take advantage of local resources and new technologies, ensure employment of population, raising its living standards.

The sustainable development of economy of a region demands creation of effective mechanisms and tools with a due regard to a flexible system of taxes, a financial and credit policy, usage of state regulation and support methods which will assure active investment and innovation activities, increase in rival production output and population income.

From the practical point of view, transition of a region to the principles of the sustainable development demands a very long period of time as it is connected with the a large-scale set of specific problems. A transition of economy to the sustainable development can be divided into two basic stages: the first — stabilization achievement, and the second — maintenance of a sustainable growth.

Within the limits of the general purpose to secure a transition of economy of regions to the sustainable development, a number of specific problems are necessary to be solved. First of all, the creation of legal, economic and technological conditions for the sustainable development of small business as a major element of the institutional transformations, an integral part of a new structure of economy passing from a stabilization to an upheaval.

Within the regional policy limits a favorable infrastructure is essential to secure business activity of small enterprises representing a base of a regional economy. To maintain and boost further sustainable development of small business in the regions it is reasonable to generate and take a complex of supplementary measures aimed at creation of favorable legal and social and economic conditions pursuing an objective to form a complete system of the state and public support of small business not only at a federal, but also at a regional level.

This work, taking into account suggestions of the subjects of the Russian Federation, should be defined in the following basic directions:

- Formation of a stable standard-legislative base to support small business at a regional level;
- Intensification of the working activity with the aim to generate and accept regional programs of support and development of small business, which represents an interconnected complex of social and economic, business management, industrial, information and other activities securing availability of the resources and executors and meeting the deadlines;
- Strengthening of the measures to provide small business enterprises with the financial and credit and investment support;
- Formation of a regional infrastructure with the aim to support small business (creation of business incubators, business centers, leasing companies, etc.).

Firstly, a support carried out by the state bodies should be channeled into the further development of standard-legal maintenance system regarding enterprise activity, representations in the legislative and statutory acts of the Russian Federation and the subjects of the Russian Federation, regional programs of development small business interests, i. e. representation of the specific features of the subjects of small business in legal enactments with the aim to eliminate their less favorable competitive position in economy in comparison with the larger enterprises, assistance to development and performance of their social and economic advantages.

Secondly, financial and credit and investment support should combine as an optimization of tax privileges as creation of a favorable investment climate. The combination of all these measures of both implicit and explicit support should contribute to formation of a necessary starting capital for newly-born small enterprises and overcoming the possible negative tendency of their tax evasion activity.

Thirdly, implementation of the measures to secure industrial and innovative support of small enterprises, create new jobs will allow to make a favorable environment to increase a release of the best-selling competitive production, support of domestic commodity producers, improve a technological level of manufacture and quality of production of the mall business enterprises, to enforce their role in development of industrial potential of a market economy, intensive development of innovative activity, learning and transferring a new technology, patents and licenses.

*Borisova T. A.*

## **INTRODUCING THE QUALITY MANAGEMENT SYSTEM IN A HIGHER SCHOOL: TOOLS TO ESTIMATE QUALITY OF EXPERTS' KNOWLEDGE ACQUIRED**

The basic difficulties, which an expert faces, while introducing the quality management system in a higher school are an absence of the measurement tools meant for estimating the quality of an educational activity in an institution (distinct from the ones that are used, for example, during its state accreditation), and merge of the terms “quality of training” and “quality of education” which are subject to be distinguished. Quality of training is understood as a direct result of educational process depending on various aspects such as level of qualification of the professor and teaching staff, learning and teaching materials supply, state of material and technical facilities, intellectual potential of students. “Quality of training represents a set of consumer properties of an educational service which make it possible to meet a complex of requirements aimed at comprehensive self-development of a trainee. As to the quality of education it additionally implies a market employment demand for graduates of an educational institution, their official career, and an assessment from the point of view of employers” [1].

Consequently, the tools applied in higher school to estimate the quality of education and training should differ. Considering the last-mentioned statement the traditional criteria are as follows: students' progress, performance appraisal results, “grade point average”, etc., which frequently give evidence of the work and communication coordinated at a high level between professor and teaching staff and administrative authorities of a higher school regarding improvement of reporting indi-

cators while undergoing various external experts' reviews. Furthermore students' performance level and level of the actual quality of training of students may appear not to be interconnected: "the majority of higher schools stands for the traditional estimation technology of the performance results wherein a teacher him/herself estimate results of his or her work giving students grades without an accurate proof of a true level of their knowledge" [2].

The missing tools to estimate the quality of training may be the following ones: introduction of grade-rating system, development of the funds of estimative means within higher schools, including banks of the tests considering particular features of teaching and an educational institution profile (as an alternative option to the tests offered for an external estimation of experts' knowledge acquired). Studying activities performed in a non-conventional form, such as game-based ones (binary lectures, lectures in a form of a press-conference, a student's brain-ring, seminars with a new format representing panel-discussions on different problems, etc.) and perhaps, with a jury and third-party observers, wherein the results of the classes are jointly graded by all the colleagues, may serve as an optional tool.

Speaking about the education quality, a traditional criterion, such as a demand for graduates and an employment rate, arises herein as evidence. This criterion has many advantages — to a large extent, it represents an original independent external estimation of actual achievements of an educational institution in terms of experts' knowledge acquired.

However it's irrational to build up the whole model of educational activity of a higher school based only on the data about employment. The factor mentioned herein — market success and formation of a strong consumer demand for an expert cannot be always compared with the actual quality of the personal intellectual resources of a graduate.

The demand and employment as a criterion of the quality of an expert's knowledge acquired should cover another aspect: what exactly should a higher school regard as an indicator of a successful employment of a graduate? Employment by a profession? Employment in the capital? After all, employment abroad? An expert who is not in a demand on a homeland employment market can be successfully hired abroad a few years after graduation. But it will be reported as "unsuccessful" and non-demanded in a quality management department of a higher school. Consequently, quality of a knowledge acquired of such an expert will be considered as a low one.

In this case, a social and professional accreditation of the homeland higher schools could become another missing tool for an estimation of the quality of education. Its purpose is to reveal priority features of an educational institution in regard of training by certain professions (directions), study a wider scope of data concerning a higher school, if to compare with simple statistical data about the graduates' employment.

Therefore, an activity aimed at introducing and developing a system of a quality management in a higher school should be built up using newest advanced achievements of didactics of a higher school, and elaborating a toolkit for an estimation of quality of the experts' knowledge acquired based on experience, taking into account a profile of a higher school and its development priority directions.

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## **CONCEPTUAL BASES OF E-LEARNING**

E-learning has both advantages, as well as some disadvantages. It is possible to refer the following aspects to advantages of the E-learning usage:

1. With the expansion of the E-learning system the quantity of bachelors preparing teachers decreases and as a result the price of getting the higher education is reduced.

2. The system of the E-learning is based on the trainees' consciousness that it is necessary for them to receive the knowledge, on their desire to receive the information in bigger volume, instead of teachers' "dinning" this knowledge into their heads.

3. Using the system of the E-learning makes it possible for the universities and colleges to capture the bigger quantity of the people desiring to receive higher education.

But the remote system of training also has disadvantages.

1. An educational institution has to have a teaching staff that is ready to switch to the system of the E-learning as the advantages of class-room lectures are lost in this case. There is no direct contact with an audience. Even the usage of the most approached to class-room related training systems as videoconferences (with the usage of possibilities of the Internet and computer technologies) the teacher cannot “feel” the general spirit of an audience, cannot stop on the moments that are difficult for the concrete audience group. There is no element of the direct feedback.

2. Technical support and the staff of the qualified experts who can provide process of training with the use of telecommunication systems are necessary.

3. It is necessary to create the whole complex of the electronic educational, methodical literature adapted for the conditions of self-training. It is necessary to create system of the interconnected educational electronic complexes, test tasks, books of problems. In this case it is necessary to train teachers who should be engaged in preparation of the given material as good knowledge of the stated material is not sufficient, but also it is necessary to be able to generate the process with the usage of computer technologies. Teacher’s labor expenditures on preparation of the teaching material increase essentially. Besides, the teacher knowing his material very well who is able to present this material in the interesting form to the listeners is not always possible to do the same in the electronic form. As consequence, some teachers who are capable to work professionally in an audience will stay without the work. There is a risk of losing the traditional advantage of the Russian higher school that is the fundamental preparation of experts.

The present stage of the development of the E-learning system in Russia is characterized by the urgency of a problem and its many-sided nature, dynamism, discrepancy of the process. In these conditions it is especially important to generate conceptual bases of the development of the E-learning. One of the alternatives of the decision of the given problem is presented in the form of matrix of E-learning conceptual model representing the preparation of experts of an economic profile in the higher educational institutions.

The given model has universal character, but mainly it is adapted for preparation of the future professional economists both for business structures, and for various spheres of public service. The offered model belongs to a category of descriptive models. Like any model our model has advantages and disadvantages. The advantages are integrity, visi-



bility, structuring of the process; presentation of mechanisms of inter-system communications and interactions; evidence of the internal and external elements relation. The disadvantages are inaccessibility of the information on concrete private properties of system and elementary mechanisms of its functioning because of high degree of generalization and abstraction.

### Matrix of conceptual model of E-learning

Input elements	System functioning	Output elements
Objective pre-conditions	Innovation technologies	Formation of a single national educational space
Standard-legal base	Organizational structure of system	Support of the system of continuous vocational training creation process
Resource base	Management functions	Conditions for more successful personal self-realization
Optimality criteria	Control functions	Development of the human capital of the country, region, corporation

The components of model presented in a matrix have the following content:

- *Objective preconditions*: measures of the state support, theoretical and scientifically-methodological projects, foreign experience, experimental projects and innovative practice at the level of educational institutions;
- *Standard-legal base*: Federal law on December 29<sup>th</sup>, 2012 No 273-FL “On education in the Russian Federation”, the Order of the Ministry of Education and Science of the Russian Federation on May 6<sup>th</sup>, 2005 No 137 “On the usage of the remote educational technologies”;
- *Resource base*: material and financial resources, intelligent potential, informational and communicational technologies;
- *Optimality criteria*: innovative character; scientific validity; efficiency; regularity; risks minimization; quality; availability; motivation for the higher school, teachers, students; effective system of feedback; rational mechanisms of communications with an environment;
- *Innovation technologies*: system planning and designing, experimental and functional introduction, system updating;
- *Organizational structure of system*: the list of functional divisions, their competence and responsibility, vertical and horizontal com-

munications of elements of system, information resources and databases etc.;

- *Management functions*: administration of educational process, optimization of work of services and divisions of the E-learning, scientifically-methodological maintenance, etc.;
- *Control functions*: the current and periodic control of the process, controlling and perfection of the process, monitoring.

*Output elements*: the major elements of final results of the E-learning system functioning are presented. Essential results in the given directions are possible only after creation of general stability of the E-learning functioning system. E-learning of experts of an economic profile can give notable effect at national level providing the creation of the balanced system of E-learning of experts for various spheres and kinds of activity, and the formation of programs of E-learning adapted for specificity of the content and working conditions of different profile experts.

*Borchuk A. L.*

## **ETERNAL VALUE OF GENERATIONS**

...the noblest purpose of education should be a preparation of the citizen of an ideal state, and this purpose of education should cover the other.

*G. Kershenshteiner*

Education is the major function of a human society. The society cannot refuse the education of young generation. A person in the childhood as well as in the youth does not have necessary experience, knowledge, skills of behavior which are necessary to start working, to lead public life, to assert him. He does not get this experience at once. It is necessary to pass a long way of education. Acquiring and using the previous experience, new generation enriches and improves it and also contributes to the development of productive forces, material and spiritual culture.

In modern conditions the civil and patriotic education becomes more important, the role of educational establishments for character-building of young citizens of Belarus increases. Pedagogical efforts are directed on growing up the creative and talented person, loving his family, his nation, the Native land, on growing the genuine citizen of the country. It

is necessary to give knowledge and the abilities promoting formation of corresponding ideals, principles and outlook, but also to develop necessary personal qualities, an inner world of children and studying youth so that they could become decent citizens of the country.

To be the citizen and the patriot of the Native land means you have an active civic position, you are able to use your rights properly, fulfill the duties fairly and honestly, to be hardworking to maintain the worth level of your own life and to care of those who require your help and protection, to feel the responsibility and involvement into the past, the present and the future of the country.

In the Message of the President A. G. Lukashenko to the Belarus people and National meeting from May, 8<sup>th</sup>, 2012 is noticed that “the driving force” of the progress is not material benefits but patriotism. The progress is impossible without sincere love to the Native land, the earth of ancestors, to the nation. Patriotism is shown not in words and slogans but in a vital position of the person, his daily works, in his life for the Fatherland not only for himself. Many things can vary around us but this truth remains unshakable. Patriotism has to remain a firm postulate of our national identity. It is the eternal value which fastens the generations.

To train youth of patriotism, civic consciousness, national consciousness, legal and political culture, development of the realized, responsible and active aspiration to participate in a public life of the country the state develops system of measures on civil and patriotic education of the youth, directed on mastering young men of universal humanistic values, cultural and spiritual traditions of the Belarus people and ideology of the Belarus state, formation of readiness for civic duty execution.

We all know well the N. A. Nekrasov's thesis: “You may not be the poet but you must be a citizen”. And it is clear at once that this line is not about the citizenship as the status of the person, his belonging to the certain state established by the law of the state, given by the right of a birth and which can be replaced on your own will. Everyone understands that the poet speaks about inwardness of the person, his readiness to act for the benefit of the state, society as a whole and even all the humankind. In other words, we realize that the poet says not about the legal things, belonging to the certain state but according to the traditions about a recognition of social interests priorities over personal interests (“We will not leave though we have all rights to leave”, the poet-citizen wrote), about the pride of the belonging to the Fatherland and its affairs. In the famous words of Vladimir Mayakovski, “Read, envy I am a citizen of

Soviet Union”, we do not feel the pleasure of the legal fact of “citizenship” but the pride of the citizen participating in the society affairs, the pride of the personal contribution to these affairs, we see the continuation of the words, “...this heart with the truth together. It was with fighters, or the country, or in my heart”. Speaking plainly we understand that the poet says about the civil valor, about the civic consciousness, about the readiness to follow the principles “Die but save the comrade”, “Who, if not me?”.

Sociopolitical changes in the society influence socio-cultural and moral values. Along with the new possibilities (for example, the freedom of worship, publicity, an openness of a society, etc.) the negative phenomena inherent to the “consumer society” are accumulating in our country, unfortunately. The studying youth due to their immature views has turned to be the most susceptible, has come under the influence of “market”, low-standard samples of a mass culture, criminal structures, destructive sects etc. All this has led to the increase of children with aberrant behavior. Everybody knows that society revival passes in two directions:

- 1) the way of restoration of the traditional national values status;
- 2) the direction of the western values.

Patriotism and civic consciousness have huge value in a social and spiritual development of the person. They act as components of his outlook and his relation to the native land, other nations and the people. Only on the basis of ennobling feelings of patriotism and national relics the love to the Native land becomes stronger, a feeling of responsibility for its power and independence, preservation of material and cultural wealth, nobleness and advantage of the person develops.

Education of the citizen is one of the fundamental problems of modern educational institution. Solving a problem of civil education we should be, first of all, concentrated on formation of the valuable relation to the phenomena of a public life.

The requirement of purposeful education, especially civic stand formations, increases in these conditions.

We will repeat that the last decade with the aspiration to get rid of the ideological basis the process of citizen formation could not but has influenced the generation entering the life. First of all it is necessary to note the tendency of certain civil infantilism conducting to legal nihilism, individualism in activity, uncertainty in the actions as the citizen etc.

The conditions of free development of citizens should be really guaranteed, instead of being simply declared, and in the conditions of a

transition period the period of transformation of sociopolitical and social and economic criteria of a social life such guarantees are not always possible to present fully and in time. The civic consciousness generated by efforts of the whole society being the integral quality of young generation is also very important.

For the last decades the problem of citizen formation has as though faded into the background, therefore the maintenance of civil education has dissolved in other directions of an educational system, it was not considered as full and specific part of this system. It was therefore reflected in the level of theoretical workings out and in practice of civil education.

Urgencies of a problem of formation of person civil qualities in certain degree promote also changes of priorities in educational sphere. Granting the individual the big rights and freedom for its political, economic and personal forms of activity, transition from its consideration, as object of law rules and establishments to a position of target-setting that as the free subject creating both forming these norms and establishments, making active impact on this process also play an important role.

The aspiration to orientation to world samples and standards of political-legal relations of the citizen and the state, making quite real impact on formation of new vision of a problem of education of the citizen became the important moment of a modern pedagogical science. Integration into the world standards stimulates in this area also other aspects of relations of the person with the state and the society.

In such conditions the civil education having as pedagogical process its own components has had an opportunity to apply for independence. Getting rid of the ideology has allowed considering these components separately from a political conjuncture that was one of the basic conditions by working out the problems of so-called “communistic education”, for a long time substituting the civil education. Having good or bad influence in the historical and pedagogical plan but in civil education there was an important shift towards priorities of a person unlike the former installations on society priorities.

In such a situation a problem of working out the new standards in the system of civil education, working out its theoretical bases and applied aspects has arised, for civil education as a matter of fact is the main if not the unique direction of an educational system where the direct connection with the basic components and the environment phenomena develops obviously.

First, because it concerns directly **a phenomenon of the person** as a subject of relations and the conscious activity, steady system of socially significant lines characterizing the individual as person of this or that society or community.

Secondly, because civilization is a **social and cultural phenomenon** that reflects historical forms development of people ability to live.

Thirdly, because it is a phenomenon of reflection and fastening of state values in a generational reproduction in activity of state social institutes.

In this connection three signs of civil education process are represented:

- 1) The sociopolitical **criteria** includes a complex of ideas, principles, sights, belief, feelings, relations, acts which is formed under the influence of a political system;
- 2) **The legal criteria** includes sense of citizens justice, a call of duty and responsibility, use of the civil rights and the duties caused by requirements of the state and its legal establishments and laws;
- 3) **The moral criteria** include the societies based on morals civil consciousness, feeling, and behavior.

With such an approach a person as a citizen is considered in his relations with a society, the state, to the right, the power and the law.

Today it is necessary to carry out consecutive transition from system of ideological and educational work to creation of the ideological, bringing up environment which will form the person not only by the formation and education maintenance but also by the level of the interpersonal dialogue, all system of a trainees lives.

Formation of Belarus as socially focused state puts forward corresponding problems before a domestic pedagogical science. In the conditions of consequences of school getting rid of the ideology that is not always positive, a creation of new institute ideology is put on the foreground today. And this new ideology as an object should have formation of civic consciousness at rising generation. Only in that case we can really pass to new reference points in a social and economic life of the country, keep and increase greatly its human capital and creative potential.

The decision of this problem is defined by a number of objective and subjective factors among which the special place is occupied by the development and acceptance of rules operating in the state, laws and establishments, performance “all and everyone the civil duties by the

youth. At all variety of aspects of society and individual interaction, that are generally situational, the rod moment there is a civic consciousness of installations and actions, ability to refract and reflect any situation through a civic consciousness prism, ability to be and remain adequate to requirements of society and the state and to have the rights given by the state and duties, guarantees and freedom of will and self-expression.

Set of freedom, the rights and duties also makes civil and legal status of the individual. For the teacher forming civic consciousness both civil and legal statuses are important:

- Initially, from the moment of a birth a person is given rights and duties, freedom and the guarantees fixed in basic documents of the state — its Constitution and other legal standard documents;
- The subjective component of civic consciousness characterizing adequacy of person reflection of the rights and duties, understanding and acceptance of laws by him and establishments.

If in the first case generality of action of the last factors is considered, in the second those are the subjective component defining the personal moment of their execution of these codes, depending on valuable orientations and personal installations, the general level of culture and formation, outlook and attitude, and the main thing is its readiness by a life in the real state is supposed. Finally, interaction of two specified components also defines adequacy of real behavior of model of actions expected by society and activity of all and everyone.

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## **SOCIAL ENGINEERING AS A FACTOR OF MANAGEMENT EFFICIENCY INCREASE**

The desire to raise efficiency of administrative influences has led to formation of social-engineering approach, which connects sociological methods of processing, generalization and the analysis of sociological data and engineering thinking. The social-engineering approach was simultaneously started to develop by sociologists as in the developed industrial countries such as the USA, France, England, as in the Soviet sociology. In national sociology social-engineering researches were conducted by such scientists as A. K. Gastev, P. M. Kerzhentsev, M. M. Birshtein, O. A. Ermansky, etc. In the Western sociology the social engineering has arisen in the USA and there has received the main development.

We should notice that the social engineering as a science was formed on a joint of applied sociology, social psychology and theories of social management, i. e. initially it has had interdisciplinary character. Thus any engineering activity by definition is connected with reception of the set result, i. e. the result of activity should be predicted, and therefore the social engineering as an engineering science has natural-science direction of experimental sciences in its basis.

The social engineering treats a person as an active factor of social processes in which artificial systems (unlike natural) are the result of stable influence of people and can exist only in a constant interaction with the person who has created them or serves them [2, P. 33–34]. Social institutes and the organizations, the organized groups refer to such systems as steady forms of standard-role regulation and a regulation of specialized activity of people. So the market institute unites set of the organizations in a uniform strategic line that are businesses, management, marketing which are subdivided into the groups organized for salvation of certain problems. Social-engineering activity is focused on creation, updating, optimization and service of similar artificial systems. Its supporters believe that *the sociology task is to predict human behaviour and to operate it*. The social engineering not only transforms scientific knowledge into models and projects of social institutes but also models values, norms, behaviour and activity rules. From the very beginning social-engineering knowledge and methods were used only for the organization and production management but very quickly they began to be applied



by various imperious and bureaucratic structures, public organizations, mass media and other organizations which were formed to protect collective interests.

The problem of connection of theory and practice in sociology of the 20<sup>th</sup> century has constantly remained current. The decision of this problem has been achieved differently. Although for us the approach in the decision of a problem of connection of the theory and the method offered by R. Merton is important. This approach consist in creation of the theory of “average value” which occupies intermediate position between the “higher (theoretical) and “lowest” (empirical) knowledge. The term “average value” was introduced in 1957 by R. Merton in his book “The social theory and social structure” [Ibid., P. 198]. Subsequently the given theories were used to name theories of an average level or special sociological theories.

Development of theories of an average level actualized and intensified the development of specialized means and methods which were used in social engineering for the effective organization of rational activity. In the 1970s the given devices were named by the term of “social technologies” [Ibid, P. 204].

Today we count more than 120 special sociological theories where the socially-technological approach is developed: economic and political sociology, sociology of social and spiritually-cultural spheres, sociology of work, people, family, education, a city, a village, management, aberrant behavior, the rights, etc. Each of these has its own object and subject, the group of problems, social relations and communications [1]. Special sociological theories based on the general sociological theory and methodology act today as the theoretical basis where the development of social technologies is carried out.

As the experience has shown, the industrialization of the productive sphere has led to industrialization of all social life very quickly [3]. Here in the general sociological theories and the projects of society reorganization or stabilization based on them have shown their invalidity, appearing mostly utopian. However a society needed rational methods of social reconstruction. Representatives of “critical rationalism” G. Albert, K. Popper, E. Topich and others pointed out the metaphysical and “totally utopian” nature of institutional regulations, global analyses, theories of “general welfare” which existed independently from individual interests and considered “defects of a social life” as result of their unforeseen consequences. The development of social system such as modern capitalist system of managing with the free democratic law and

order, was associated with the necessity of some social innovations within the borders of the possible. “Critical rationalism” not simply rejected the metaphysical nature of total changes in the social systems but also focused on “social engineering” that is the social technology of gradual work which is directed on elimination of concrete social defects and illnesses by non-political methods [2, P. 204].

So the further development of social engineering as the sphere of scientifically-practical activities in sociology has been connected with the stable influence on processes and organizational structures of specialized activity of people and was guided by regulation, change and the control of practical actions, human behavior together with the heads of the enterprises, the organizations, administrative structures, etc. [Ibid., P. 207].

Today the social engineering is considered in two perspectives: on the one hand, as socially engineering activity, on the other hand as socially engineering science. As the science social engineering is rather young and is a component of sociology, primarily of applied sociology. The sphere of its research covers set of that specific knowledge which is intended to put in order and optimize the process of creation, modernization and reproduction of new social realities, i. e. created artificially and purposefully. The social engineering performs the transformation of the sociological knowledge received within the limits of theoretical researches into the concrete models, projects or designs of social activity, social institutes, values, norms, etc.

The basis of social engineering consists of social designing, a program-directed management and socially-technological activity which are gradually allocated into independent specialized kinds of scientifically-practical activities.

The concepts “social engineering” and “social technologies” are in the center of modern discussions. In practice methods of social engineering are actively applied, but the theoretical judgment of the given activity strongly lags behind. In many respects it stirs to effective application of social technologies.

We should notice that the term “social engineering” is often used today in a little bit another narrower sense as one of parts of the practical social psychology, specially directed on a manipulation people or introduction in their consciousness of new model of behavior. It includes very extensive set of various techniques and methods used in practical psychology, particularly in neuro-linguistic programming, hypnosis, etc. These techniques are intended to influence a person, and, first of

all, its subconscious nature. In this sense the concept “social engineering” in the network of Internet (hacking) is often used. Methods of social engineering are used to get important and classified information together with the new technologies, for example, to access the corporate networks. At first by means of methods of social engineering one can get into a corporation building, and then download the necessary information.

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## **SOCIAL TECHNOLOGIES OF MANAGING THE PROCESS OF IMPROVING COMPETITIVENESS OF THE HIGHER SCHOOL IN THE MARKET OF EDUCATIONAL SERVICES**

The number of the basic administrative technologies to improve the competitiveness of higher school includes:

### *1. Technology of managing the teachers' competitiveness.*

The higher education is one of the sources of economic growth in a society, doing work of each person more productive and raising his abilities to perception and practicing the new methods of manufacture and management, it allows to use more productively existing personal and organizational resources. At the same time the innovative economy uses not only the great volume of the professional knowledge. It becomes more and more specific that complicates the process of transferring the intellectual resources from teachers to the students. The modern teacher has professional responsibility not only for transferring, storage and usage of the knowledge but also for its augmentation.

Without managing the teachers' competitiveness an effective and qualitative teaching in modern conditions is impossible. Those higher schools that not only involve the best teachers but also use completely their potential thus developing and improving strengths of the teaching

stuff will have the competitive teaching stuff. Improving the competitiveness of the teaching stuff is one of the main objectives of strategic management of higher school human resources (as it is important for success in the global market).

The strategic approach to managing the competitiveness of the teaching stuff consists in correct definition of directions of search and realization of long-term competitive advantages of higher school teaching stuff and in not wasting time and forces following an incorrect way. According to this approach not all teachers have the same value for a higher school so there is no sense to invest in those who do not give the effective output for the invested capital. Thus the programs of improving the competitiveness should be various for different segments of teachers and address to those values which are the main among representatives of the given segment.

Segmentation criteria of the higher school market of teachers should be their personal  $K_n$  and their activity  $K_p$  competitiveness. Teachers personal competitiveness  $K_n$  allows to measure corporate competence which are defined by strategic targets of higher school and make demands to the development of their personal competence. This competitiveness reflects the versatile complex characteristic of teacher's work possibilities in different situations and with different participants of educational activity such as the colleagues, authorities, subordinates, students, enterprise and other higher schools representatives. Activity competitiveness  $K_p$  allows to estimate complexity of work and a personal contribution of a teacher (direct and indirect work achievements by the criteria of efficiency existing in higher school).

Depending on criteria  $K_n$  and  $K_p$  it is possible to emphasize at least four segments of the higher school teacher market  $K_{zrt} = f(K_n \cdot K_p)$ : “stars”, “workers”, “pupils”, “ballast”.

The market segment of “star” is formed by teachers with high level of professionalism and pedagogical skill, absolutely vigorous and able to motivate associates to training, to master innovative professional and methodical technologies, to make difficult decisions. The market segment “workers” includes teachers who competently fulfill their tasks but are not as self-motivated as teachers of the “star” category. The “pupils” are basically initiative, enterprising teachers but they experience difficulties in decision-making concerning various kinds of teaching activity due to the insufficiency of the professional and methodical knowledge, abilities, skills, poorly organized sets. The teachers, who show the worst

results, shirk the professional or methodical and scientific work, incapable to execute it form segment “ballast”.

The methods of matrix modeling are the first methods to define a strategic zone of managing the teaching stuff competitiveness in changing conditions.

To estimate a strategic zone of the inner teachers’ labor market in a higher school  $K_{szpt}$  a two criteria matrix modeling can be used: rate of teaching stuff activity competitiveness growth  $I_{kp}$  and a relative share (structure) of the personnel competitiveness level  $d_{kpps}$ :  $K_{szpt} = f(I_{kp} \cdot d_{kpps})$ .

Such matrix modeling allows generating four segments of the teachers / market: “fast growth / a small share”, “fast growth / the big share”, “slow growth / the big share”, “slow growth / a small share”. In the table 1 the methods of maintaining the corporate competitiveness of the teaching stuff depending on an estimation of a strategic zone of a labor market of higher school are represented.

Table 1

**Methods of maintaining the teaching stuff corporate competitiveness in higher school**

Rate of growth of teaching stuff activity competitiveness $I_{kp}$	Relative share (structure) of the stuff according to the competitiveness level $d_{knc}$	
	The small	The big
The fast	Work expansion and enrichment, professional advancement, stimulation of work productivity growth	Stimulation for long-term employment and work satisfaction
The slow	Deinvestment, rotation, downgrading, redistribution of the time sheet, dismissal	Investment into the human assets (training, coaching)

The segment of “fast growth / a small share” is the gold pool of a higher school teaching stuff, ready professionals and true leaders. Higher schools need these teachers much more than teachers need them. Therefore it is not casual that such teachers not only choose where to work but also choose their working conditions to work effectively. So the higher schools have to stimulate more actively their long-term employment and satisfaction with the work to increase their contribution to the organizational purposes and loyalty to the higher school.

The segment of “*fast growth / the big share*” is formed by the teachers whose professional position is limited by scientific and pedagogical achievements. They contribute into the success of a higher school due to their sufficient level of competitiveness. To develop their competitive advantages it is necessary to use programs of competitive advantages diversity by professional advancement, work expansion and enrichment, attraction to design work, outsourcing, and stimulation of growth of work productivity.

The segment of “*slow growth / the big share*” includes the employees having potential competitive advantages in scientific and pedagogical skill growth however being the best on a middle level of the development: rates of their individual competitiveness growth is lower than the growth of teaching staff corporate competitiveness. These teachers are the basis of investments into their human capital, programs of development of competitive advantages. Correctly organized training programs including coaching, training, and an exchange of experience at scientific and methodical conferences, round tables, dialogue with colleagues at special seminars will allow them to show their own achievements, to achieve recognition, to receive new stimulus for development. However it is necessary to put strict control on investments into the human capital of these teachers, and estimate the usage efficiency of the updated knowledge, abilities, skills, developments of motivation goals.

The teachers of the segment “*slow growth / the small share*” are characterized by low competitiveness. It is necessary to recognize that it is unreasonable to leave them in a higher school and to educate them as it is connected with considerable financial expenses however with small chances to improve their work productivity. Dealing with their competitiveness it is necessary for them to change the work place, including the position change where they can reach success or just dismiss them.

Using this matrix “*growth-share*” the higher school can define first, what socially-professional group of teachers plays the leading part in improving the teaching staff corporate competitiveness; secondly, what is the structure dynamics of teaching staff competitiveness; thirdly, what are the alternatives of preferable investment in improving the teaching staff competitiveness.

Considering the conditions of an increasing competition in the market of educational services the time extension of teaching staff competitiveness becomes very important. To describe the possible strategy of this extension in the conditions of quickly growing market it is necessary to use the matrix “*orientation — advantages*”. Four general strategies of

lengthening of this time extension are possible: perfection, versatility, diversification and expansion of the competence.

*Competence perfection strategy* assumes that the employer supports and stimulates the usage of various models of accumulation of the human assets. The teacher offering the highest work quality provides the greatest benefit for higher school. *Competence versatility strategy* is connected with the necessity of the fullest maintenance of educational process provided by the teachers. The competence versatility characterizes the ability of the teaching staff to adapt quickly to the changing conditions of a higher school life with the least economic and social expenses due to multifunctional character of teaching staff work. *Competence diversification strategy* is focused on time extension of teaching staff competitiveness accumulating the competitive advantages that allow to increase their contribution to organizational development of a higher school and to use the new ones.

In conditions when the higher school cannot guarantee work to all best teachers according to their increased competitive advantages in the foreseeable future, the need of *competence expansion strategy* increases. This strategy provides expansion of geography of higher schools-employers at the expense of outsourcing schemes usage.

The strategic approach to managing the teachers competitiveness allows to raise level of teaching and prestige of national education, competitiveness of the Russian higher schools both on internal and in the world market.

2. *Technology of improving the higher school graduates on a labour market.*

In the conditions of the Russian education system modernization the prior activity of any professional educational institution that wish to provide competitive position in the market of educational services is a preparation of highly skilled experts. One of the significant indicators defining a rating of an educational institution in the conditions of the increasing competition is the level of its graduates demand. At least two circumstances prove it. Those are the usage of the given indicator as one of criteria at the state certification of higher educational institutions; positioning the successful employment of graduates as the main factor of a higher school image that is formed by complex value of educational services made by consumers — students, graduates and employers. We should emphasize that the basic difficulty concerning the diagnostics of graduates employment arise due to the absence of methodical toolkit which would allow not only to trace employment level but also to ana-

lyze using the results of monitoring indicators the graduates demand and competitiveness and to apply measures of concrete administrative influence based on this data.

The formal methods used in higher schools have a number of lacks: they are based on the information of public employment services given for certain date (as a rule, on December, 31st of a graduate year); they are based on nominal division of graduates on occupied and non-occupied; does not consider degree of conformity of graduates employment to the level of their preparation in higher school [1].

The mentioned disadvantages show the necessity of new approach elaboration which will be based on results of the polling statistics of higher school graduates and assuming a multilevel consecutive estimation of actual employment, the profile employment, competitive profile employment. It is necessary to notice that the competitiveness of the higher school graduate on a labor market is the indicator of competitive profile employment.

The research of the profile literature [2–6] has revealed that the approach to the treatment of the concept being analyzed is being discussed. We will emphasize that according to an author's position the competitiveness *of the higher school graduate on a labor market* is his ability to win economic employment competition for the “good workplace according to the received specialty due to a professional standard and personal characteristics that meet requirements of a workplace and subjective preference of employers.

We should say that workplace requirements define a professional the level of the graduate that is expressed in unofficial characteristics of qualification (UCQ). Thus the subjective preferences of an employer form requirements to the personal characteristics (PC) of a graduate and to formal characteristics of his qualification (FCQ) that are fixed in the diploma.

Having in mind all the said above we can represent the competitiveness of higher school graduate in the following nominal model:

$$K_{\text{grad.}} = f(\text{UCQ}, \text{FCQ}, \text{PC}).$$

This model represents that a higher schools which does not have strict strategy of assistance to graduates employment (i. e. “drifting”) are limited to the formal analysis of employment regulated by requirements of the obligatory annual reporting; with strong paternalistic start shown in assistance to employment of graduates by means of strengthe-



ning the direct links (with potential employers) and intermediary ones (with the population employment services), carry out not only actual but also profile employment monitoring; focused on increase of graduates competitiveness on a labor market at the expense of maintenance of due level of their vocational training and initiative development. Besides actual employment they diagnose competitive profile employment.

The results of SWOT analysis prove the necessity of higher school graduates competitiveness increasing.

To take the measures of concrete administrative influence a higher school to analyze factors both of internal (forming the quality of educational services) and external (defined by the development of higher school partnership relations with the interested organizations and establishments and also by functioning of the concurrent market of educational services) environment.

3. The technology of managing the process of formation and development of higher school reputation.

It is necessary to understand steady opinion on a higher school as its reputation of a higher school institution is people opinion shaped according to their image of the given organization which has been formed due to the direct contact with the higher school institution or on the basis of the information received about this institution received from other sources.

Development and increase of a higher school reputation should be based on the following principles: 1) a principle of coordination and an associativity of the purposes and activity problems within the interaction of all structural divisions of a higher educational institution; 2) according to a principle of conformity reputation can be defined as correlation between the representation, which educational institution wishes to create about itself at potential entrants and their parents, and that opinion on high school which at it exists; 3) a principle of competition and cooperation link, a cooperation and rivalry link between higher educational institutions; 4) a principle of a higher school flexibility; 5) a principle of integrated development of reputation indicators of a higher educational institution level; 6) a principle of innovative educational process; 7) a principle of higher school management and teaching staff regular professional skill improvement; 8) a principle of a strategic control system orientation in a higher educational institution [7].

Within the limits of the given approach in work of the reputation concept formation two parts are emphasized: the first concerns active actions of higher school to form the reputation and its literal perception;

the second is the “reflection of higher school reputation” in a “mirror of a client”. However the higher school opinion about itself and the opinion of its external environment usually are not the same but usually are completely different.

The mechanisms developing and increasing a higher school reputation are: 1) development of strategy of higher school management; 2) strengthening of management technologies by higher school activity; 3) increase of system effectiveness in a higher school management; 4) development of professional competence of the administrative personnel of high school; 5) development of professional competence of higher school teaching staff; 6) strengthening of communications with employers and assistance to students employment; 7) creation of conditions for self-development of students competitiveness; 8) improvement of material base of a higher educational institution [8].

The basis to estimate the functioning of any higher school (and education systems as a whole) is level of its students and graduates employment. It is possible to solve this problem through forming the system of social partnership like “higher schools — employers — students — authorities” in the region that will form student’s knowledge, skills and abilities into the knowledge of a competitive expert.

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## **CORPORATE MANAGEMENT INFORMATION AS AN ELEMENT OF BUSINESS EFFICIENCY MANAGEMENT CULTURE**

The modern enterprises, firms, organizations, corporations as the economic objects are integrated into the world system of trade, goods manufacture, the world and national economic processes of products life cycle (PLC). Special information technologies — the PLC or CALS technologies— provide the integration of economic objects into the world information space. PLC information technologies are provided and supported by the enterprise information systems (EIS or ERP). For certain PLC stages certain EIS modules are responsible. The basic IES modules are the material, financial, industrial, labor, monetary, enterprise logistical resources management modules. EIS analytical platforms, the so-called BI-platforms or BI-technologies perform the basic role in administrative decisions acceptance for enterprise activity efficiency. The use of intellectual technologies for support and decision-making system engineering is closely connected with the successful decision of economic information processing problems.

The concept of new economy, network economy, Green-economy is connected with the infrastructure organization of world and national economy objects. The times of independently working enterprises have passed. The modern business “works in clouds, it is distributed worldwide, transfers and processes huge files of information online, uses 3G informational communications, 4G topology, works in network-centric spaces, virtual spaces. It is possible to order the goods in any place in the world and it is possible to project difficult devices at “the virtual enterprise”. E-purses, e-money, exchange business, bank operations are realized by means of computer and IT services. It is possible to organize management of territorially remote divisions and to realize all cycle of new products developing. At each stage of products life cycle it is possible to supervise work efficiency of the enterprise, firm, corpo-

ration, to predict dynamics of development, to estimate risks, to react quickly to wishes of clients, consumers of the goods. A software and article of daily use with different complexity of manufacturing techniques can be products. Means of e-business capable to be integrated with the big databases, with bank operations develop. Management processes of corporate knowledge receive the increasing value, therefore the present stage of economic development is connected with cognition that is a process of constant corporate knowledge accumulation, processing, updating.

Information processing with use of modern means of information allows heads of the enterprises to make administrative decisions on efficiency of enterprises activity. From what, Expediency and quality of administrative decisions depends on methods of economic information processing used while designing and operating means of information.

**Information Management** includes choice, identification, processing, interpretation, analysis, indexation, information storage processes.

In the modern world information management is impossible without the use of corporate information systems, information technologies. The Russian newspaper has characterized the present stage of information processing as “information stress: by 2020 data volumes (of information) on the Earth will make more than 9 zettabyte (9 bln gigabyte) and only 35% are of the value. The problem of work with “Big Data” is connected now not with problems of data storage and transmission technologies but with problems of effective processing, “scrapping” the unnecessary, superfluous, incomplete, inconsistent and other information. The problem already consists not in successful data storage but in their effective analyze. Therefore the special role is given to development and application of effective methods of the economic information processing by information means that are the tool means. Data management as a resource management is one of actual problems of business analysts and IT experts.

**Economic measurements** are represented by set of business processes indicators. For each indicator of business process the number of selective data is collected. However, the economic situation has to be estimated by means of indicator set — the numbers of selective data.

**The economic measurement information** is the business system data, business processes data, business functions data, business system external and internal environment data, IT Infrastructure data and their correlation data. Actually this is document flow (data) management

and the “clamped” data on various business processes (through) management. When the necessary information is “clamped” into one statement, for example, while search it in the Internet, we speak about **the content** management. At the enterprises, in various departments of the governmental structures, administrations, banks they use the “an interdepartmental content” term thus emphasizing that they information about the same problem from different departments. Nowadays we hear more often about document circulation management of online state services to the population. And in this case they operate the content which contains the list of data about the concrete citizen, the project, state services.

Thus, **content** is the list of necessary data and its maintenance. Formation of inquiries in search systems, information search in a database is also provided by content. “Stringing” of necessary data on user’s demand occurs. Actually the “corporate knowledge concepts” provide possible completeness of a contained content.

The term “*economic knowledge*” concerning the efficiency of corporation activity management, for example, is a set of the economic information including the information about:

- Topical area (TA) of the economic researches, including the statistical economic analysis;
- System of formal models concepts which is a basis applied problems solutions;
- ON descriptions and formal models descriptions conformity;
- Current ON condition;
- Methods of the problems decision.

*As a base of economic knowledge (EK)* we will consider a set of computing and technical means for the centralized description, storage, processing and use of the stocks.

**Knowledge** is a result of information reflection by the intelligence of a person. **Corporate knowledge** is the knowledge about the architecture, functioning and environment of an enterprise during the certain period of time. **Knowledge structuring** is the process of transformation of the formalized knowledge into the data for processing the purpose of search acceleration and person’s perception of this knowledge using the computer technologies of storage and information processing. It is proved that the problems of measurements in business while managing a corporation, enterprises of small, medium, big business, firm, organization are not less important than measurements of electric or not electric quantities. To operate indicators changes of business processes

is not less important for mankind than to operate power installation, an information-measuring complex. Specificity of the economic information measurement consists in absence of metering facilities, measuring chains where “economic measurements” are transferred. Data of economic measurements gathering is the function of a business analyst, the person studying economic activities of this or that managing subject. The concepts “measurement error”, “measurement accuracy”, “a measuring contour” are not used in economic measurements. As a rule, the economic measurement information is represented “in the mixed measuring scales”: an information part is represented in an interval scale, some part is in serial rating scale, and another one is in nominal scale. How to process such information? How to provide efficiency of its processing? What is significant there? The problem of processing the economic information is considerably complicated when we speak about processing and management of knowledge in corporation. And after all, the modern economy is based on knowledge management. The concept “corporate knowledge” is the interconnected set of data on a subject domain where managing subject exists. It is easy to understand what we mean it is enough to imagine internal and external environment of a modern corporation: there is data on stuff, finance, money flow, production cycles, development process, external suppliers and consumers, logistics etc. Thus, before processing the economic information it is necessary to study indicators by which corporation business processes are described. It is said that audit of business processes is required. Business analysts and IT Services experts deal with audit as management of business processes is already impossible without means of information — corporate information systems, modern information technologies of processing the big files of the information are engaged in audit.

*Bubnov Yu. M.*

## **CREATIVITY IN HIGHER EDUCATIONAL INSTITUTIONS OF BELARUS**

The education system, which primary goal consists in a transfer of experience of the previous generations to generation arising, not without justification it is considered one of the most conservative spheres of human ability to live. Therefore, creativity the innovation in education,

frequently, looks an alien element. We will try to give, however, at least the short description of creativity in modern Belarus high schools.

Creativity itself is paradoxical by definition. It is one of its distinctive features. It is paradoxical already in the creative potential, unique for mankind against all other live beings living on the Earth, i. e. unexpected, strange for contemporaries products creativity look paradoxical: new things, processes, principles, relations. Therefore more or less detailed consideration of paradoxes of creativity, however tautologic it may sound a combination of these words, quite defensible and expediently.

Fashionable now concept “creativity” (from Latin *creatio* — creation) on sense corresponds to Russian word “creativity”. However the last is understood as art creativity more often, that not quite reflects our treatment of that phenomenon which is presented in the given performance. The matter is that we intend to consider through a prism of a sociological method **innovative activity** as that, regardless to a field of activity. Though in this case it will be the sociological sketch of the student's creative initiative in the course of noegenesis, skills. Therefore it is necessary to use all the same an overseas word “creativity” to get rid of a binding of creative potential of students to amateur performances.

However we do it with the big regret as the concept “creativity” in a broad sense this word allows to see a part of the God-creator in each person-inventor. Just as the god has created the sky and the earth, light and darkness, a grass and trees, and any creature, including the person, and people have gradually built already own creativity the unique social world. However, it is necessary to recognize, that already the first innovation of people cost it of Paradise. Most likely, the rights there was old man Savaof when has expelled Adam with Eve from Paradise that they have not tasted in addition to fruits from the Knowledge tree also from the Life tree, and would not assimilate to those gods. Similar that innovations always deviant as to some extent excite the settled smooth surface of the standard environment of a society. About it the classic of world sociology Pitirim Aleksandrovich Sorokin has thoroughly written, classifying human certificates of behavior on allowed-due, recommended and forbidden [1, P. 51–60]. Allowed-due certificates of behavior completely correspond to socially recognized norms, characteristic for persons of the given public status or function. And here recommended, no less than forbidden, certificates of

behavior are beyond social rules though can to have in certain cases innovative potential. The creative, self-staticized person as E. Fromm wrote, “builds the life not under society laws, not under culture laws, and, more likely, under universal laws and laws of its own human nature” [2, P. 251]. What here to speak about creativity products when creative people clinically frequently it is similar to madwomen [3]. The paradox about which all sociologists speak, deviations dealing with by a problem, consists that if all people were good children the mankind would remain till now in caves. We are obliged by progress just creative deviants, reconstructing, like Mandeville’s vicious bees, from egoistical promptings all system of public relations.

Moreover, in modern conditions of the total market “creativity” became one of the most powerful factors of success not only in economy, but practically in all the others, including the most intimate, spheres of interaction of people. Excess of the offer over demand on commodity markets, services and a labor deduces on the foreground image characteristics of a product of sale for which realization it is necessary gushing forth creativity. The democratic political mode based on a legal competition for preferences of voters, also gives set of possibilities for image makers that is founders of attractive images “benefactors of Fatherland”. Even a family to create in the conditions of the broadest real and virtual contacts to modern young men and girls without the creative approach to the shape it is much more difficult, than several decades ago. In a word, it is safely possible to conclude, that creativity became the major productive force of a modern society. No wonder that demand for creative people in present conditions has extraordinary increased. The creative specialists, capable to create a new product or its image, an original format of relations or unusual service, appear the most demanded and the most highly paid on a labor market.

How the public requirement for creatively active experts is satisfied? Has come it is time to talk and about it. As participants of conference have this or that relation to an education system. It is clear, that the primary goal of an education system consists in transfer of collected socially significant experience and knowledge to maturing generation. Realization of this problem within the limits of the settled student teaching, as a rule, does not assume development of creative abilities at trained as at this stage the traditional methods of training which are making active more often are used, first of all memory, instead of intelligence (learning by heart, repetition and material reproduction on a



practical training and examinations). Certainly, there are the systems of training leaning against creative methods and, accordingly, from the very beginning of pedagogical process creative abilities making active in children. However to speak about prevalence of these approaches in domestic student teaching, in our opinion, hardly it is necessary. However, not to argue in the given occasion it is unfounded, we will ask about it students, which in the given question, perhaps, the most informed. So, how much there corresponds to creative spirit atmosphere in higher educational institutions? Sociologists of the Mogilyov institute of regional sociopolitical researches have asked about it 1588 undergraduates of all high schools of the Mogilyov area. Prevalence of creative atmosphere in a higher educational institution have declared only 16.4% of undergraduates. And other participants of interrogation have stated this or that degree of disappointment in this occasion. Students creative atmosphere leaves much to be desired for almost two thirds (60.7%), and the fifth part interrogated only dream of that. Judging by results of interrogation of undergraduates, it is necessary to ascertain the general dissatisfaction of students as basic consumers of educational services by presence of creative atmosphere in higher educational institutions.

Well, and students are how much ready and aspire to creative self-realization? The motivation of innovative activity corresponds to Kant understanding of the aesthetic relation to a subject more often: i. e. disinterestedly and internally motivated, being “a subject of necessary pleasure”. It is necessary to find out, the aspiration to creativity at our students, on a sort of the future activity focused on creative trades is how much expressed. We will explain, that the given interrogation we spent among first-year students of the Mogilyov state university of the food-stuffs, since 2005 for 2010, having interrogated in total 1670 students. On Fig. 1 it is presented ranged the list of the kinds of activity most preferred by students.

In a rating of kinds of activity preferred by students-first-year students creativity has appeared in the middle of the list from 17.9% of potential “creators”. But, recognizing that an obligatory condition of creative activity freedom acts, it is impossible to dismiss creativity and those students, to who like independent decision-making (and them there were 56.6%), and also inclined to enterprise activity (19.8 more%). As a result it is possible to conclude, that young men coming to higher educational institutions substantially are morally ready to development in



Fig. 1. Kinds of activity preferred by students on carried out functions, in percentage

*The note.* The sum of percent can exceed 100% as respondents could choose some variants of the answer

themselves put in pawn by the nature and a society of creative abilities. The problem, hence, is not so much in the young men, come to study in high schools, and in an education system remaining in a captivity of medieval technologies. Now it is a high time to listen to teachers and teachers about application of the techniques stimulating creativity at the young men and girls by them.

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## **CONFLICTS WITHIN HIGHER EDUCATION YOUTH AS A PROCESS OF PROBLEM IDENTITY FORMATION**

In the course of the sociological analysis of social security maintenance system that assumes revealing and description of relations reproduction laws of a person and social communities to safety issues, it is necessary to consider that this system not only co-operates with all elements of ability to society live but also participates in maintenance process of its steady functioning. Society, community and people requirement of safety is provided in process of values, social roles, norms, and the sanctions institutionalization that form culture of a society [1].

Recently in sociology the main attention has been paid to the research of preservation and strengthening processes of the public consent, system of measures under the prevention and reflection of calls and threats able to deform, destroy culture, to destabilize social sphere, to undermine human potential that is the main motive power of a society [2–7]. It seems that absence of stable social security of the vital interests of a considerable part of a society in modern Russia is caused not only by multifactor and complex character of arising calls and threats but also by the nature of social safety subjects, features of their perception of these threats in various spheres of life.

One of the main threats for social security today is social conflicts [8, P. 35]. It is a form of pressure existing in system of relations. “To explain the conflict means to explain this system” [9, P. 26]. The explanation of conflicts and the analysis of threats of social security are possible in frameworks is subject-pragmatic approach including not only the activity, as functional core of society, but also social abilities, requirements, relations and the institutes as forming part of a public life as system [10, P. 7].

In the Russian transitive society with rather unclear prospects the communication of “social security”, appearing as sociological category, with change process of valuable orientations and the moral installations getting special value within the youth seems to be very important. As the change of objective life conditions leads to essential complication of social self-determination processes, to formation of problem identity of various youth groups. These processes especially sharply proceed in the student’s environment as active interaction of different cultures within the higher school complicates process of youth identification not only

“here” and “now”, but also “there” that is in the past or in the foreseeable future [11].

In the conditions of social changes in Russia during the last two decades, the problem of transformation processes influencing the structure and formation of various youth groups identity on a choice of value-conscious samples and behavior models is satirized at interaction of the young man with this or that group. This problem is especially essential for students. The positions and the estimations of students revealed during sociological researches give the chance to estimate not only the potential of pressure accumulated in higher schools but also character of threats of the social security formed in the student's environment. Researches show that considerable distinctions in estimations of a situation and the immediate prospects cannot but affect the relations which develop in the student's environment, the conflict degree of these relations [12].

The estimation of conflict level of a situation in the higher school having certain influence on key parameters of social security in a city, region, the country, assumes revealing and the analysis of the typical reasons of conflicts, the conflict account of all set of the relations which have developed among students with other participants of educational process, prevalence of various behavior ways in the conflict [13].

The lack of conflict efficiency inevitably affects character of relations in sphere of higher education and conducts, first, to “freezing” of permission process of the urgent question; secondly, to formation of a passive layer in the student's environment quite often blocking students possibility as the parties of conflict relations; thirdly, to election of the strategy focused on leaving the conflict. It is possible to assume that similar strategy will be reproduced in usual life, creating serious threats of social security.

So that the higher school could use productively the disputed potential which has been accumulated in the student environment it is necessary to reveal, describe, structure its real conflict problems. In this connection it is necessary to note inability and unwillingness of a considerable part of students to find a definite way out from a conflict situation. They are more often focused on causing harm to another party of the conflict, vengeance, punishment and, eventually, a victory in the conflict, they do not take into account the interests of another party, initially identify it as the enemy that produces growth of negative expectations, conducts to intergroup division into “we” and “they”.

Another important conflict problem of students is inability to estimate objectively the existing situation: to apprehend adequately a posi-

tion of another, to estimate a real parity of conflicting parties forces, presence or absence of common interests, common points, to estimate sensibly losses which can be caused as in case of conflict continuation as in case of its termination. Students often choose such forms of behavior in the conflict which are focused on its escalation, reduction of its localization and optimization possibilities.

The considerable part of students appears in conflict space casually, it does not see the big sense and the real interest in it. In this case we talk about the “induced conflict”, about involving in the conflict, about other people manipulation for the purpose of not clear, alien purposes for them. The first reaction to action or the inactivity regarded as open call, containing an element of the future conflict has special significance. The first reaction extinguishes the majority of the “induced conflicts” which do not have an objective disputed basis.

Thus the tendencies of the student's environment left without correspondent measures seem to have destabilizing influence on security of the vital interests of a person, society and state. Educational system perfection in the higher educational institutions seems to be a necessary measure. Conflict element has to become very important there.

The system of conflict education in higher school is important from the point of multiplicative effect view as it is able to influence formation of conflict cultures not only among students but also among those people who they will work with as experts, manufacture organizers and directors. The net result of this activity seems to be significant as this is the formation of students' active vital position on base of conflict cultures.

The formation process of conflict cultures of rising generation is subject to numerous and frequently very different factors influence. At the same time the higher school should play an important and co-coordinating role in students “equipment” with skills of adequate behavior in the conditions of a conflict situation that is practically impossible without teacher having such skills.

A teacher quite often has a role of a higher school “conflict solver” and as one of conflict parties can and should become the key figure able as give an adult life world experience of behavior in the conflict to a young generations as to generate corresponding “culture conflict” in them. A teacher as the expert working with students and having higher education seems to be the most comprehensible and rather more prepared conflict solving figure.

The higher schools having to do with a considerable part of youth, using and increasing the conflict potential are able to raise essentially

conflict culture of Russians during several generations, to change a socially-psychological situation, it is essential to strengthen social security in a city, region, and country.

The results received during sociological researches allow to conclude that the minimum social experience which the students have, the changes occurring in higher school, a society as a whole do not allow to predict that the new generations leaving walls of an educational institution will promote intensity decrease in a society. More likely on the contrary there are bases to believe that in the youth environment there is a certain potential of the intensity able to be shown in a form of small conflict with small motivation to some extent painted by radical, extremist moods. The situation is complicated by optimistic moods of students are closely connected with growth of consumer expectations and are focused on material, “sensual” (by P. Sorokin) values, “being cast” in their consciousness, first of all, as possibility to consume. The becoming aggravated contradiction between growing expectations of students and obvious compression of a spectrum of their real possibilities is fraught with growth of discontent and protest moods which are capable to be transformed into inadequate, unpredictable behavioral reactions.

The ideas of “adhering students in a higher schools during the crisis, having transformed a higher school into the organizational-guarding structure blocking “exit of students on a street, can lead to a boomerang effect — the higher school environment can turn to a copper in which will be cooked “soup” inedible not only for the power but also for a society as a whole. So it is impossible to exclude negative consequences as for a higher schools which basically are not ready to execution of “guarding” functions as for social security as a whole.

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## **INCOMES DIFFERENTIATION AS A SOCIAL INSTABILITY FACTOR**

The problem of unequal income distribution is the most difficult. Income and system dynamics of their distribution influences position in social sphere, political stability of the country.

Income inequality is a consequence of possibilities vacillation of the population connected with distinctions in intellectual, physical abilities, distinctions at age, an educational level, property possession.

The known economist V. Pareto formulated an efficiency principle according to which it is impossible to improve position of an individual not worsening thus position of another one. In this connection the problem of market laws combination with social justice rules in distribution of incomes is beyond purely economic, being simultaneously economic, social, psychological, and partly political at the same time. The problem of urgency was caused also by the fact that population means can be considered as a source of investments and consequently, by the additional factor of economy modernization.

The economic science was trying to solve a problem of market income incomes for a long time. There three distribution approaches were considered to be liberal, utilitarian and egalitarian in the literature. The

first one starts with a person involvement. The category of the individuals forms the society, where each of them is capable to realize the possibilities effectively. The society problem consists of necessary conditions granting, action freedom. Justice is established by the market and means equality of possibilities. Thus, a person is held responsible for the decision of a problem.

Utilitarianism considers justice as a maximization of individual utility function and, thus, maximization of collective utility of all individuals. It is necessary to redistribute utilities within the whole society to reach this purpose as the market does not provide utility maximization by default.

Egalitarianism assumes not only equality of possibilities, but also approximate equality of results. Civilization development will allow to provide a high standard of living to all members of a society. J. Rowls supplements this concept with position that equality is defensible in the event that improves position made destitute. It is favorable to a society as a whole. The third concept supporters try to approach to this problem with a notion of fair distribution. Such distribution assumes additional product redistribution between those who create it and underprivileged ones. The Dutch economist Jan Tinbergen named such a distribution type as “socialism of distribution. He considers that capitalism should dominate in manufacture, but the market economy distribution injustice should be basically corrected by socialist redistribution. The big success in this direction has been reached by the countries of Europe as Sweden, the Netherlands, Germany, Norway and others. However in this case, some economists consider that a society faces two problems. One of them relates to generation dependence and stimulus absence of useful activity directed to a higher financial position achievement. Finally, it conducts to decrease the rates of economic growth and economy stagnation.

The statistical data about of GNP gain rates in the most developed European countries confirmed this fear. Another problem is the unwillingness of the most well-founded part of a society to share the incomes with the poorest social classes.

In due time V. Pareto established the inverse connection of income level and the number of their addressees that presently exists where 80% of GNP goes 20% of the population. This income was smoothed out a little in different countries, as the well-founded layer of a society has already understood what a menace to marginals' expanded layer would be if to create the intensity in a society. Yet Russian “oligarchy” did not



approach to the understanding of all the problem gravity, preferring to be fenced off from other world or taking away children in more safe countries.

Russian economy having huge stocks of natural minerals has the big economic potential. A success of economic inequality overcoming in distribution of incomes has been reached for pre-critical years. The government has been taken measures for increasing of the population living standard and improvement of life quality that has created powerful stimulus for creative potential development and innovative programs implementation as well.

Russia did not bypass the World Economic Crisis which began in 2007. The country was drifted in a long recession. The crisis which had begun later in the euro-zone countries caused instability in world markets. It should have affected deterioration of a social and economic situation in the country. The government took measures for support few well-to-do of the population in that crisis, however it appeared deficient to them. According to the Federal service of the state statistics (Rosstat) real monetary income of the Russian population in possession decreased on 0.7% for 8 months in 2011 in comparison with the similar period of the last year. In August of the current year real incomes in comparison with July were reduced to 4.3%. Within a year there were essential changes in the ratio incomes and expenses. In the I quarter of 2011 expenses exceeded level of incomes more than on 200 billion rubles that showed an active growth of consumption against reduction of real income in possession. In the second and third quarters excess of incomes over expenses which has made 139.4 and 145.2 billion rubles according to an observation. Thus, 76.3% of monetary income was spent for consumption. The high consumption level was supported not by income growth but considerable crediting growth. The fact of taking measures on increase of workers salary in budgetary sphere at 6.5% didn't justify the means. At the rate of 6% inflation they managed to reduce increase to 0.5%. The size of a living wage of able-bodied population in second half of 2011 according to Rosstat made 7023 rubles, at the same time the National Minimum Wage level was increased in June 2011 to 4611 rubles. Thus, the present National Minimum Wage rate corresponds 65.6% of a living wage. This discrepancy led to the fact that the number of the people living below the breadline has increased in current year on 2.3 million persons and has made 22.9 million people.

There is a very high rates differentiation of wages in economic branches and activities. The highest wage remains in banks, financial

sectors, fuel and energy complexes. According to the results of the Russian economic school researching 40% of private customers incomes are the citizens which incomes make 3 to 15 million rubles a year. This is 0.8% of the population. The first 500 names from the “Forbes list” receive 10% from the collective private customers’ income, i. e. 1% of the population receives 50% of all incomes and only 10% of the poor receives 1.9% of the income.

In crisis rupture between the poor and rich began to grow throughout all the countries, however the income differentiation in Russia gets menacing scope. Decile factor and Jinny factor serve as known indicators of an income inequality of the population. Jinny factor makes 0.422 in our country (in comparison with England — 0.361, France — 0.327, Sweden — 0.250). Decile factor made 15.8 to the end of 2010 (in comparison with the Scandinavian countries it makes 4.5, in Europe — 7.8, in Moscow — 42).

The resulted indicators testify to considerable society division of income. The precipice between incomes of the richest and poorest population levels grows promptly. And so high school teachers, doctors, nurses etc. even more often concern the poorest population level. These all are the people getting the higher or average vocational education. Preservation of such situation brakes country development, creates sociopolitical instability, interferes with innovative economy processes. The possible ways to solve this question are studied both leading economists and the governmental structures.

The modernization main objective is to make the citizens rich and happy. But money is necessary for this purpose. The today's volume of the state budget allows hardly to make ends meet. The project of the budget was approved by the government at incomes 11,789 trillion rubles that allowed to plan 12,656 trillion rubles expenses in 2012, i. e. there 1,5% budget deficiency was put in pawn out of from gross national product and the prices for oil which is 100 dollars for barrel. So the state should have had financial resources for social obligations execution. Public revenues forming a basis necessary for financing of the state activity are created for this purpose. Today difficulties at the social questions solving usually explain income “limitation” of the federal budget in the Russian Federation.

The developers of the modernization Program which group of authors was headed by R. I. Nigmatulin, the academician of the Russian Academy of Sciences, consider that it is possible to raise incomes and thus to balance the State budget. Authors of the document represented

the progressive taxation of private customers income, tax introduction to expensive real estate, closing of offshore zones etc. as the basic sources of modernization financing and therefore the complex decision of social programs. The authors considered that the reasonable progressive rates introduction of surtax would give to the budget from 4 to 6 trillion rubles. In Russia the uniform rate of physical persons income at the 13% rate was established by the Tax code since 2001. From the results of the General Accounting Office (GAO) research it is obscure that the introduction of a flat scale did not allowed to solve any problem which were thus put: Incomes did not leave a shade, and growth of receipts was caused by growth of the salary and introduction during this period of the taxation of military men, militia staff and other categories of the population income. Introduction of a flat scale has led to a superfluous inequality and growth of Jinny factor. In February 2010 the State Duma introduced the bill of the value-added income tax in which it was offered to lower the rate of the tax from 13% to 5% for citizens with the income less than 60 thousand rubles a year and to establish the rate at the 15% rate for citizens with the income of 60 600 thousand rubles. However such unpopular measure on the eve of the pre-election company could not have been accepted.

Simeon Kimmelman, the expert of economy problems with the connection to the mineral resources and natural rent, considers that the possession of a raw materials source can be a damnation or prosperity of Russia. It depends on political authorities and political and economic decisions. He also believed that it is necessary to replace market revelry with state regulation, thus to reform taxation system in the mineral resources branch. The state as the owner of mineral bowels should withdraw unearned investment income to mineral users. At legislative level leak of capitals and the rent in the offshore should be forbidden. In summer 2006 last restrictions on currency regulation that sharply accelerated outflow of the capital from Russia was cancelled. Same year according to Bank of International Payments, "Russian citizens and firms" held on deposits in foreign banks of 220 billion dollars in foreign banks deposits. This sum made 5.8 billion at rubles recalculation that on 0.8 trillion more than a profitable part of the Russian Federation budget in 2006, or 24% of the country gross national product. Thanks to offshore schemes proprietors easily could bring capitals to Russia (under the pretext of foreign investments) and withdraw them. The Central Bank of Russia expected that in 2011 from the country 77 billion. Reasonable and com-

petent country wealth using would help to solve the major social problems.

Thus, our country has got the necessary internal resources for social and economic sphere modernization.

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## **ECONOMIC EDUCATION PROBLEMS IN RUSSIA IN THE CONDITIONS OF NATIONAL INNOVATIVE SYSTEM CONSTRUCTION**

There have been transformations to all spheres of human activity from the beginning of the 1990s in Russia. The high oil prices and rather stable condition of the state budget connected with it and leading kinds of economic activities in the country allowed the government to begin the Russian economy modernization directed on innovations susceptibility. This transformations wave overflowed the Russian education from school to institute by the end of the first decade. They declared disgusting our terrible background of training right from high tribunes and put the whole data upside down. Officials from the Department of Education and Science of Russia began to institute the education system reform which was formally copied from foreign samples. The uniform system of the higher vocational training was replaced multilevel, standards of bachelors and masters training were entered, obligatory training subjects on a competence approach basis were defined.

The analysis showed that educational standard of the higher vocational training in a direction of preparation 0800200 the Faculty of Management (bachelor qualification) had been provided by the federal state and so that the graduate should possess 22 common cultural and 50 professional competences including organizational-administrative, information-analytical and enterprise activity. A little bit other demands go to the Faculty of Economics — a graduate should possess 16 common

cultural and only 15 professional competences including economic, analytical, research organizational-administrative, and pedagogical activity. These are not obvious reasons why the financier or the bookkeeper should “be capable to teach economic disciplines in various degree and standard educational institutions (PC 14)” upon termination of four-year-old formation which is the first step [1, P. 2]. It is not clear by what means it is possible to prepare a qualified teacher of economic disciplines for four years.

Managers, unlike economists, should possess an ability to occupy an active civic stand after training. We can only guess why economists have deprived of this competence. Managers should possess one of the foreign languages at the level providing effective professional work, and economists should possess one of the foreign languages at level not below the colloquial one. If to think logically, these possessions should be just on the contrary. Managers communicate with subordinates (supervise), and economists carry out functional duties. Why was such competence accepted? For sure the answer lays on a surface. Standards were developed hastily, without opinion of teachers, higher school heads and employers, though the last is directly registered in the document. The given documents, in this aspect, require radical processing.

Higher schools establish the control mechanism of competency mastering. It is not always simple to make it. How to estimate possession of the basic methods of the industrial personnel and the population protection from possible failure, accidents or disasters consequences? Or abilities to organize activity of the small group created for realization of the concrete economic project? Actually it is possible to estimate knowledge of the theory in the given cases. But it is problematic enough to organize a corresponding practice.

To seize a considerable competences quantity (Faculty of Management) it is supposed to study the disciplines such as humanitarian, social, economic, natural science, professional cycles and sections: physical training, various experts types, the State Final Certification, meetings with representatives of the organizations (enterprises) [2, P. 11–12]. The standard defines disciplines of the General Educational Program base part, but higher schools have the right to define independently optional subjects. On idea, it should lead to distinction of studied subjects in country high schools. However, it was not occurred in life as practically each high school by working out the General Educational Program was guided by the Methodological Division recommendations.

They spent a large quantity of time to work out a new curricula, subject matters working programs, conformity competences matrixes, cards, passports, programs of formation common cultural both professional competences and other documents actually in the absence of the standard materials regulating their maintenance from the very moment of new standards instituting by the higher school faculty. It has led to that actually problems of experts' preparation, carrying out of employment and scientific researches were removed on the second (the third, the fourth) plan.

Then the situation was redoubled with the fact that a higher education term of training with 5 till 4 years has decreased at two-level system. Two-year-old training in the magistracy was simultaneously fixed, experts preparation for 5-6-vocational training was proceeded. To hold a number of faculty chairs and cathedral loading in the conditions of an inter-department competition the preparation curricula of bachelors/ masters were frequently made proceeding from reasons of collective labor "survival rate", and only then standards requirements. In our opinion, they should have given more freedom to high schools in working out the General Educational Program, having reduced competence quantity and obligatory subjects, or having regulated the given documents in details having made their uniform on the contrary.

It is provided by the standard that third of studies should be spent with use in educational active and interactive forms process. They concern about computer simulations, business and role games, the analysis of concrete situations, various kinds of trainings. Only 50% of the class time can be taken out of lectures. Quantity reduction of the hours which are taken away at lecture leads to a simultaneous increase in practical training / seminar and independent work of students new demands to a technique of teaching of disciplines.

Traditional lecture is not enough effective remedy for mastering set forth above a competency in terms "nobility", to "be able or own". The human brain carries out the functions of memory, thinking, perception and attention in the course of conscious training. Therefore discipline studying has dual character. On the one hand, the student carries out understanding and storing, with another — judgment and decomposition of memory knowledge "on shelves". The students' interrogations being carried out in the course of a lecture reading showed a low degree of a material actuality storing during lecture reading. Practically nobody from students could recollect the questions studied at last lecture

when they all came to study next day. It is connected to the fact that human memory carries out mutually exclusive functions: it both keeps the information, and erases it or postpones in “ a distant corner. Data forgetting begins right after information reception. If the information is not repeated in five days, there remains a quarter of the received data in memory of an average person.

Memorizing is effective in a number of conditions, major of which is goal to remember a material at a trainee. It is reached by means of drawing up of the developed plan-abstract of the passed material and the further attempts to recollect the received information. To create its mental image itself in a head. Constant repetition of data aloud in most cases leads only to activation of short-term students’ memory.

Curriculum working out, its distribution to various kinds of employment, teaching methods are necessary to be built on the basis of four memorizing laws. The first one says that a person better remembers the beginning and the information end. Therefore it is better to give out a new material small to portions, doing accents in the beginning and the block end. The second principle is based on interrelation of memory and imagination. It is easier to a person to remember the information connected with any vision. Here a lecture reading used throughout presentations which steels an everyday occurrence within the precincts of University helps a student. However, considering presentations of teachers’ majority it is obligatory to note a weak usage of the given memorizing law at a presentation creation on a concrete discipline.

The third factor, making the big impact on memorizing is an emotional person’s condition. The information received with positive emotions leads to the activation of figurative memory and one remembers it better. The neutral events are worst to remember from the emotional point of view. Therefore sometimes it is necessary to change an emotional background of an audience, responding on reaction of listeners at lecture reading.

The fourth law describes interrelation of memory and thinking. They remember better the structured and logic constructed material. A material repeating in a head and drawing up a diagrams block by a student himself still give a big efficiency.

New information receipt and analysis emerging in a brain of the person occurs through eyes, ears, a nose, a skin of the person. The greatest quantity of the information passes through the visual channel, the acoustical and articulation ones are located behind. In this way volumes of the passing information fall repeatedly: 100–10–1.

In our opinion, the class hours which are taken out of a lecture will be decreasing further. It is connected with a number of factors. Firstly, it is a wide availability of the educational information. Secondly, there is a connection with the general level knowledge increase amongst the population. In thirdly, it refers to the connection with higher efficiency of other training forms in the course of competency mastering.

Taking into account the above-stated, it is necessary to develop problems databanks, tasks, tests of various level of complexity, business games, trainings in short terms. If tests and various problems are applied to studying of economic disciplines for a long time business games and trainings will not be enough yet. One of breakdown in the area which is the electronic textbook working out made by A. A. Medved (Candidate of Economics) a senior lecturer of the Institute of Economy and Management and A. A. Zolotaryov, a senior teacher of World Economy and International Economic relations course [3] count on independent students' work.

Another way of the task solution is a network form development of educational programs realization [4, P. 15]. St.-Petersburg University of Management and Economics has covenanted the leading universities of Europe and the USA cooperation. It is necessary to use the studying practice of the General Educational Program part of the magistracy or a bachelor degree in foreign countries more widely. It is necessary to do a big work on unification of programs with the Western universities to archive this goal. There are two barriers: financial and linguistic to snooker the realization of the given programs. The decision of the second one is seen in the hours' increase which are taken out of curricula to study foreign languages.

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## **MANAGEMENT OF MODERN HIGHER EDUCATIONAL INSTITUTION DEVELOPMENT**

Well-being of the country will be provided at the expense of use of intellectual resources usage in the conditions of new technological way.

Leading economic schools under the guidance of academicians V. L. Makarov, P. A. Minakir, V. V. Ivanter, A. I. Tatarkina and other known scientists were engaged in research of problems of intellectual resources estimation and management. The estimation of a today's affairs state and the reason of the negative phenomena in this sphere that concern is given below:

- Insignificant share of expenses on the researches and development which are carried out as at the expense of financing state, and the private sector in absolute size, in percentage of gross national product and per capita;
- Insufficient development of scientific and technical potential at all levels of managing: macro-; meso-; and micro-.
- Specialized knowledge low level and disappearance of highly skilled workers that is shown in decrease cognitive potential;
- Reduction creative, innovative potential in many regions of a country in connection with absence of an innovative infrastructure.

Development of professional, creative and scientific potential of a manpower is impossible without cardinal change of educational process at all levels. Higher educational institutions should turn to the integrated scientifically-educational complexes providing mastering by students studying all competences on the chosen specialty.

Higher school development and training realization on a basis competent the approach are possible with the elements application of Balanced Indicators System (Balanced Scorecard, BSC). The given administrative system transforms mission and high school strategy to a set of the operative purposes and work indicators. Its usage helps to raise an efficiency of expert/bachelor/master/scientist-researcher preparation.

The given approach was offered by David Norton and the Ben Kaplan, the professors of the Harvard School of Economics in 1992 for the

first time [1]. Within 20 years it basically was successfully realized at the large enterprises (corporations). Its essence consists of the organization management due to an achievement of quantitatively expressed purposes.

Planning and activity efficiency estimation of the Balanced Score-Card (BSC) is carried out by means of various tools. The leading place belongs to the strategic cards. They reflect the combination of the targets key actives strategic bases and business processes in the course of a new value creation are combined. Direct orientation to achievement of strategic targets helps to concentrate the limited material resources and motivate teachers.

In the course of a strategic card creation it is necessary to define:

- 1) a strategic theme (purpose) for development of the basic directions of a high school strategy;
- 2) the strategic factor which is a prime strategic problem necessary for solving;
- 3) strategic priorities for working out private reference points and strategy which “go down” to each division / a worker.

Successful realization of the BSC in a high school assumes:

- Introduction of the administrative account system and self-financing principles in separate divisions;
- Creation of the structure, capable to formulate a strategic target, ways and monitoring of its achievement;
- Drawing up of the business plan including the accurate description of the employees competence and necessary resources;
- Change of a work motivation system of a high school workers.

Monitoring process is impossible without definition of the basic indicators which show a task’s achievement way. The indicator choice is defined by the accepted strategy of a university. Students quantity trained by various kinds of competences (specialty, a bachelor degree, a magistracy, postgraduate study, doctoral studies) and forms of education (day, internally-correspondence, correspondence, including external studies), a sum of capital turnover and expenses, new specialties/profiles; the indicators characterizing scientific activity — quantity of publications, including in foreign magazines, patents and inventions, etc. can be used as indicators.

The results reached for a semester/academic year are compared to estimated figures. It allows to estimate strategy realization, to introduce corrective amendments in the tools offered for the chosen purposes achievement. The result of actions carrying out for a purpose achieve-

ment is derived for four aspects: the finance; students/employers; educational process; higher school potential.

A developed strategic card allows to carry out not only strategic, but also an operative administration, including controlling teachers and other services. The BSC represents technology [1] which allows a pro-rector of a university to plan scale changes to develop and estimate success of the activity during a semester, academic year and even much time.

A financial component reflects cause and effect relations, shows a logic chain according to which non-material actives are transformed to the added cost. Financial aspect indicators are growth of incomes and productivity, an exit on a break-even point. The client component is subdivided into a trained contingent and consumers of a university “production” are qualified experts. A consumer costs offer to clients defines conditions in which value is created. Characteristics of educational service concern the price, quality, time, functionality/competence, image. Non-material actives, faculty work are transformed to client and financial results in educational process. Educational business process can be divided into study management, students’ management, innovations management, management of social processes. A university potential defines its development and consists of various kinds of the capital which should be resulted in strategic conformity and co-operate to learn the accepted and gathered contingent. To get a steady growth and development, to raise a rating and enter into ten the best non-state universities of Russia are four aspects which define a strategic problem as a result.

The choice problem of concrete indicators to monitor the chosen development strategy was aggravated with the acceptance of the Approximate criteria list of the all-Russian system to estimate an activity efficiency of higher educational institutions from June, 19 2012 by the Ministry of Education and Science in Russia [2]. According to it there is estimated educational, research, international, financial and economic activity of a university organization. The given directions will be coordinated with BSC.

As efficiency indicators of education activity of the Department of Education of Russia suggests to use 12 indicators which can be divided into four groups which are material inputs; an estimation of applicants’ knowledge level; indicators of students contingent structure; indicators of a labor market structure.

The offered indicators are not indicators of efficiency of educational activity efficiency. In general efficiency is defined as a relation of result and used expenses. There is a certain methodical difficulty in how to measure results of educational institution activity, in what units and as them further to correlate to expenses for granting of the educational service, measured in rubles. Here one can notice that the Ministry guides universities to spend a bunch of means to get buildings, the equipment, etc., instead of spending them opening available potential which would be effective. The given approach reflects a course on creation from zero or development large regional/federal universities. To merge several educational organizations in one could be a measure on inefficiency decrease.

The estimation of applicants' knowledge level also is not an indicator of a forming efficiency. It reflects relative course popularity, competence and university prestige. In the conditions of existence of state and non-state educational universities the USE (Unified State Examination) average grade of applicants getting budgetary places will be above students' getting paid ones in most cases. Similar results can be marked at the institutions preparing engineers, art workers and teachers. It is necessary to estimate level of graduates by means of quality estimation indicators instead of applicants' knowledge level estimation.

The indicators reflecting structure of students' contingent also are not efficiency indicators. In case of the budgetary organizations, the profile ministry establishes the plan of reception for various forms of training (however, as well as allocates money). In this case the Department of Education of Russia estimates itself.

The research activity of the Department of Education in Russia used as efficiency indicators that suggest to use 17 indicators divided into three groups: publication indicators; financial indicators; indicators of qualification of shots.

The first group of indicators reflects the results of scientific researches published in foreign scientific magazines. Thus behind a board, there are monographs, collections of articles. Frequently the place of the author work of publication in foreign bibliographic bases is not underlined or the work place in combination is underlined. As a result "fruitfulness" of scientific work of the Russian scientists is measured not absolutely correctly.

The financial indicators analysis of scientific activity shows their big binding to the centralized (state) source of financing. There is no scientific definition of threshold values of the given indicators which would

testify about universities inefficiency. Besides, there are still humanitarian and natural-science directions in unequal position. Expensive equipment is required to carry out physical, chemical, biological experiments, as a result they will always be more effective than humanists.

Last indicator shows a relative density of employees-postgraduates who defended a doctorate. It shows a realization of young scientists within scientific projects. It is hardly necessary to consider that this indicator can be significant for research activity estimation, considering insignificant inflow of the young for work at universities.

Efficiency of the international activity is measured by means of 13 indicators united in four groups: indicators of participation of students in international programs; indicators of participation in foreign Research Work; indicators of Study and Research Specialists personal structure; an indicator of universities international rating.

Introduction in states of foreign Study and Research Specialists is limited now by a demographic and economic conjuncture, budgetary restrictions. Besides, the majority of the western experts do not know well enough Russian language, and the Russian students and teachers do not know foreign ones, first of all English. The problem is to find a way for all Russian universities to be involved in the international research sphere what will demand considerable time and financial assets. Therefore usage of the given indicators should show “a movement direction”, instead of serving as substantiation for acceptance of administrative decisions on educational institutions merge.

The rating estimation represents result of university environment estimation. Creation of educational institutions ratings allows applicants to choose which the most qualitative study in. On the other hand, applicants show the management and teachers their places in competitive sphere of educational services. Rating composers use various criteria and estimation indicators.

The Shanghai institute of higher education calculated Academic Ranking of World Universities rating considers following criteria and indicators of estimation [3]:

1. Quality of formation: number of the graduates who have received the Nobel Prize or Fields medal.
2. Teaching structure: number of teachers — Nobel prize-winners or Fields medal; often quoted number of researchers working in 21 subject domains.
3. Results of researches: quantity of articles published in magazines Nature and Science; the general number of articles which have entered in SCIE and-or SSCI.

To calculate rating Academic Consulting Council QS World University Rankings uses: an index of the academic reputation, an index of reputation among employers, a faculty parity to number of students; citing index (Scopus) [4].

The Times Higher Education Supplement deduces a rating on a basis some other criteria and indicators [5]:

1. Quality of formation: opinion of scientific community (interrogation of 3703 scientists worldwide about leading universities in their knowledge field); employers' opinion (interrogation of 736 personnel officers).

2. Teaching structure: a parity of students and teachers number; number of foreign teachers and employees.

3. Structure of students and educational process: foreign students share.

4. Scientific activity: an indicator of quoting of employees of universities and number of researchers in the higher school.

The results seem to be unattractive for the Russian universities using so rigid criteria. Hence, it is necessary to use the techniques adapted for the national organizations [6]. It does not deny the necessity of integration into world scientific space. However to solve completely the given problem during couple of years it is not obviously possible.

Efficiency of financial and economic activity is measured by means of 4 indicators:

- 1) University income from all sources counting on one working;

- 2) University income from off-budget sources counting on one working;

- 3) Fund volume of a university target capital counting on one working;

- 4) The average wages of Study and Research Specialists (from all sources) are to average wages due to region economy.

It is difficult to accept relative sizes as indicators of educational activity efficiency because they represent volume, instead of the given indicators. At comparison of the given indicators of various universities it is necessary to consider that budgetary financing of some old and new federal and research universities has sharply increased in 2010–2012. Budget place students were defined during competition by other criteria.

Last indicator is social and economic naturally. It gives a political tactical reason for the commission of the President of the Russian Federation to make a salary of the Study and Research Specialists to average

on a region. It is desirable to add this indicator to the distribution indicator of means between all university employees (Jinny factor analogue) and construct an analogue of Lorentz curve (income distribution between groups of employees with different incomes).

A. A. Klimov, the deputy minister of science and education of the Russian Federation, confirmed the efficiency estimation indicators list of federal state educational institutions of university vocational education and their branches activity in August 2012 (No AK-11/05 on 09.08.2012) [7]. In it the concept of the previous document is described in there and some indicators characterizing various aspects of university activity are changed. So publications and citing volume in the Russian index of citing (further named as the Russian index of science citing) are considered in the field of research activity in addition. Last product is introduced in a stage of formation and does not cover completely all layers of the scientific literature layers. Another new indicator is a number of scientific magazines, including electronic, published by high school.

A new activity section is an infrastructure that was added. Its efficiency is estimated by means of four indicators:

1. A total area (sq. m) of study and scientific premises counting on a student (the resulted students contingent), including:
  - Available for universities on the property right;
  - Fixed to universities on the operational administration right;
  - Given universities in rent, gratuitous using.
2. Quantity of personal computers counting on a student.
3. A share of cost modern (not older than 5 years) machines and university equipment in a total cost of machines and equipment.
4. Copies quantity of the educational and methodical literature of total of the library fund storage units consisting on the account counting on a student.

Threshold indicators values for universities efficiency estimation [8] (see tab. 1) are established.

Universities are inefficient if 4 of 5 indicators are below threshold. Monitoring included 502 state universities and 930 university branches [8]. In total 541 state universities and 994 branches have taken part in monitoring of activity of federal state educational institutions of university vocational training [9] [5, P. 10] Threshold values are increased for universities of Moscow and St.-Petersburg: 63 degree put on educational activity; 95/75 thousand rubles — on research activity; 3% — on the international activity; 1500 thousand rubles — on financial and economic activities; 13 sq. m — on an infrastructure.

*Table 1*

**Threshold values of indicators for universities efficiency estimation**

Activity kind	Indicators	Threshold value
Educational activity	Average score USE of students accepted according to USE results for an internal form education with bachelor programs and average value	60 points
Research activity	Research and development volume counting on a scientific and pedagogical worker	50,000 rubles
International activity	Relative density of foreign students number who have finished development of the basic educational program of the university vocational education due to general release of students	0.7%
Financial and economic activities	University income from all sources counting on a scientific and pedagogical worker	1,100,000 rubles
Infrastructure	Total area of study laboratory buildings counting on a student	11 sq. m

The monitoring results analysis of the educational institutions made by the Department of Education of Russia allows to draw a conclusion that used indicators are not full indicators of activity efficiency of the given organizations [9, P. 109–111]. There is a change of priorities: from “quality of formation quality to efficiency”. The offered indicators do not aim universities to quality of given services perfection and ignore the important real problems of the Russian education system [10, P. 47].

It is necessary to make a use of leading universities experience which apply in management of BSC organization development [11]. They are: University of Edinburgh (University of Edinburgh), Open university (Open University), Kaledonia university of Glasgow (Glasgow Caledonian University) (Great Britain). The USA use BSC system throughout the Californian university of Berkeley (University of California), the State university of Ohio (Ohio State University), University of John Purdue (Purdue University). The universities set forth above are presented with high world ratings. It is not casual as BSC system is based on a quality management (International Organization of Standardization 9000), all processes monitoring, is focused on a high quality maintenance of educational service granting on the basis of each division/employee contribution estimation.



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## **PERSONAL QUALITIES OF A TEACHER AS A FACTOR OF INCREASING LEGAL AND POLITICAL CULTURE OF STUDENTS**

The basic function of modern educational institution is purposeful socialization of a person: its natural and human communications and relations world introduction, immersing in material and spiritual culture by means of the best samples, ways and norms of behavior in all spheres of ability to live. On the one hand, this function realization assumes requirements needs of an individual, group, society, on the other hand, there are forming of the person's general culture, social competent, mobility, adoption ability and thus successful functioning. According to National Educational Standards of Secondary Vocational Education requirements for Humanitarian, Social Economics, Technical and Natural Sciences profiles specialties there such disciplines as Philosophy Bases, Sociology (including Economics and legal Bases) are included in curricula. Sociology is an integrated course uniting Sociology, Economics, Politics, and Jurisprudence including the sciences which go over a person and a society in different ways. At studying in a course of social science of bases of political science (lawful state signs, political system of a society, a suffrage basis) the teacher solves challenges of a legal and political training of students. It is a purposeful process of training and education which includes:

- The political experience developed by mankind assimilation by students;
- Political consciousness development corresponding to the norms of a modern democratic society;
- Formation of an active vital position;
- The process of a student's socialization as subject and object of political relations.

Today's students define economics, politics, legal base of our state and a country future. It depends on level of their preparation, civic stand and legal culture. And being trained in a college, they should seize theoretical knowledge, learn to observe and analyze the political life phenomena in a society. The role of the teacher personalization in civil political culture forming is exclusive. We are to consider that the basic qualities of a teacher are necessary for students' education of the civil political culture.

*Emotionality.* The most important thing which is represented in a student training connected with a political sphere of a society is quality. It is not a secret that many students consider politics boring and are not interested in a political life. Therefore emotional coloring is important at a material statement. Emotions intensity and their stability, depth of feelings get into this structure as well.

*Expressiveness of speech.* This quality characterizes pithiness, brightness, figurativeness and persuasiveness of a teacher speech. It is necessary for politicians to learn. Unfortunately, almost all teachers get “professional” coloring of a voice: nervous monotony with metal elements. This “teacher’s” property, as it is established by psychologists, irritates and oppresses students. Speech expressiveness is an ability to inspire and convince by words. A teacher as a politician always needs mastering by receptions of oratorical skill, knowledge of public speech laws, the basic requirements to speech culture, arts of words operating as well. Language style selection of a dialogue is carried out taking into account the maintenance of a language material and readiness to a listener perception. Speech should be adapted for a person you communicate. Speech art gives also flexibility, originality, expressiveness, ability freely to use literary riches of a native language, ability to speak brightly, figuratively, using elements, comparisons, metaphors.

*The creative beginning of a teacher.* A teacher should make up the “external” and “internal” biography. Like it is simple: to think, write, read, learn, solve, do most, to experiment daily... But if to carry out without the creative approach, without wit of soul there will be neither original judgments, nor remarkable employment, neither witty jokes, nor interest to a political life. As a result the quotation comes: “To work is a boring thing! Politics is a boring business!” And organizing abilities are necessary both to maintain a teacher work and for creation of an easy-going student's group.

*Sense of humor.* Students like different teachers, but they like cheerful ones more, those who has a ready tongue and can find a way from any difficult situation. V. A. Sukhomlinsky confirmed: “A teacher without sense of humor raises a wall of mutual misunderstanding as he does not understand students, students do not understand him. When a teacher realizes that students do not understand him, he irritates, and this emotion causes a condition in which a teacher often cannot find an exit”. Humor helps a teacher to explain themes and topics which are boring enough for students from different political points of view. The humor helps to relieve the tension. On the other hand the considerable part of

conflicts can be prevented, if a teacher takes a problem with humor to turn it all for fun.

*Communication skill.* Politicians has to get this skill, because to communicate is an ability quickly to come into contact to people with different political views, thus to take part in an electorate. One can say that a teacher is a public person as well, and he must have been doubly concerned. Its background is not a simple set but difficult ensemble of public relations, i. e. their congruence, hierarchy, fraternity, harmonious unity. The main sense of a dialogue is an achievement of a teacher and students spiritual generality, that of a teacher and his colleagues who promote the political consciousness forming and the way it relates to other people. A teacher should raise communicative competence which is an ability to establish and support necessary contacts to students having different political views, to develop set of knowledge, the skills providing course of communicative process.

*Empathy.* It is catching people moods, revealing their installations and expectations, empathy to their needs. Empathy means understanding of any feeling, anger, grief, pleasure, to worry about other person, and reciprocal expression of the feelings understanding. Thanks to empathy process of feelings knowledge, a person becomes more full-deep, there is a valid emotional empathy which becomes a principal cause for occurrence of internal affinity. In time we have a lack of kind and tender words. And at the same time we hope to hear them someday, not necessarily admitting to themselves in it. To learn the way to be copresent to other people, to search for corresponding adequate ways and forms actively and continuously, it is a work finally directed on creation and getting pleasure of a dialogue one desires. D. I. Pisarev wrote: "To understand a person it is necessary to be able to try and walk his shoes, to experience grief and pleasure of ones". Empathy is a quality necessary especially for a teacher. The thread connection with students will be paralyzed without empathy. It is very hard to feel the child's mood, present condition, and to choose a necessary pedagogical toolkit — it will be optimal.

*Visuality.* This is an external appeal of a person. People represent themselves through verbal and nonverbal means of a dialogue. Still Cicero considered that it is necessary to pay attention to not only that everyone speaks, but also to external expression of feelings in mimic movements. Here it is possible to learn the politicians' skill. The politician possessing pleasant manners of behavior, and here enter both the mimicry, and gestures and a pose, and dialogue skills, gains people, can

carry away weights the ideas. Speaking about a teacher, good manners help to adapt quickly in any condition, simplify an establishment of communication with students, to raise possibility of influence on them as well. Reaching a personal charm forming and deliberate exercise in development of psychological-pedagogical qualities is a result of a huge work made by a teacher himself. One general line which is inherent to all teaching manners is an observance of a pedagogical step including raised keenness to associates and ability to find such form of a dialogue with other person which would allow it to keep personal advantage. A. P. Chekhov said that everything should be fine in a person, and the value of clothes was emphasized as well. Appearance of a teacher should testify the way he gets on with other people, his aspiration should be an example for them.

A teacher acts as a defining factor of forming and development of a valuable student paradigm and its political socialization. Moreover a teacher can strengthen positive influence on the civil political culture forming and can brake it as well.

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### **THE ROLE OF THE CENTRAL COLLEGE OF TECHNICAL DRAWING OF BARON A. L. SHTIGLITS IN THE PROCESS OF FORMATION OF HIGHLY SKILLED PERSONNEL IN PRE-REVOLUTIONARY RUSSIA**

The Central college of technical drawing of baron A. L. Shtiglits (1814–1884) (CCTD) has played a considerable role in the art industry development of Russia of the end of the 19<sup>th</sup> — the beginning of the

20<sup>th</sup> century. For the semicentennial period of the activity the educational institution has brought up a galaxy of brilliant specialists and teachers, the experts who have received serious art preparation, familiar with the manufacturing process and capable to independent creative work for the blessing of Russia.

The college was based in 1876 on the donations offered for this purpose by the opulent industrialist and banker A. L. Shtiglits. According to high confirmed “Charter” in November 1877 CCTD was in the conducting of the Department of trade and manufactories of the Ministry of Finance: the supervising body was the college Council, the members of which in different years were representatives of government, industrialists, scientists and cultures, such as princes A. S. Dolgoruky and A. B. Lobanov-Rostovsky, count A. A. Bobrinsky, engineer-general the member of the State council H. P. Petrov, the owner of iron and mechanical factories F. K. San-Galli, the architect A. N. Benua, the sculptor M. M. Antokolsky, the painter A. P. Bogolyubov, the director of the Hermitage I. A. Vsevolozhsky. The Duties of the chairman of the Council throughout more than thirty years — from 1877 till 1909 — were carried out by the state secretary A. A. Polovtsov (1832–1909) [1, P. 6].

The Council duties were the following: election of the director and the inspector of college, supervision of a course of teaching, economic and financial activity, modification of the charter, award of ranks and delivery of diplomas to graduates etc. At the council the financial committee was created, conducted all the capitals and college property [2, P. 26].

The honourable trustees were the members of the family of Shtiglits: Alexander Lyudvigovich, his foster daughter Nadezhda Mihaylovna Iyuneva (1843–1908), her husband Alexander Aleksandrovich Polovtsov and their senior children Anna (1862–1917) and Alexander (1867–1944).

The first director of college was the talented architect and teacher M. E. Mesmaher (1842–1906), holding this post from 1877 till 1896 [3, P. 21]. After his leaving the management was entrusted to the architect G. I. Kotov (1859–1942). During the last years of school existence, in the period of reorganization in the field of an art education, from 1917 till 1922 the post of the director consistently was occupied by the architect K. K. Romanov and the artist N. A. Tyrsa.

The college building had been constructed for four years on the territory of Hydrochloric small town under the project of the architect A. I.

Krakau and R. A. Gedike with the assistance of M. E. Mesmaher. On the 1st of June, 1878 it was a stone-laying ceremony of the building, passing in presence of grand duke Alexey Aleksandrovich, and on the 29<sup>th</sup> of December, 1881 — its solemn opening.

Since before the college construction on the 28<sup>th</sup> and 30<sup>th</sup> of April, 1876 it was a session of the commission to discuss the question of the device of a training course of the Central college of technical drawing of baron Shtiglits [4, P. 5].

The Session of the 28<sup>th</sup> of April was occurred and headed by A. A. Polovtsev with the assistance of adjutant general I. V. Isakov, A. I. Krakau, Vereschagin, N. V. Nabokov, A. V. Prahov, Goh, N. I. Makarov, Ya. T. Mihaylovsky, P. A. Bryulov and N. H. Vessel. The project of the general curriculum of the Central college of technical drawing of baron Shtiglits was also developed. First of all to make the general curriculum of the Central college of technical drawing of baron Shtiglits, the Committee of the Museum of Applied knowledge in St.-Petersburg paid attention to finding-out and definition of value and position of this college in the environment of other art educational institutions [5, P. 9]. They were guided by long-term experience of Stroganovsky college of technical drawing and the best similar educational institutions of France, England and Germany, and also requirements of our manufacturing system, in this case the Museum committee came to the important conclusions. Firstly, colleges of technical drawing had to prepare artists — draughtsmen for various fields of industry who would realize abnormalities and lacks of forms, patterns, colors, paints, etc., and also common industrial products. Then gradually they had to be capable to improve them in art relation, leaving for this purpose more graceful drawings which would be executed in the given manufacture, not make products more expensive, and be popular with the heaps of consumers, developing and improving, at the same time their taste [5, P. 7]. Secondly, for performance of this main task, i. e. for preparation of artists of technical drawing, who would be mindful of the business and could improve it in a practical direction, it was necessary, that all the learning at the college constantly meant the development of art feeling in students, understanding and reporting to them a conscious ability and a technical skill, i. e. both in general, and in special drawing with the application of the last to this or that industrial production to elect each student [5, P. 8].

Accordingly, drawing became the main central subject of the entire educational process, at first a general one, then a specially-technical

one, to which general drawing served as necessary preparation. Thus, teaching of general drawing at the college of technical drawing developed art feeling and students' understanding, it didn't have the high, purely art purposes, art as pure art, but it had only the applied purposes of art — its application to industrial productions and skill.

Also it is necessary to notice that the purposes of the college of technical drawing and Academy of arts were absolutely various and though for the achievement of these purposes was the same main means in the basis — training of general drawing, but the course of this subject could not be identical in the general institutions, it had to be correspond to their various purposes by all means. As S. J. Vitte said: "Differently the college of technical drawing would not perform the task but only would turn to a bad academy of arts" [6, P. 291].

All other subjects of a course had to be grouped round about drawing as round about the center, and to promote more thorough achievement of the purposes of the college of technical drawing.

The main lack of not only schools of technical drawing, but also in general of any industrial schools was that the subjects of their course were taught without organic communication between each other as absolutely separate sciences which did not have any business to the general task of the college and which informed only known scientific knowledge according to the same programs, as well as in other general educational or higher educational institutions, with some reductions. Owing to it the course of studying of technical school lost any integrity and concentration, became incoherent encyclopedic, and attention and forces of students dissipated. The students, arriving in such a school for the sake of studying of this business, resolutely were perplexed, that's why they were forced to study so various subjects and sciences, not having, as it seemed to them, owing to separation of teaching, any communication with the main business [5, P. 12].

Except of general and technical drawing at the college of technical drawing the following subjects were taught: Law Divine, mathematics (elementary and descriptive geometry), history of art with practical aesthetics, reading of products of graceful literature, general and national history and necessary intelligence from physics and chemistry about colors and paints (optics and technics of colours and paints), about properties of the materials used in art-industrial productions, physiology of body of sight and anatomy (osteology and topography of a human body) [5, P. 10].



The course of studying at schools of technical drawing proceeded for three years and was divided into three consecutive classes. The number of weekly hours of lessons was the following: in the first form to 36, in the second one to 38, in the third one to 42, i. e., from 6 to 7 hours daily.

A school can accept children not younger than 14 years old, with knowledge, corresponding to the courses of full city initial college, or first four classes of a grammar school and real colleges. So those children who were able to state thoughts orally and in writing, sensible enough and competently, knowing all the arithmetics, both having some knowledge and skills in general elementary drawing.

Training courses were distributed into three forms. It is necessary to notice, that the first and the second forms had the general educational character and maintenance, and the third form was special — in drawing. Also pupils, wishing to be subsequently art teachers at technical schools, in the third form had a part of lessons appointed to special drawing, to trial lessons at elementary school, which was a part of the college and evening and Sunday courses [5, P. 18].

Since before the end of building work on the 12<sup>th</sup> of November, 1879, in the built up part of a building “a preparatory form” for interested persons to enter the Central college, but not possessing sufficient preparation in drawing and plotting, was opened. By that time in the attendance, which was given by the Museum of applied knowledge, Elementary school of drawing, plotting, modeling, opened on the 28<sup>th</sup> of January, 1879, had begun to work [2, P. 30]. Elementary school accepted children since ten years, who were able to read and write, classes were held three times a week, separately at male and female branches, the tuition fee was 3 rubles a year.

The annual payment at the College was 12 rubles, a payment, which was brought every half-year from the 1<sup>st</sup> of September till the 1<sup>st</sup> of February and did not come back at all. The sums, arriving for training were ranked as special means of College, and were used as delivery of grants and awards to students with the permission of the Minister of Finance [7, P. 9].

At the college forms it was trained more than 200 students, at initial school — nearby 800, the payment for studying was the most moderate, notably a high number of students not only was released from any payment, but also was received a different sort of the grant from college [8, P. 70].

All the students necessarily had to have a drawing course “from a square to plaster goals inclusive”. Only those pupils, who had successfully passed three branches of drawing, could visit modeling and plotting classes (there were eight) [2, P. 31].

In autumn in 1880 the first form of general educational subjects was opened at the college, then the general art classes, for an exception natural (was opened in 1882), and the first of special ones — a majolica class began to work. Thus, it is possible to consider 1881 as the beginning of activity of all the college, including, except educational classes, a museum, a library and workshops. CCTD existed on the percentage of the capital in 1 million of silver rubles, allocated by A. L. Shtiglits and ranked as special means of the Ministry of Finance, tuition fee and donations. Children of needy parents could be released from payment, but their number did not have to exceed the fourth part of the whole structure of students. At the discretion of the council students were given free breakfasts and dinners, grants were paid.

Prospective Central college students were required knowledge, corresponding to a course of the first four forms of a grammar school or real college and successful performance of the examination task in drawing. For this purpose it was necessary to be able to draw “difficult plaster ornaments and geometrical bodies in the long term, approximately and by hand” [9, P. 15]. All the entered were shared as pupils and auditors, the last had to visit one special course and the others — for choice.

The educational course consisted of general educational and art disciplines. Programs and curriculums in art subjects were affirmed by the Minister of Finance, on general educational subjects — the minister of national education. The program of scientific disciplines was for four years and included studying of the following subjects: Law divine, Russian literature, elementary and descriptive geometry, the theory of prospect and the theory of shades, general and Russian history, the history of graceful and applied arts, practical aesthetics, elementary anatomy, elementary knowledge from chemistry and technology, drawing technique, a foreign language (German or French) [10, P. 36].

Art classes were subdivided into general ones, visiting of which was obligatory for all the students, and special ones — art-applied. The obligatory subjects concerned: drawing with a pencil from plasters and nature, drawing with a feather, washing with ink, water color, painting, plotting and shooting (measurements) of subjects, drawing of ornaments in styles, modeling, drawing of natural flowers, composition (designing) of art-industrial subjects. At art classes, unlike scientific ones,

transfer was carried out every term and the reason of it was successes of a student, instead of the termination of term of staying in the given form. However the maximum time of training at each class did not have to exceed two years, otherwise a pupil was considered poor and could be deducted from the college [2, P. 35].

At the examination which took place in June, 1882 the majority of students showed satisfactory successes and were transferred to the following forms [7, P. 16]. The exhibition of students' works, which were more than 5 thousand, took place in December, 1881 and in June, 1892, and it testified about successes of students in drawing, plotting, modeling, water color and painting on faience. The best students were awarded by money or manuals, besides deprived pupils of Elementary school were given by gratuitous tickets for visiting of classes of Elementary school next half-year. It was the form of the award. And at the second examination in June, 1882, except gratuitous tickets, monetary awards for the sum 341 rubles were given out, and, besides that, the best drawings of schoolboys and schoolgirls of the Central college were taken for the exhibition in a classroom of the College until the following examination [7, P. 17].

From the second year of training in CCTD students started to master the selected specialty in parallel with visiting of general drawing classes.

But owing to gradual development of activity of the college, spaces became too close: annually it was necessary to limit the reception of students because of overflow of classes, the organizers did not think of opening the new classes, though it was such a requirement, there was set of the art subjects, which were got for the museum, which however it was impossible to expose in the museum, because of absence of place in it, a library premise required to be increased [8, P. 71].

It was necessary to expand considerably premises of college both for satisfaction of pressing needs, and for expansion of its activity for the general advantage, it was necessary to erect a new building in a direct connection with the old one.

A. A. Polovtsev applied to your Excellency for appointment of a special commission to discuss all the conditions of prospective transfer of the Pedagogical museum of military institutions from a building of Hydrochloric Small town to other next premise in detail. The commission was appointed on the 1<sup>st</sup> of May, 1900, the representatives from the Central college were a member of the Council of the college, the valid councilor of state M. P. Botkin and the director of college, collegiate adviser G. I. Kotov [8, P. 77, 79].

The pedagogical Museum of military institutions was offered three outline projects, which were made for three different places, planned for construction of a building for the museum, namely: in the Cadet line, in the corner of Dvinsky lane, in the University embankment, in the corner of Philological lane. Considered the conditions, offered by the department of military institutions, according to which it was moving of the Pedagogical museum from Hydrochloric Small town, and also familiarized with developed projects of a new building for the given museum in the Central administrative board of military institutions, the Council of the St.-Petersburg Central college of technical drawing of baron A. L. Shtiglits recognized as possible the following. To appoint for the construction of a new building and moving the Pedagogical museum for three-year term there, including this term from the date of the statement of the agreement, which can take place on this business between college and the Central administrative board of military institutions, not from the date of the statement of the auctions to return in for successively works on construction of a building for the museum as it is assumed by the central administrative board. To assume liability to pay temporarily necessary sums from 366 rubles 84 copecks to department of military schools on the construction of a new building for a museum, opened to the Central administrative board of military institutions from that day, when it will be started the construction of a building the credit in St.-Petersburg office of the State bank, so that the nearest requirements of remittance to be established under the mutual agreement. Annually to pay extra from means of the Council of college for the maintenance of the Pedagogical museum such a sum which is necessary on a share of the museum (4/7) of 6411 rubles assigned by the Ministry of Finance on the maintenance of Hydrochloric small town and it is spent by the committee for needs of the Pedagogical museum, namely — 3663 rubles of 43 copecks. Taking up all the expenses for the museum moving, the Council of the college assumes to give out it in advance payment the known sum under the agreement. And if the premise of the museum which will be arranged on the college means, is given subsequently other appointment, in this case the college will have the right to demand returning of all the sum, which will be spent for the construction of a new building of the museum, to it. [8, p. 83–85].

By the end of 1900 12 special forms had already worked at the college: block printing and etching (teachers V. V. Mate and N. Z. Panov), majolicas (teacher E. Ya. Kremer), painting on porcelain (teacher K. F. Tseydler), painting on glass (K. I. Brentsen), drawing on weaver's and

cotton-printing business (Yu. I. Yaunkal'nin), stampings (I. A. Murzainov), artworks from skin (E. H. Vestfalen), decorative painting (N. I. Blinov) and (M. D. Saltykov), modelings (M. I. Chizhov and M. J. Kharlamov), theatrical sceneries (P. B. Lambin), art ceramics (K. I. Keller). At these classes students of the college got acquainted with the properties of materials and the ways of their processing and dressing, got skills of masters of executors. The programs of a specialty were for two years, sometimes students visited simultaneously two or three classes [2, P. 39].

End-of-year and final examinations in CCTD were spent twice a year, in December and May. Works were estimated on the basis of twelve points system. Special successes students were awarded, students were awarded by art editions or allowances. The general term of staying at the college, necessary for passage of the complete course of training was on the average seven — seven and half years.

Annually, at the end of December, there were accounting student's exhibitions in the Big showroom of CCTD Museum. The best of the presented works were got by the college. In the report of 1897–1898 it is readable: “142 works for the sum of 2096 rubles have been recognized by deserving acquisition for the album” [2, P. 43]. At exhibitions student's works were got both by private persons, and by representatives of enterprises and workshops. During 1901–1902 visitors bought 33 works of classes of majolica, painting on porcelain, water color, drawing of natural flowers, etching and composition. Some of works of a class of drawing on weaver's and cotton-printing business were got by the Association Tsarskoselsky upholstery manufactories, and with the help of them they made wall-paper [2, P. 44].

From 1896 till 1914 A. L. Shtiglits college published “Collections of class works” — the illustrated editions, purpose of which was to acquaint society with the tasks and college works, and also to create the manual for technical drawing schools and collections of samples for art-industrial productions.

The College ordered materials which were necessary for it abroad because of shortage and poor quality of their analogues in Russia. A purchase became with the permission of the Ministry of Finance and with the message to industry department. It was necessary to fill all the columns available in the sheet: “the total cost of the order in Russia, “the total cost of the order abroad” and “the total sum of the year payment” [11, P. 71].

The students, who had ended a complete course and successfully passed examinations in scientific and art subjects, received the diploma on a rank of the artist on an applied art. Those, who had passed pedagogical practice in Elementary school, also received the special certificates granting the right of teaching in average and lowest educational institutions. Those, who had not passed a complete course, but got all the obligatory classes, except natural one, received the certificate on a rank of the scientific draughtsman.

The final stage of preparation of artists was a project on the set theme, for example, the project of decorative furniture of a smart ladder and the central premises of CCTD building, relating to 1892 or sketches of floor carpets for the temple of Revival Christ's in Petersburg 1900. The authors of the best works acquired the right on pensioner trip about Russia and abroad at the expense of College for from several months till three years. During these trips they not only could study art and architecture monuments, but also got acquainted with the last achievements of art industry of the leading European countries: France, Germany, Italy, Austria. After returning many of pensioners occupied the posts of teachers of special classes and actively used the experience of foreign countries in their pedagogical practice [9, P. 21].

The graduates of the college brightly approve themselves in various areas of art activity. They worked at Imperial porcelain factory, Prohorovsky Three-hill Manufactory, factories of Serpukhov manufactory, in decorative workshops of Imperial theatres, they carried out sketches for furniture workshop of Mel'tser, a bronze factory of Shtange, jeweler workshops of Faberge, Grachev, Ovchinnikov, Lyubavin and also decorative lists, furnishing with majolica and stained-glass windows for interiors of inhabited and public buildings.

On the basis of the decision of the Council of the Central College a few scientists draughtsmen engaged shooting of Oranienbaum Chinese palace with the permission of its owners; and the works executed by them can give a valuable material for studying of decorative Russian art of the 18<sup>th</sup> century.

They brought considerable contribution in art-industrial education, occupying the posts of art teachers, heads of workshops and special courses not only in the Central College but in its branches — Bogolyubovskiy drawing college in Saratov, Drawing school in Ivanovo-Voznesensk, Drawing courses at Narva cloth and flax manufactories, city courses of drawing and plotting in Yaroslavl', gold-silver workshops in a

village Red Kostroma province, but also in many other schools. Thereby it was a strong base for development of art industry in future.

Throughout all its activity the College accepted active participation in the international exhibitions. The first exhibition, which brought a great success to the College was the exhibition of subjects of female work in Glasgow in 1887. Then there were exhibitions in Prague, Chicago, Vienna, Paris and Copenhagen where the students' works invariably drew attention because of new art ideas and high workmanship.

It was promoted a lot by that fact that students started to pass an industrial practice at the industrial enterprises, such, for example, as Prohorovsky Three-hill Manufactory in Moscow, F. Meltser's furniture factory in Petersburg, Imperial porcelain factory, K. Faberge's jeweler firm from the end of 1890. This undertaking of Shtiglits's college was supported by the Ministry of Finance which on the 10<sup>th</sup> of June, 1902 confirmed a new "Position about art-industrial educational institutions, which radically changed programs of studying and which definitively legalised the principle of necessity of joint theoretical and practical training in art-industrial educational institutions [7, P. 12].

Studying at College came to the end with a project on the set theme. It could be the project of an imperial carriage or a desk in various styles, carpets for a temple of Revival Christ's in Petersburg, a porcelain table service, a silver toilet device or furniture for boudoir. The students, having passed a complete course and successfully passed examinations at general educational and art subjects, received the diploma on a rank of an artist on applied art. Those who had passed pedagogical practice in Elementary school of the College, handed over the special certificates granting the right of teaching in average and lowest educational institutions. Graduates of the College were ranked duty-free as estate of personal honorable citizens and had all rights X class of the Table of ranks according to their posts. Those, who had not passed a complete course, but trained in all the obligatory classes, except natural one, till 1904 were ranked scientific draughtsmen.

The central college of technical drawing of baron Shtiglits has existed for forty years and for this time has left a considerable contribution in the history of national culture. Its graduates worked at Imperial porcelain factory (E. Kremer, R. Vilde, M. Kuller, M. Raphael' and A. Lapshin), in Charles Faberge's jeweler firm (I. Liberg, E. Yakobson, O. May and M. Muselius), at the Prohorovsky Three-mountain manufactory, (O. Gryun), at Moscow cotton-printing manufactory of N. Tsindalya (E. Kuznetsov), at Moscow jeweler workshops of

P. Ovchinnikov (A. Minenko), at Neva wallpaper factory of M. I. Lihacheva (V. Morozov), in a decorative workshop of Imperial Mariinsky theatre (P. Kundzin and M. Bobyshev).

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## **THE ROLE OF HISTORICAL DISCIPLINES IN FORMATION OF LEGAL CONSCIOUSNESS OF STUDENTS**

In teaching of historical disciplines at Altay institute of economics the emphasis is on the history role in processes of socialization of the student personality. Socialization process is considered as a necessary component of formation of the personality of the future expert, and formation of legal culture as well.

For realization of the model of formation of legal culture in practice, i. e. in educational process, observance of some conditions is obligatory. Historical disciplines form the motive-value relation (to the reality), one part of which is legal culture.



Certainly, historical disciplines are not the unique ones serving to achieve the aims designated in the article title. The big role is played, of course, by creation of professionally focused training environment in which the student is motivated and aims on pure practical activities in the future. In the whole, in the course of formation of legal culture of students historical disciplines are not self-sufficient.

However, it is difficult to overestimate educational potential of historical and, in the whole, humanitarian disciplines. Formation of an active civic stand of students is shown in occurrence of stereotypes of the relation to the phenomena of the surrounding reality in the unity of a rational and emotional spirit of mentality, therefore they speak about two levels of legal culture — intellectual and emotional. At the intellectual level the legal culture is expressed in legal knowledge, at the emotional one — in confidence of effectiveness of the law and respect for it.

The respect for the rights and freedom of the person inseparably is linked and organically supplemented with patriotic and national consciousness, and also with family values. Observance of laws and norms of behavior students is not a unique criterion of success of educational work, the facts of display of decency, conviction, tolerance to other opinion testify it as well.

The concept of a civic duty before the society, the relation to the rights and duties is formed through respect for the historical past and activity of previous generations. Formation of sense of justice of the student as a whole is a long and difficult process, it should be systematically organized, it demands efforts of all pedagogical collective and proceeds throughout the student study in the higher school.

At Altay institute of economics the author of the article teaches disciplines “History”, “History and culture of Altay region” to students in directions “Management” and “Economics”, and also discipline “History of the state and the law of foreign countries” for students in direction “Jurisprudence”.

Probably, there is no sense to decipher for the reader the value of each of the disciplines in the course of formation of sense of students’ justice. But as this process is systematical and carried out in frameworks of the competence approach, we will specify on inter-discipline communications of the above-stated disciplines.

First of all, students in the course of studying the history of the fatherland and history and culture of Altay region draw communications and parallels between the history of the native land and the history of their small native land, define the place and role of Altay in the country

history. This aim is promoted by extra-learning educational actions. For example, students' dedication is dated in autumn of 2012 for the 75<sup>th</sup> anniversary of formation of Altay region where the theme of the role of Altay in the country history was the main one.

The value of discipline "State and law of foreign countries" for formation of sense of justice of law students is obvious as, on merits of the case, it is their profession's history. Here the formation of the state and rules of law is considered. At practical training during solving problems on the basis of the legislation acts of last epoch, students are convinced of effectiveness of rules of law.

In the conclusion once again we will underline necessity of the system approach to formation of legal culture of students, this problem should be solved not separately, and in aggregate training and educational problems throughout the study of the student in the higher school.

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## **THE ROLE OF SMALL BUSINESS OF CHUVASH REPUBLIC IN FORMING STABLE DEVELOPMENT OF THE SOCIETY**

According to the Complex program of economic and social development of Chuvash Republic for 2003–2010 in the sphere of stimulation of development of economic potential of the republic, one of priority problems is development of small and mid-sized business as the market institute providing formation not only of the competitive environment in the region, but also promoting development of positive dynamics of growth of real monetary incomes of the population.

Not only the Complex program testifies that the Republic Government is focused on support and development of small business in the region. According to the Republic program of the state support of small and mid-sized business in Chuvash Republic for 2010–2020, final results within the limits of realization of the program the Ministry

of economic development and trade of the Republic of Chuvashia are expected to be [1]:

- Sustainable development of small and a mid-sized business in all branches of the real sector of economy;
- Development of small and mid-sized innovative enterprises;
- Saturation of the commodity market of Chuvash Republic by the competitive domestic goods and services;
- Maintenance of employment of the population;
- Increase of educational level of participants of enterprise activity;
- Gain of quantity of subjects of small and mid-sized business in the accounting period in relation to the similar period of previous year from 1% in 2010 to 15% in 2020;
- Share increase: the workers occupied in small and mid-sized business, to 45% in the aggregate number of workers of the organizations; production (works, services), made by small and mid-sized enterprises, in the total regional product to 42%; tax revenues from subjects of small business to 12%.

Already at the present stage of economic development of Chuvashia the contribution of business to the national economy is notable. According to the statistical reporting in the republic more than 59 880 thousand subjects of small and mid-sized business function, including:

- 13 977 small and mid-sized enterprises;
- 45 903 individual businessmen.

The aggregate number of the occupied in small enterprises of Chuvashia made 109 500 people on 01.01.2012. For estimation of positive dynamics of SMB development we result indicators of SMB development in the republic from 2007 to 2012 [2; 3]:

- The quantity of SB increased for 81.2% ;
- In micro- and small enterprises average number of workers increased for 36.1%;
- The density of small enterprises increased for 80% ;
- The sum of the taxes annually paid in the budget by small enterprises raised for 68.9%.

In annual representation change of quantitative structure of subjects of small and mid-sized business (%) looks as follows [5]:

- 2007/2006 — 13.2%;
- 2008/2007 — 6.4%;
- 2009/2008 — 6.9%;
- 2010/2009 — 0.7%;
- 2011/2010 — 0.2%;

- 2012/2011 — (–) 11.5%;
- 2020/2012 — 28.0% (on the average for 3.5% per year) — the forecast.

The analysis carried out shows the tendency to increase in the total of subjects of small and mid-sized business in the republic with some delay of their growth in the economic crisis of 2008-2011.

It is important to notice, that development of small business in any region is impossible without the state support. Perfection of the system of the state support of small and mid-sized business in branches of real sector of economy should concern priority problems. For today within the limits of the state support of small business in Chuvash Republic forms of financial support from the state are provided [4; 5]:

- Compensation of a part of expenses for payment of percent on the received credits;
- Granting of grants to beginning businessmen on creation of own business;
- Granting of grants to municipal areas and city districts for realization of programs of support and development of small business;
- Compensation of a part of the expenses connected with participation in exhibition actions.

However, despite the reached successes in the sphere of creation of favorable climate and susceptible business environment, there are also unsolved problems to which it is possible to refer:

- 1) Slow process of inter-coordination of regulatory legal acts of federal and regional level;
- 2) Necessity of the further perfection of system of the taxation (for example, the patent system of the taxation requires the further improvement) and simplifications of the tax reporting;
- 3) Complexity of reception of the state order;
- 4) Problems of renting floor spaces;
- 5) Limited access to the competitive auctions;
- 6) Absence of maintenance for attraction of credit resources;
- 7) Necessity of system engineering of privileges and preferences for the enterprises of innovative sphere and so forth, etc.

The analysis of both positive dynamics of SMB development in the region, and existing problems, allows to confirm about necessity of working out of conceptual approaches to development of small and mid-sized business in long-term prospect.

Today in the Republic of Bashkortostan the republic long-term target program “Development and support of small and mid-sized business in

the Republic of Bashkortostan for 2013–2018” is realized. Development of small and mid-sized business in the republic is the important factor promoting stable development of economy of the region.

The Program main objective is the creation of conditions for development of small and mid-sized business in Bashkortostan on the basis of formation of effective mechanisms of its support, and also increase of the contribution of small and mid-sized business in social and economic development of the Republic of Bashkortostan. The program is a logic continuation of the previous programs on support of business and is developed taking into account changes in the area of legislative, financial, information and other forms of support of business.

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## **PROJECT TRAINING IN ST.-PETERSBURG UNIVERSITY OF MANAGEMENT AND ECONOMICS**

Project activity in the higher school is today one of methods of the developing, personality-focused training directed on development of independent research abilities of students, development of their creative abilities and logic thinking. The educational project unites the knowledge received during educational process, and attaches young people to concrete vital problems. Results of the executed projects should be “perceived”: the concrete solution of a theoretical problem, the practical work ready for introduction.

Work with projects takes a special place in higher education system, allowing the student to acquire knowledge which is not received by traditional methods of training. It becomes possible because students make their choice and show the initiative. The spectrum of problems solved at performance of the project, considerably differs and is more diverse than at any other form of educational work. Students also receive various experience at the expense of teamwork with the people being on various posts in the organizations and possessing various professional experience.

Students at training in the project are considered as partners who, in the process of development of their competence, are capable to incur the big responsibility and to use their creative potential, to carry out research and to solve the problems put in its frameworks.

It is important that students have possibility to reveal their personal values, to test new styles of behavior, to have possibility to participate in independent research and to develop significant kinds of competence during this research.

The algorithm of project work provides some stages:

**1. Preparatory stage** (definition of the enterprise-customer and formulation of the purpose of the project, preparation of the initial information on the enterprise). So that students could carry out high-grade research and develop own recommendations, managers of the companies give the necessary information, consultations of the heads and experts of the enterprises (if possible and necessary — excursions to the enterprise).

**2. First stage** (acquaintance of the participants to the information about the companies, to each other and representatives of the project

organizations; the analysis of the initial information and preparation of the preliminary version for joint discussion in groups; scheduling of performance of the project and responsible for work, discussion of ways of communications at remote work of Russian and Finnish groups).

**3. Second stage** (independent work of the group on projects under the guidance of teachers; necessary additional consultations of representatives of the companies or teachers of related subjects; preparation of reports and presentations for performances.

**4. Final stage** (representation of the final report to teachers, students and customers; an estimation of the done work).

### **5. Presentation of results of the project performance.**

It is necessary to notice that the ability to use the project method is an indicator of high qualification of the teacher, his/her progressive technique of training and development. The methodology of design training assumes change of the teacher role which becomes the co-operating instructor, instead of the carrier of ready knowledge. The project approach demands also creation of the corresponding educational environment, including access to certain new information technologies.

Since 2009 between Laurea university and St.-Petersburg Academy of management and economics the agreement which gave a push to development of the international project training in higher schools was signed. Short-term projects with elements of remote work are at the moment realized (10 educational projects are finished).

Work in groups over joint projects is highly estimated both by students and teachers, and customers. Special advantage of project work is immersing possibility in business environment. Other important advantage is an intercultural dialogue with foreign students, teachers and representatives of business structures.

Thus, the project method allows to develop such competence which cannot be generated in the traditional system of training. All of them, anyhow, are connected with leadership, skills of communications and command work.

As the method of international educational projects in SPbUME is not a curriculum part yet, selection of students for participation in the international projects should be carried out according to such criteria, as motivation, possession of English language level and desire to improve it, communications and skills of interaction in group.

In our opinion, the method of international projects not only enriches an arsenal of pedagogical technologies of the Russian higher

schools, but also is a necessary condition for integration of Russia into world educational space and increase of competitiveness of the Russian graduates on local and international labor markets.

*Grevtsov O. V.*

## **METHODOLOGY AND LOGIC OF THE CRIMINAL POLICY**

The basis of methodology and logic of scientific knowledge is the category-conceptual device, definition of priorities of the major, for scientific research, categories and concepts, their forming signs. Categories and concepts are necessary forms of scientific thinking, steps and the basis of the further development of the reached knowledge [1, P. 82–85].

The concept of methodology of criminal policy in the sources concerning, in any measure, the given theme, is not formulated, in spite of the fact that there are serious proceedings mentioning methodological bases of criminal policy of contemporary Russia and foreign states (See, e. g., [2–7], etc.). Definition of the specified concept is directly connected with generalization of general philosophical problems of scientific knowledge, its methodology, in particular, with definition of concept, subject and status of methodology, its essence and structure.

The basic points of view on the concept of methodology are expressed by following definitions: methodology is:

- Doctrine on method of scientific research [8, P. 407];
- Philosophical doctrine about methods of knowledge and validity transformation; application of principles of outlook to knowledge process, to spiritual creativity in general and to practice [9, P. 420];
- Main principles of outlook applied to process of knowledge and practice [10, P. 13];
- Doctrine on the general bases of scientific knowledge, methods and principles of its organization and development [11, P. 6];
- Doctrine on the methods of human activity directed on effective achievement of objects in view [12, P. 247];
- Doctrine on structure, logic organization, methods and activity means [13, P. 227];
- 1) set of informative means, methods, receptions used in any science; 2) area of knowledge studying means, preconditions and principles of the organization of informative and practically-reformative activity [14, P. 329];



- 1) doctrine on scientific method of knowledge; principles and ways of the organization theoretical and practical activities; 2) set of the methods applied in any science [15, P. 354] (areas of human activity [16, P. 178]);
- Set of methods of the research, applied in scientific cognition of the world [17, P. 346];
- 1) set of methods of the research, applied in any science; 2) doctrine on method of scientific knowledge and world transformation [18, P. 241];
- System of principles and ways of the organization and construction theoretical and practical activities, and also doctrine on this system [19, P. 365; 20, P. 9];
- Doctrine on method, science about construction of human activity [21, P. 391];
- Doctrine on the activity organization [22, P. 20];
- Part of logic studying methods of various spheres of knowledge; purpose of this studying — not the invention of a new method, but the description of those already existing and used in practice [23, P. 245].

Generalizing the above-stated points of view, more or less deeply and full reflecting those or other parties of methodology, it is possible to allocate the general signs of considered concept divided by the majority of authors. They are theoretical character of methodology (doctrine), its system, orientation on the organization of informative and practically-reformative activity on the basis of working out of its methods.

Overwhelming majority of researchers define the concept of methodology as terms “method”, “scientific method”, “method of knowledge and validity transformation”, consider knowledge method as a necessary element of the subject of methodology and science logic [24, P. 1].

For methodology of criminal policy the signs, inherent in methodology (methodology of scientific knowledge) as a whole, are characteristic: theoretical character, system, dialectic interrelation of the ontological, gnoseological, logic, theoretical and historical bases, unity of informative and practically-reformative orientation.

Finding-out of essence and features of methodology of criminal policy is connected with allocation of those special lines, additional signs which are characteristic only for this methodology. And it means, that it is important to analyze its object and subject, levels of their methodological analysis, its sources.

The objects of methodology of criminal policy are criminal policy as a whole as an independent kind of policy of the state and all its components — political-legal relations, norms, ideas, sights, their social carriers (subjects), activity of the latter on criminality counteraction (its directions, forms and ways), functionally-purpose criminal policy, criminality as the social phenomenon and specific object of the state activity.

The listed components of criminal policy, the contradiction in these components and between them are sources of methodology of criminal policy, elements of its ontological basis.

The subjects of considered methodology are laws of functioning and criminality development as a social antagonism and criminal policy as concerning an independent direction of policy of the state, all its components, principles informative and is active-practical activities in sphere of struggle against criminality, the category-conceptual device of criminal policy.

Essential components of methodology of criminal policy are principles, laws, the basic and facultative categories and concepts of criminal policy.

The methodology of criminal policy is interconnected with its logic and theory, but at the same time it does not merge with them, for in the maintenance of the results extracted by them it isolates the own problems. The methodology of criminal policy, addressing logic, generalizes results of the logic analysis of language of jurisprudence in the field of struggle against criminality, logic structure of theoretical constructions in the specified area.

The theory of criminal policy as reflection of criminality and activity on struggle against it in the general logic form cleared of accidents [20, P. 13], acts as the precondition of its methodology. On the other hand, the methodology of the criminal policy which has arisen on the basis of its theory, in the development necessarily leaves for its limits, conducts to change of old system of knowledge and creation of the new theory.

Distinction and relative independence of the theory of criminal policy and its methodology within the limits of their conformity are caused includingly by character of their functions. The basic purpose of the theory of criminal policy is the full description and an all-round explanation of criminality and activity on counteraction to it through disclosing of necessary and natural communications inherent in them and properties. The methodology of criminal policy serves for definition of directions, forms and ways of activity of its subjects depending on functional-purpose in-

fluences on developed criminal situation, i. e. for that definition, (informative or practical) the specified subjects should make what operations to reach an object in view.

Thus, the methodology of criminal policy represents system of principles, laws, categories and concepts of the criminal policy, generalizing both defining its historical and theoretical development, allowing to solve informative and practical problems in the sphere of struggle against criminality. The logic of criminal policy is a system of methods of research of structure and development of the theory of criminal policy, defining possible ways and ways of transformation, development and substantiation of positions of this theory. It includes a certain world outlook basis, a formal-logic analysis of structure of the specified theory, research of concepts of its development, possibility of application of abstract models of criminal policy to the known empirical maintenance, formation of the basic and facultative categories and concepts of criminal policy, elimination of contradictions between them. The logic of criminal policy is an objective basis and real history of development of the theory of criminal policy which are displayed in concrete methodological concepts. To each stage in development of the theory of criminal policy there correspond certain forms of its logic and methodology.

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## **REMEDIAL ACTIVITY AS A DIRECTION OF CRIMINAL POLICY OF THE RUSSIAN FEDERATION**

The positive tendency to generalization and the analysis of the major directions of criminal policy is outlined in the criminal law theory. In works of last years a number of models of criminal policy, concerning major directions of its functioning and development are considered. Basically these works carry forecast, to be exact, hypothetical character. Yu. Ye. Permyakov offers the models of criminal policy called by him “extrajudicial terror”, “repressive model and “humanistic model”. According to his concept, model “extrajudicial terror” and “repressive model” are characteristic mainly for the Soviet criminal policy though model bases of “extrajudicial terror” appeared during John The Terrible’s epoch by introduction of such phenomenon of extrajudicial punishment as oprichnina, and was reproduced by I. V. Stalin. The essence of these models consists in refusal of legality, of practice subjective imputation, in punishment as legal act of terrorism, in support on violence, leadership of policy in relation to the law, in justice estimation as political order of the government, criminalization of acts on the basis of political and ideological predilections, in possibility negation to consider the personality of the criminal as the central figure in proceeding. The humanistic model of criminal policy is such a model, in which criminal policy purpose is spiritual and social clearing of the person. Spiritual clearing is clearing of the person of “false forms of consciousness”. Social clearing is strengthening of independence of the person [1, P. 73–77].

M. P. Kleymenov classifies models of criminal policy as “war”, “struggle”, “compromise”, “cooperation” [2, P. 23–24]. In his understanding “war” is as rigid and irreconcilable retaliatory as possible policy with use of all possible means in interests of maintenance of the control over criminality, including: removal of judgments by default, the announcement of criminals out of the law, wide application of a death penalty, minimizing of an appointment procedure of punishment, the preventive conclusion, attraction to participation in retaliatory actions of army divisions, etc. This model, “which characteristic line is an arbitrariness, is approved by long-term practice of totalitarianism both in our country, and behind its limits” [Ibid., P. 23]. “Struggle” is an influence on criminality “lawful means for a certain legal basis”, use of

restrictions (compulsion) with a corresponding sociological and legal substantiation. “The compromise” is achievement of agreements with the criminals, not covering corruption of the bodies which are carrying out the criminal policy. “Cooperation” is realization of criminally-political functions by representatives of underworld. The author estimates this model as “especially practical, therefore it is necessary to search for signs of its registration in reality” [Ibid., P. 24].

Without analyzing in detail the specified directions of criminal policy, it is necessary to allocate their following general prominent features:

- a) Negation of natural, concrete historical character and understanding of social process, criminality, the criminal policy;
- b) Eclectic mixture of the real facts, historical events, legal phenomena and norms of different epoch and the history periods;
- c) Absence of accurate criteria of designing of conceptual models of criminal policy, the device verified conceptually-categorical expressing essence of put forward models of the criminal policy;
- d) Discrepancy of basic theoretical parcels, estimations and judgments;
- e) Narrowness and tendentiousness in estimation of the historical past and national traditions of criminal policy of Russia;
- f) Lack of scientific facts and arguments of substantiation of the position.

The stated positions, despite, apparently, external distinctions in offered models, are similar in their, actually, any construction. On the one hand, these models have no accurate (Russian) address, the concrete historical period of development of Russia; are addressed the various countries. On the other hand, they are surprisingly exact in the addressee of the parcels in the cases concerning by the Soviet period of Russia, keeping stably critical tone. Yu. Ye. Permyakov, analyzing the model of extrajudicial terror, connects it only with John The Terrible’s names and I. V. Stalin. Oprichnina of John IV, “troikas”, “special meetings” and similar, not judicial repressive bodies of years of the cult of I. V. Stalin personality, denying legality, were applied not only to Russia, their analogues are known and in other countries that the author of the concept recognizes too. Hardly oprichnina basically differed in legal grounds from the inquisition masking under a religious-judicial mask and dominating in the West European countries more than two centuries. And is it possible to tear off the facts and procedure of such punishments from the concrete historical processes proceeding during those epoch? It is scientific to see communications of essence, methods and ways of a criminal policy of

that time with economy, a policy and ideology? The impression is made, that authors do not wish to see a difference in concepts of “politician” and “criminal policy” for they name criminal policy especially political forms of struggle. M. P. Kleymenov speaks about the political forces realizing the criminal policy, not explaining, that out of an accessory to the state and to legal regulation the criminal policy as the criminal law category is not meaningful. Yu. Ye. Permyakov does not specify, that concrete models of criminal policy are caused by economy, policy and ideology of the state, and that those will remain until the historical type of the state which are carrying out the criminal policy will be changed.

Directions of criminal policy are diverse, carry different level, hierarchic, system character owing to integrated approach, complexities and структуры criminality and the reasons, its generating. They are caused by concrete historical economic, sociopolitical, spiritual processes of the given society, its contradictions. One of the major directions of this policy as shown by expert and experience of struggle against criminality of the different countries, is perfection of the mechanism of maintenance of realization and protection of the rights of citizens.

Taking into account federal and local experience of struggle against criminality on the basis of the analysis of scientific workings out it is possible to allocate the following basic directions of perfection of the specified mechanism in contemporary Russia:

- Organizational-administrative measures— creation and strengthening of federal and regional law enforcement bodies, bodies and services of public safety, public bodies and the organizations of protection of the law and order and the criminality prevention;
- Expansion and activization of socializative, educational-preventive activity among various layers and groups of the population with accent on preventive maintenance of offences of minors;
- Building and strengthening of material resources of law-enforcement activity, including opening of special medical-pedagogical schools for children with lacks of mental development, the regional municipal centers of leisure of youth, the youth centers of the information-legal and psychological-pedagogical help;
- Employment of unoccupied layers and groups of the population, especially minor, including by stimulation of privileges to the state enterprises and the commercial structures allocating quotas of workplaces for teenagers in directions of the commissions on affairs of minors;
- Creation of special urban services of social first aid “Child in Danger”, shelters of short-term stay of minors in them;

- Rendering of medical-psychological help by creation of the teenage narcological services, special public bodies on problems of struggle against narcotism, illegal circulation and contraband of drugs; streamlinings of realization medicinal and narcotics;
- Resocialization of the persons released from places of imprisonment, including by creation of the centers of social adaptation of the persons released from places of imprisonment, for the purpose of rendering of the help by it in employment of reception of habitation, registration, training to new specialties;
- The organization and realization of system of socialization, the information and moral and psychological influence on the population, including by: the organizations of wide legal propagation at federal and regional levels; uses of mass media; group and individual preventive work.

Thus, perfection of the mechanism of maintenance of realization and protection of the rights of citizens is carried out as uniform system process of quantitative and qualitative changes of elements of the given mechanism, causing an eminence of level or a measure of their efficiency. Changes of volume, structure, character, the form and functions правоотношений, legal norms, state-legal institutes, means, methods and the guarantees forming the mechanism of maintenance of realization and protection of the rights of citizens, are a basis of directions of functioning and development of criminal policy and achievement of its purposes.

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## **THE ROLE OF ECONOMIC EDUCATION IN THE COUNTRY DEVELOPMENT**

The economy of any country is influenced by many aspects of public life (social, political, cultural, etc.). The given statement is based on such postulates as:



- Economic relations directly influence political activity (economically dominating social groups, often aspire to influence work of the state apparatus, directions of activity of political parties, etc.);
- Social production, including division of labor and relations which have developed at the present stage of the property define occurrence and development of its social structure;
- In the course of manufacture necessary material conditions for development of a cultural and spiritual life of a society (library, theatres, the equipment for the edition of books, newspapers, etc.) are created. Accordingly change in one sphere involves change in another, hence, high-grade existence of one sphere without another is impossible;
- Society existence is impossible without constant manufacture of material benefits [1].

The basic characteristics of economy are manufacture, distribution, exchange and consumption of the goods and services, including educational ones. The state standard of well-being directly depends on well-being of members of its society. It is well-known that at the present stage of development of a society the brainwork share increases in manufacture, the requirement in poorly qualified work decreases, hence, there is a requirement for additional sources of economic growth. One of such sources is the population's educational level.

Research of the role of higher education causes economic growth at which there is an expansion of volume of labor and capital resources, and also increase of their quality on the basis of progress in the field of technologies and education. At the same time it would be desirable to note that it is the economic education that allows the society as a whole and the separate person to distribute available resources more effectively and to operate them both at the level of the country (region) and at the private enterprise level (the memory part of pension savings can serve an example).

The idea of realization of expenses in improvement of professional skill of the worker as the capital was put forward still by classics of political economy V. Petti, A. Smith and D. Rikardo. It received further development in works by S. G. Strumilin, R. I. Kapelyushnikov, V. I. Martsinkevich. Research was spent on the given theme by such scientists as by S. A. Dyatlov, S. A. Kurgansky, A. I. Dobrynin, etc.

The essence of “human capital theory” is that investments in education and public health services create the human capital, it is similar to capital investments and investments in working capital. Investments

into the human capital are expenses which lead to improvement of professional skill and consequently to labor productivity increase.

Thus, there is a formation of vocational structure of the population caused by requirements of economy now. The economic education allows to promote formation of resource-saving economy, and also stable and favorable environment of the person. The given function corresponds to national interests. The increasing role of education in economy modernization is noted by the country government in the Basic directions of social and economic policy: “The country modernization bases on education modernization, on its substantial and structural updating. Russia should choose education as a priority — one of national points of growth”.

Economic education reception gives wide opportunities for realization by the person of the received knowledge, skills, abilities both in an economy private sector and in the state. Economic knowledge forms one of bases of the information about the society: merits and demerits of various economic systems, choice variants, about the choice in redistribution of resources, about activity of economic subjects and about the organization of the branch markets, about labor market, about the markets of capital and money, about behavior of consumers, about regional, national and world economies.

Being members of the society it is impossible not to accept participation in economic questions now, accordingly, the more competent the person will be economically, the more successful (s)he will be in many spheres of life activities.

Therefore the primary goal of modern economic education is formation of pupils' economic thinking [2].

The economic thinking is a system of steady representations and sights about the economic processes, developed on the basis of practical experience of citizens, their participation in social and economic sphere, and also communications into which they are integrated in the daily world [3]. The economic thinking gives understanding of how money function, how business develops.

As it was above mentioned proceeding from the economic theory, not only as a science about manufacture of the blessings, but also about housekeeping conducting, the economic thinking directly influences ability to dispose of the money, to make purchases and to plan the life economically. At the same time it is the major and basic factor in the social life of any person, including not having any relation to economy, as that.

In the economic literature they allocate some features of economic thinking of the person [4]:

1. Rationality. It is supposed that actions of the person are always conscious and based on a reasonable estimation of pluses and minuses of possible outcomes and processing of the real information.

2. Generality. Public relations grow out of processes of market type, so also functioning of mechanisms of an economic mentality.

3. Individuality. According to P. Heyne, any economic decision, even of a group, is connected with motivation-valuable features of the person. The modern economic thinking is characterized by:

- Strengthening and complication of innovative, creative, innovative character;
- Initiative, pragmatism, flexibility, adaptability, dynamism, enterprise and readiness to operate in the competition conditions;
- Feeling of the property and economic independence.

At the same time it would be desirable to notice that it is necessary to update constantly knowledge by the trade for the purpose of competitiveness on the labor market. A number of economic specialties provide improvement of professional skill in the legislative order (for example: a professional bookkeeper, an auditor).

During economic education reception it is expedient to form pupils' civil duty to pay taxes as taxes are one of the elements of economic culture of the society. Modern requirements of an economic life cause fast adaptation of the person to the changing environment. Thus, modern economic education should be directed, first of all, at formation of economic thinking and increase of economic culture of the society.

Studying of economics for different directions will develop logic, analytical thinking, rationalism, will give the chance to carry out monitoring of factors which influence the society development.

It is necessary to notice that now on the foreground there is not knowledge, but ability, flexibility, mobility, ability to work in the collective, to be guided in an information field. The decision of these problems demands constant modernization of economic education system. Modern educational technologies should include pupils in search and analysis of the information providing their orientation in diverse economic both social processes and increasing possibilities of satisfaction of their and public requirements. Thus, forming an economic way of thinking of the separate pupil, his or her economic culture, as a result, the base of well-being of the society as a whole [5] is created.

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## **THE ROLE OF EDUCATION IN THE SOCIETY LIFE**

The political and legal culture, being an organic part of the society life, is included, as it is known, into a number of basic elements defining spiritual and social potential of all its members. Importance of studying of this phenomenon is caused by value of policy and law, carrying out a vector role in all spheres of public life. In the modern world the political and legal culture is an exponent of civilization of the society. Now the domestic political and legal culture is in the crisis condition. This crisis, first of all, is connected with devaluation of basic political and legal values in consciousness of a society. Imperfection of the legislation, diffusiveness of real guarantees of protection of the rights and freedom, deformity of justice systems, absence of popular political information, etc., generate “Legal and political nihilism which is shown in self-elimination of citizens from the political and legal life of the society, in their low political and legal activity”. The developed situation demands search of ways of its permission as the developed political and legal culture has basic value for maintenance of a worthy and safe life of citizens. This factor defines its special value in social development of the society. To create a civil society in Russia, it is necessary to bring up political and legal culture of each member of a society. Traditionally political and legal culture was considered, accordingly, within the limits of political science and jurisprudence. Now “political culture” and

“legal culture” are object of research of various sciences in education: not only political science, sociology, jurisprudence, but also cultural science, psychology and other sciences. Recently even more often in the special theoretical literature and in publicism there are such concepts, as “political culture”, “legal culture”, “economic culture”. Increase of education and erudition in the society automatically raises level of political and legal culture.

In the 21<sup>st</sup> century the mankind will be compelled to solve new global problems. This is comprehension of exhaustion of the world natural resources, an energy crisis, environmental problems, problems of maintenance of mankind necessary resources (the foodstuffs, industrial raw materials, energy, etc.), problems of the person health, the problem of poverty of people, revaluation of directions of development of the industry, radical improvement of social conditions of the life of people, expansion of physical borders of inhabitancy of the person, maintenance of the world for all people, regulation of prompt growth of the population in developing countries, etc. Without the political and legal culture reflecting variety of a political and legal life and making solving impact on determination of the social status of the citizen, it is impossible to speak about the person as a socially significant person. It is necessary to investigate political and legal culture, as it helps to find out public interests and preferences of citizens, social groups, degree of comprehension by people of their public problems and a practical role of the person in the political and legal life. Within the limits of studying of political and legal culture in the research centre there is a person, his/her sights, values, behavior. Though (s)he is not involved in acceptance of the majority of political decisions, but the traditions, norms, orientations should become an original basis for a political-legal regime. Specificity of studying of political and legal culture is that it is investigated not what there is in the world of policy or law, but the relation of people to occurring processes, their sights, ideas, opinions.

Among social institutes of the contemporary society education plays one of the major roles, representing one of the basic branches of human activity. Education is understood as purposeful informative activity of people to receive knowledge, skills or to improve them. If such knowledge, skills are received by the person independently, without the aid of other training persons they usually speak about self-education. The education purpose is familiarizing of the individual with achievements of human civilization, relaying and preservation of its cultural property. During training process there is a transfer of the experience saved up

to previous generations to the pupil and his/her preparation for independent creative activity to the selected sphere of employment. From quality of education existing in a concrete society, rates of its economic and political development, its moral condition in many respects depend. Education functions are:

- 1) creation of conditions and preconditions for social mobility of the person or social group;
- 2) preservation and retransfer of cultural property of the society from generation to generation.

Modern education is the means of solving the major problems not only of all the society, but also of separate individuals, being one of the major stages in a long process of their socialization. They distinguish following kinds of education: initial, secondary, special secondary and higher.

The first schools appeared during an epoch of the Ancient world. Their creation is explained by practical requirements for educated people: without such people the state apparatus could not function effectively.

In the Middle Ages the majority of schools in the Western Europe were church (or monastic) ones. They were, in turn, subdivided into the lowest church schools and schools at episcopal chairs. In the first ones they prepared basically parish priests. At such schools training was paid and was conducted in Latin. Pupils were taught to read (basically — prayers), to write, represent numbers by means of fingers, to sing church songs and to make church ceremonies.

Larger medieval schools arising at episcopal chairs gave another education. Such schools followed the Roman tradition and taught so-called “seven free arts”: grammar, rhetoric, dialectics, arithmetics, geometry, astronomy and music. The system of free arts was two-leveled. At the initial level the grammar, rhetoric and dialectics were taught, the highest level was made by other free arts. Training at such school could be as long as 12–13 years.

Prompt development of medieval cities led to occurrence of secular city private and municipal schools (i. e., schools which were in the city council conducting). Growing cities required more and more educated people. Influence of church on education maintenance at such schools was minimum, and the training maintenance was dictated, first of all, by practical requirements of this or that city. At these schools Latin was gradually superseded by national languages.

The first higher educational institutions occurred in the Middle Ages period — they were universities. They were created either on the basis of the former cathedral (episcopal) schools (in the 12<sup>th</sup> century it was Parisian university which grew from the school of Notre Dame de Paris cathedral) or in cities where there lived glorified teachers surrounded with capable pupils (thus Bologna university developed from a circle of followers of Irneria, the well-known expert on Roman law).

Lectures at universities were conducted in Latin. Teachers at universities organized the associations in subjects — faculties. At the head of faculties there were deans. Students and teachers selected the head of the university — the rector. The medieval higher school had usually three faculties: legal, philosophical (theological) and medical. Training term at different faculties essentially differed: preparation of the future lawyer or the physician occupied 5–6 years, the future philosopher of the seminary student — 15 years. At lectures students listened and wrote down lectures of professors. Besides lectures debates were also organized — disputes on the questions put in advance.

In the 14–15<sup>th</sup> centuries there appeared so-called collegiums (from this name subsequently there is a word “college”). At first collegium was named a hostel of students in which in due course lectures and debates were conducted. The collegium which was formed by Robert de Sorbone, the confessor of the French king, — Sorbonne — gradually expanded and entitled all Parisian university — the largest higher school of the Middle Ages. By the end of the 15<sup>th</sup> century in Europe there existed about 80 universities. Many of them — Bologna, Cambridge, Oxford, Krakow, etc. — exist today.

In our country the first higher educational institutions appeared late enough. Peter 1<sup>st</sup> associates suggested to create in Russia secular “academies”. In 1724 the emperor published the decree about “forming” in St.-Petersburg Academies of sciences at which the university and a grammar school, where they should “train publicly young men”, were created. It was supposed that lectures in these educational institutions would be read by the visible European scientists invited to Russia. However it was not possible to organize high-grade lectures at the Academic university. Many students were poorly prepared, and they did not know Latin — the basic language of that time science in which teaching at university was conducted. Foreign teachers soon returned home, and there was nobody to read lectures. A little help was the establishment of state grants for students — the first university release — 9 persons — took place only in 1753. M. V. Lomonosov disappointedly noticed in this occasion,

that “at Academy of sciences not even the present university happened, but neither an image nor similarity of university education”. Lomonosov’s attempts to reform the university did not meet understanding in the Academy. And then the scientist decided to use all forces on creation of a new university on the European sample. It was supported by the favorite of the empress Elizabeth Petrovna, count I. I. Shuvalov. On January 12<sup>th</sup>, 1755, the empress signed the decree about establishment of Moscow university, and on April, 26<sup>th</sup> according to the European tradition its inauguration — the solemn opening — took place. In the end of the 18<sup>th</sup> century Moscow university was a unique higher secular educational institution in Russia as by then the activity of the Academic university actually stopped. Students were trained at three faculties — philosophical, medical and legal. Since 1768 teaching has been conducted in Russian. The future students were prepared in a university grammar school with branches for noblemen and people not of noble birth. Serfs were not accepted in the university. Graduates received an officer rank. The most capable ones were sent for training in European universities. Training at the university was 7 years long. First three years students studied at philosophical faculty where they were taught philosophy, mathematics, physics, and also historical, linguistic and economic sciences. Then they passed to legal or medical faculty where within four years they studied disciplines on the selected specialty. (By the way, the first secular special educational institution in Moscow — School of navigating and mathematical sciences — was founded by Peter 1<sup>st</sup> in 1701. The school was located in, nowadays not existing, Sukharev tower.)

However, despite the successes reached in an education sphere in the Middle Ages and during New time, it is necessary to notice that the fact that it only was accessible to separate, rather small social classes, — the majority of the population had no possibility to receive not only the higher, but even secondary education. The position began to vary from the end of the 19<sup>th</sup> century. The time of transition of the majority of the countries of the world to general secondary education was the 20<sup>th</sup> century. Attempts of full liquidation of illiteracy among the population was undertaken. In the developed countries of the world secondary education reception became obligatory. Today it is possible to establish the fact that the 21<sup>st</sup> century education has turned to one of the major spheres of public life and activity. Expenses on it in the developed countries make to 8–9% of GNP. However in some developing countries with illiteracy liquidation it is impossible to name position safe — the share of the illiterate population in them on various data makes from 75 to 85% of all



population. Such position actually dooms these countries to economic lag for effective development by last is possible today only on the basis of achievements of STP and in the presence of a large quantity of highly-skilled personnel. The basic institute of modern education is the school. It differs from other forms of training by variety of preparation of pupils, and also the special technologies used in the course of lessons. Carrying out the society “order”, the school, along with educational institutions of other types, carries out preparation of qualified personnel for various spheres of human activity. The school is one of education system basic elements.

The education system is understood as a set of educational programs and standards, a network of educational institutions and controls, and also a complex of the principles defining its functioning. Character of an education system in any state is defined by a social and economic and political system, and also cultural-historical and national features of the country. Society requirements to education are expressed in a system of principles of the state educational policy. Now the educational policy in the Russian Federation is under construction on the following principles:

- 1) humanistic character of formation;
- 2) priority of universal values;
- 3) right of the person to free development;
- 4) unity of federal education with the right to the originality of education of national and regional cultures;
- 5) education availability;
- 6) adaptability of an education system to requirements of trainees;
- 7) secular character of education in official bodies;
- 8) freedom and pluralism in education;
- 9) democratic, state-public character of management and independence of educational institutions.

These principles define the basic directions and priorities of an educational policy, and also character of education in our country. Prompt development of science and the “know-how” connected with it have brought on the agenda an attention to the question on reforming of both structures and maintenance of education. Now in Russia there is a formation of the new education system focused on occurrence in the 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 an educational paradigm: the new maintenance and

new approaches to education is offered. The education maintenance is supplemented with the modern remedial abilities directed on development of abilities of operating by the information. Traditional ways of relaying of knowledge — oral and written speech — give way to computer tutorials, use of telecommunication networks of global scale. The special role is taken away to spiritual education of the person, to formation of moral shape of the person of the 21<sup>st</sup> century by the plausible hypothesis that education of the 21st century is a key to the solution of listed above global problems of the modern world though it is known that education helped to solve problems of mankind not only in the current century. It is possible to result, for illustration, historic facts which speak about importance of an education sphere in the society, irrespective of time and social system.

W. Humboldt, who for the first time defended the idea of the state steady support of universities, made it during the intrusion of Napoleonic armies on the territory of the German states. Being engaged in the reform of Prussian educational system, he organized in 1810 Berlin university. From higher education history in the USA it is possible to result such example. F. Roosevelt's decision about an unprecedented support of universities in days of great depression. Finally, it helped the country to overcome the crisis condition and to reach positions of the world leadership in the field of the organization of modern manufacture and high technologies. It is possible to remind a familiar expression “America is rich not because it has a lot of money, but because it has a lot of universities. Let's notice, that, unfortunately, these obvious facts were not especially considered by the Russian officials of the highest level until recently though clearly, that normal existence of any society is impossible without high-grade functioning and development of system of higher education. The education place in the society life is in many respects defined by the role which plays social development of knowledge of people, their experience, abilities, skills, possibilities of development of the professional and personal qualities. According to numerous domestic and foreign experts, economy development in forthcoming decades will be defined by the resources having two different colorings: “oil” and “grey substance”.

In the education system there is formation of the person as a personality and a citizen where the person receives the necessary knowledge allowing to form, have and realize personal and civil positions, to choose consciously a trade and to identify oneself in social space. Not state, not society, not social group, but a separate individual becomes the basic

social value, the role of individual work and education increases. In the conditions of intensification of information processes the knowledge received by members of the society quickly becomes outdated. Hence, the requirement for education of all members of the society, which should become continuous, accessible, developing and advancing, will increase. The educational sphere in the developed countries has turned for a long time to the leading factor of economic growth: each unit of cost on education gives return at the level of 1.7–1.9 units of gross national product. The education sphere should become a strategic point of growth for Russia in the first decade of the 21<sup>st</sup> century. As experience of many countries shows, only its advancing development simultaneously forms investment appeal of the country and provides technological break. The policy of the state should be directed on formation of the active, purposeful and responsible person, capable successfully to carry out various vital roles in the modern pluralistic varying world.

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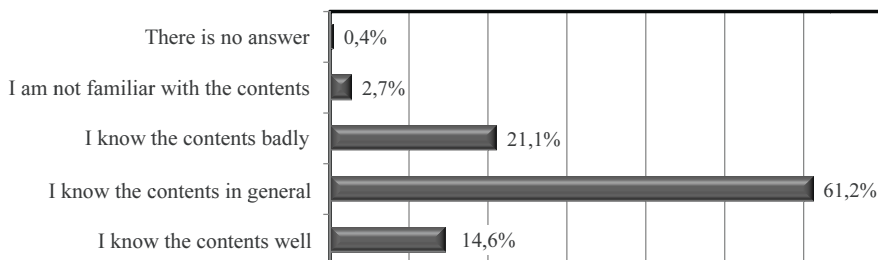
## **EDUCATIONAL ENVIRONMENT AS A FACTOR OF INCREASING LEVEL OF LEGAL CULTURE OF YOUTH IN BELARUS**

Legal education and training are important elements of formation of legal culture and legal consciousness of the person which are carried out by purposeful legal propagation, education and training. The level of development of the person in many respects depends on the success of these processes' course.

Before passing to the analysis of legal erudition condition, we will notice that many researchers start with representation about legal education and training as a continuous process of accumulation of knowledge of the law. From our point of view, in the contemporary situation the given approach should be added by consideration of questions of formation of legal consciousness, valuable orientations and installations in relation to the law, the state, the society which, in turn, are expressed in certain socially-legal behavior. Thus, it is necessary to consider three basic components of formation of legal culture: knowledge, installations, behavior.

First of all we will try to estimate level of knowledge of young men and girls of our region. For this purpose we decided to find out, how well

our compatriots know the contents of the basic document — the Constitution of Belarus. Answers to the question were distributed as follows (Fig. 1).



*Fig. 1.* The distribution of answers to the question “Are you familiar with the contents of the Constitution”?

As we see, only 14.6% of respondents estimated the knowledge of the Constitution of Belarus as good, that testifies to insufficient legal awareness of young citizens, after all the Constitution of Belarus is the basis of legal system of the state and the base component of formation of legal culture of citizens of any state.

Answers to the question “Name some duties of citizens of Belarus testify to the low level of legal culture as well. Unfortunately, the data appeared unfavorable. Answers of respondents were an unsuccessful attempt to recollect something from the legal area. In the offered variants of answers, differences between the constitutional duties (for example “to observe the Constitution”, laws), the rights (“the right to life, rest, work, education”), social norms (“to care of children”, “to observe etiquette”) and civil duties (“to inform on law infringements”, “to participate in the public life of the state”) not always were traced. About 70% of the inquired could not answer the question at all.

The obtained data, certainly, cannot give the detailed characteristic of legal education of young people, however accurately enough they show its general level. And, unfortunately, it is necessary to ascertain that it is completely not high, legal knowledge has a fragmentary character that is reflected in legal behavior of the youth and leads to its deformation.

For more detailed analysis of problems in sphere of legal education it is reversible to the data received during formalized interview of ex-

perts in the sphere of education<sup>1</sup>. Overwhelming majority of experts participating in the expert inquiry estimated the level of legal culture of youth as low. Moreover, the opinion, that the youth does not realize the importance of the received legal knowledge and is not able to apply it, was expressed. Many experts working in higher educational institutions, not carrying out students' preparation on legal specialties, obviously underestimate the role of legal education in formation of the future experts. The majority of them expressed opinion that taught legal disciplines are "quite enough" for preparation of students. In their opinion, today in higher educational institutions legal education and formation of legal values is not a priority direction. Let's notice, that in not profile higher schools in most cases they study some special courses, more often "Law Bases" and "Human rights". Moreover the given disciplines in general disappeared today from curriculums of some technical specialties for which, without preliminary preparation, the course "Bases of management" of intellectual property is read, being sub-branch of the civil law. In our opinion, such small amount of hours on legal disciplines does not give possibility to pay attention to formation of practical skills on application of legal knowledge, to form legal consciousness of youth, paying attention on sensibleness and the importance of received knowledge. Reproductive character of legal formation leads to formation of only residual knowledge of students. In the given context there ripened the necessity of revision of the qualitative and quantitative contents of legal and humanitarian disciplines which not only promote the growth of legal erudition of people, but also teach to think critically, stimulate growth of the general culture, social outlook, ability to be guided in a changing situation on the basis of both legal and socially-moral criteria.

Level of legal education of youth is influenced by various factors: sources of the legal information, ways of its reception, personal experience, etc. In tab. 1 (P. 141) there are the basic sources from which young people receive the information necessary for them.

It is necessary to notice that the leading position in legal education is occupied with mass media: newspapers, radio, TV (70.1%) and the Internet (43.9%) which are, on the one hand, the most accessible, and on the other hand — not always the most authentic sources of reception of the legal information. It is impossible to overestimate their influence on youth. For example, we will recollect that for the short time period

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<sup>1</sup> Data of the expert inquiry of 2012. (Experts on problems of legal education took part in the inquiry — representatives of the education system of Mogilyov.)

Table 1

**Distribution of answers to the question  
“Note sources of your reception the information on laws”,  
legal norms, %**

Sources	Higher school	Secondary special school	General distribution
Newspapers, radio, TV	71.8	65.5	70.1
Teachers	52	30.1	45.9
Internet	44.3	42.8	43.9
Family	23.4	23.1	23.3
Friends, acquaintances	20.7	22.3	21.3
Speeches of workers of law enforcement bodies	17.9	24.9	19.7
Special and legal literature	23.3	10.5	19.7
Speeches of the state officials	12.3	16.2	13.3
Electronic legal bases	9.5	2.6	7.6
I am not interested	1.3	5.2	2.4

*The note.* In the question it was possible to note some variants, therefore the sum in the columns can make more than 100%.

of an epoch of Gorbachov’s “publicity” ideological stereotypes of the Soviet society were leveled by decades. Young people were rushed by the stream of the versatile information which frequently contained a negative estimation of the legal, social and political situation in the country.

Today numerous films and, in particular, serials actively form teenagers’ and young people’ stereotypes of behavior which they cannot see in the family and social environment. It, first of all, concerns the scenes of “beautiful life” of the rich which is combined with idealization and even romanticizing of the ways, more often illegal, its achievements. Production of mass-media introduces stereotypes of the western mass culture which gradually supersede traditional stereotypes in consciousness of youth. In this case the basic channel of formation of legal consciousness and legal values of youth is symbolical socialization which consists of the person’s developing the system of legal values, associative uniting in the legal thinking various representations and concepts. That is, the individual, not having personal experience, at intuitive level understands any social or legal phenomenon, mediating its value with the information received through mass-media. Absence of knowledge and

experience in this case does not give possibility to young people to be competent and critical to approach received, often enough inconsistent and ambiguous, information that negatively affects the process of legal socialization and a choice of forms of legal behavior.

It is not necessary to forget about a huge positive educational role of mass-media. After all thanking it there are possibilities of reception of the right information people with different level of the prosperity and residence which not always have a possibility to receive the qualified help of professional lawyers, teachers, etc.

The position second for popularity among knowledge sources about laws and belongs to teachers (45.9%). Young people noted that it is the teachers and tutors brought the significant contribution to their legal education. At the comparative analysis of the given indicator in the context of educational institutions, the essential difference between students of higher and secondary special educational institutions is appreciable. So, more than a half of students of higher schools (52%) and only a third (31%) of pupils of secondary special schools specified that legal knowledge is received from the teachers.

It underlines the necessity of preservation within the limits of the education system of legal special courses and subjects. However teaching of disciplines of the given cycle should be directed not only on mastering of elements of the legislation, but also on training of practical skills of application of the received theoretical knowledge, ways of protection of the rights.

Among other sources of reception of the legal information the special place is occupied by the nearest environment of the person, namely the family (this variant of the answer is chosen by 23.3%), and friends and acquaintances (21.3%). That once again confirms the importance of primary legal socialization.

Both special and legal literature and electronic legal bases are used accordingly by 19.7% and 7.6% of the inquired respondents. Definitely, these are the most authentic sources of the information. However young people could use effectively the information containing in them, a certain level of legal erudition is necessary. Therefore percentage of the inquired, who chose these variants of the answer, is 10 times less. Necessity of initial legal knowledge for successful work with special legal literature and electronic legal bases confirms also that among pupils of secondary special schools is used by 10.5% and 2.6% accordingly. Among students

of higher schools whose level of base knowledge is more considerable, this figure is more and made 9.5% and 23.3% accordingly.

Let's notice that at the state level in Belarus active enough work on elimination of legal illiteracy among all categories of the population is conducted, systems of measures on complex maintenance of citizens with the full and actual official legal information are realized, and also various methods, receptions and means of legal education and increase of legal literacy of the population are applied. Within the limits of this activity and according to the Decision of Ministers' Council of Belarus on December 3<sup>rd</sup>, 2010 No 1771 "On the statement of the plan of measures on legal education of citizens for 2011–2015" regular work on increase of legal literacy of the population is conducted. That is why various forms and methods of legal education are widely used: carrying out of lectures in the system of improvement of professional skill, legal propagation and education through the press, radio and TV, the organization of charitable actions, lectures and conversations, seminars and conferences on legal themes.

Thus, today the educational environment should become the base element of formation of legal culture and should be provided with a complex of pedagogical conditions of the organization of this process. It is necessary to remember that the correct and high-grade knowledge underlies legal behavior of the individual realizing the legal installations, and studying of interest of citizens to the legal information and sources of its reception gives indicative criteria for an estimation of legal culture.

Formation of legal culture of students in the conditions of modern educational institutions should proceed stage by stage, basing on structurally-substantial characteristics of the process. The estimation of formation of legal culture of youth is necessary to be conducted in a complex, considering data of parameters of estimated, emotional, motivation-valuable and behavioral criteria. During teaching of legal disciplines and disciplines of the humanitarian cycle it is necessary to give special attention to studying those aspects of the society life which are directed on disclosing of the contents of fundamental laws and personal freedoms, on recognition of the right as standard fixed social justice, general measure of freedom and equality of citizens. During vocational training of young people it is necessary to supplement regularly theoretical legal statuses with data on possibility of their practical application, connecting them with pressing needs and interests.



## **FACTORS DEFINING INCREASE OF EFFICIENCY OF THE HIGHER JURIDICAL EDUCATION IN CONTEMPORARY RUSSIA**

At the present stage in Russia the administrative and educational reform is carried out. In our state there is a perfection of the state apparatus in the center and regions, territorial changes and integration into the international community. For maintenance of achievement of the purposes and problems of the state and social development, effective control behind power actions, realization of any professional work it is necessary that experts possess qualitative professional knowledge. The development of education turns to one of the most important spheres of human activity who is closely bound with all other areas of public life. The higher juridical education is socially claimed and consequently demands constant attention and support from the society and the state as the institute organically combining training, education, development of professional skills and personal qualities of the youth.

Now there is reforming of the Russian system of the higher juridical education. In our opinion, it is necessary to study a number of the major factors, defining increase of efficiency of the higher juridical education in contemporary Russia.

The period of reforms of the 1990s and early 21<sup>st</sup> century in an unusual way reflected in the system of the higher professional, including juridical, education. It has undergone to essential transformation and already at empirical level finds out considerable quantitative and qualitative changes. These changes generally occurred and partly continue to occur not as a result of the purposeful policy, though spontaneous one. The system of the higher juridical education, generated thus, strongly enough differs on key parameters from the system operating during the Soviet period. It, according to many scientific lawyers, is less effective and is internally inconsistent, that gives the bases to estimate its condition as a crisis [1, P. 15]. In this connection within the limits of modernization of the system of the government by the Russian society one of priority directions was the necessity of development and juridical education perfection is allocated. On May 26<sup>th</sup>, 2009 the President of the Russian Federation signed Decree No 599 “On measures of perfection of the higher juridical education in the Russian Federation” [2, P. 13]. Its purpose is the termination of release of not qualified and low qualified

workers for judicial system, regulatory authorities, local governments, increase of legal culture of all population in the country, corruption counteraction.

It is necessary to ascertain that preparation of professional lawyers is carried out by not profile (i. e. nonprofessional in this business) higher schools which actively began in the mid-1990s and, despite some made attempts on its decrease, actively proceeds till today. In comparison we will notice, that during Soviet time the very thought about possibility of such preparation would be regarded as absurd. It is clear, as, unlike many specialties and directions of preparation of the higher vocational training, the juridical education is an admission to the state posts burdened with the power and responsibility. Therefore preparation of lawyers for such posts by the nature cannot be organized at amateur level. It is necessary to restore and develop the control of the state over the maintenance, forms and, the main thing, results of the juridical education. The concrete key decisions, which realization by administrative methods is capable to translate the system of the higher professional juridical education on the way of consecutive positive development, should, we believe, be the following:

1. Complete termination of preparation of lawyers by the higher vocational training in not profile higher schools, and not only on the basis of budgetary financing, but also on the contractual (off-budget) basis. Only specialized legal institutes, academies and faculties of law of classical universities should have possibility to carry out enrolling at specialties and the directions of preparation granting the right to receive the higher professional juridical education to occupy a post of the judge, the public prosecutor, the notary, the lawyer, the arbitration managing director or other state posts demanding the higher juridical education.

For not profile higher schools after working out of special standards, the right to prepare highly specialized lawyers for work in concrete areas of the national economy can be kept. For example, legal advisers in the industry, transport, agriculture, etc.

2. It is necessary to refuse completely preparation of lawyers of a wide profile, i. e., focused on work in the state structures and law-enforcement system, on the basis of contracts with legal or physical persons. Such preparation should be conducted exclusively at the expense of means of the state budgetary financing, but financing in the due volume providing preparation of professional lawyers of high level.

3. The policy concerning reception of the higher professional juridical education under the correspondence form of training should be reconsidered. It is necessary, as it is represented, to return to the position when it was supposed exclusive to receive legal specialties under the correspondence form of training by the persons, already working in legal and law enforcement bodies or bodies of the state and municipal management. It will give the chance to tighten the educational level, received on the correspondence form, to the level of the internal form of training — the basic for the difficult and volume juridical education [3, P. 281–287].

4. For the system of the higher juridical education, it is expedient that accurate definition of legal posts for which the graduates having this or that level of the higher vocational training can apply, to provide that some other can apply for a post of the judge, the public prosecutor, the notary, the lawyer only the persons having Master's educational level; to define that in branches the preparation of lawyers can be carried out only at Bachelor's degree level, and preparation at magistracy level — only on the basis of stationary forms of training; working out and realization together with the future employers specialized Master's programs focused on features of activity of the corresponding organizations.

5. The important factor defining increase of efficiency of the higher juridical education is juridical education and science integration.

Jurisprudence is the major direction of legal policy as the ideology of the law as a social institute here is developed; its purposes, function, principles, spirit and sense, new branches, institutes and norms of the law, new legal designs, concepts, tools are formed, evolution of legal technologies and legal life is predicted.

Science and education owing to the specificity are integrally connected among themselves and objectively cannot exist one without another. The science enriches education by new knowledge, develops new, progressive methods of training, and education is a source feeding the science with young workers. That is why the solution of many problems of development of scientific and educational activity depends on their effective interaction.

We consider science and education integration as process of interaction of scientific and educational activity of higher schools, and also the process of cooperation (interaction) of the organizations of the academic science and higher education with a view of increase of efficiency of scientific and educational activity, preparation of highly skilled experts, rational use of financial material and personnel resources.

Integration of the juridical education with a legal science will help to achieve conformity of quality of the higher juridical education to increasing inquiries of the Russian society and the state.

Consecutive integration of the higher juridical education with the science solves a complex of problems. First of all, it allows to update a scientific component of teaching in higher schools, and also actively to involve students in research work, to give additional material and information resources to education, promotes preparation of qualitative workers for expansion of teaching structure.

6. At last, we will allocate one more key factor connected with an intensification of educational work in the higher school as one of the important components of education of professional sense of justice of students-lawyers.

Legal education is in close interrelation with legal training. The educational and training context is in an indissoluble unity. Education is an integral part of educational process along with training, and only in the set they are capable to lead to result which is understood as a quality education.

Educational process is represented as information, supposing influence possibility on the student with a view of formation of the person and individuality through emotionally-sensual experience.

It is very difficult to reduce essence of educational process especially to transfer of the fact sheet and the information. Professional knowledge and skills can be generated only when the emotionally-strong-willed sphere of structure of the person when there is a subjective motivation to perception of knowledge when the received information has not only substantial sense, but also the importance is involved in informative activity.

Educational process promotes maintenance of quality of formation in following directions: creation of conditions for safe training, formation of the certain personal qualities necessary for the high quality expert, formation of personal qualities, demanded by the modern society [4, P. 47–48].

If we do not wish to lose young generation, and with it the created future of Russia concerning revival of the organized work on formation and development of valuable reference points in the student youth environment it is time to undertake vigorous, thought-over, systematic actions.

According to R. G. Strongin and A. V. Petrov [5, P. 22], for this purpose first of all it is necessary:

- At all levels of management of higher education system to define the given direction of work as priority in the state policy in the education sphere, to plan and supervise it;
- To fix the purposes, the contents and forms of the organization of educational work in the laws regulating educational relations;
- To spend unification of all state educational standards regarding the general requirements to the person of the graduate;
- To enter a set of the obligatory subjects forming corresponding elements of the general ideology, included as federal components into each educational standard (the national history, the Russian constitutionalism, ethics bases could become such subjects);
- To adjust special work on the professional training, capable to conduct corresponding subjects and aimed at formation of national ideology of the Russian student youth.

As it seems to us, it is necessary to raise also motivation of students to study, to accustom students to independent work by increase of motivations to accumulation of knowledge, self-development and self-realization.

Summing up, we will notice, that the problem of formation of the higher juridical education, necessary for effective functioning in modern Russia, depends, first of all, on probably fast and radical overcoming of the key reasons defining development of negative tendencies in it. It is important to develop in system of the higher professional juridical education the directions defining possibilities of increase of efficiency of preparation of law students, and also formation of the personal qualities providing realization of received knowledge according to the requirements of the Russian society and state.

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## **EDUCATION PROBLEMS IN THE INFORMATION SOCIETY**

Education as any dynamically developing system should react to the changes occurring in civilized development of the society adequately. At the same time, now education, in that form as it developed by the beginning of the 21<sup>st</sup> century, does not consider occurring global crisis in welfare development. It cannot resist to it and consequently, to promote its overcoming. The main problem of developed conditions can be defined as a global crisis, first of all, of humanitarian culture and humanity as a whole, as many researchers mark today, human culture worries internal degradation, and progress turns to the contrast. The picture of the modern cultural situation represents a motley kaleidoscope of forms, phenomena, innovations both mental and spiritual, both real and virtual, their birth and dying. In this situation promptly varying world often enough does not allow itself to reflex, to realize, to understand, leaving thus the person in the condition of uncertainty, impracticality, unavailability to changes of a similar sort.

The analysis convinces that in such situation there becomes central the education problem as comprehension of a phenomenon of education staticizes quality of culture, welfare situation of the present. According to M. S. Kagan, the modern society is, as a matter of fact, the witness of the statement of new system of values, that “the mankind worries next — and, maybe, the most responsible transition period in history from one system of values to another: from that system which developed in the European culture of New times in the conditions of victorious procession of scientific and technical civilization and ruthlessly removed valuable consciousness on a culture roadside, having uplifted on its top scientific knowledge and the technical-technological progress based on it, to that new hierarchy of values which restores former significance of

values, but not so religious-mystical character, and desacralized civil-ethic-aesthetical-existentialized...” [1, P. 195].

In modern information culture there are boldly shown essentially other mental, spiritual orientations of the person. Here the main task is to designate and realize a valuable matrix of post-non-classical culture, to isolate values which would be proportional to the person and, first of all, to its humanitarian nature as intrinsic characteristic of quality of the person. The arts education persistently is “teacher — trainer” when with all sequence the educated person is not simply a sum of knowledge, and the good breeding sum is found out, that, training and development calls for creation of cultural-educational space, special atmosphere of culture at level of mutual relations.

The second acute problem is connected with the crisis position of domestic education having the double nature. On the one hand, it is a consequence of global crisis of education, on the other hand — it occurs in conditions and under corresponding influence of the state crisis, both social and economic, and sociopolitical system of the country. Today it is a more clearly realized necessity of change of an educational paradigm as the main contradiction of the modern education system — the contradiction between fast rates of an increment of knowledge in the modern world and the limited possibilities of their mastering by the person is more boldly shown. Thus also it is necessary to notice, that modern education in the methodological installations, theoretical designs and practically realized forms, means and methods remains within the limits of the paradigm of classical culture and to rationality corresponding to it while the post-non-classical reality confirms essentially other values and the purposes and consequently criteria of the rational.

At the same time the crisis situation, along with an aggravation of problems and contradictions, opens essentially new possibilities of understanding and knowledge of subjects, processes and the phenomena. It is well-known, that in the conditions of crisis original values and essence of things are opened, that first of all, it is fair for such cultural phenomenon as education, as practice convinces, prospects of development of mankind depend on its orientation and efficiency. The critical judgment of the present situation should be perceived not as full, absolute negation, and as possibility of introduction of essentially new ideas, a substantiation of other paradigm of the development of education corresponding to post-non-classical rationality.

Today with all evidence it is necessary to form and prove new Payde education space, inherently cultural, uniting in itself anthropologica-

lity of thinking, i. e., co-measuring any phenomena of the surrounding validity with the person as method of all things. The Ancient world formed the person as the personality, with the defined cultural-moral orientations, it created a unique education system in which not the professional in a certain area is formed. The purpose of similar education is knowledge and forming of life, the world and formation of the person's image proportional to culture, realized itself as a culture part. Here it is necessary to understand intrinsic distinction between understanding of education as a way of traditions, knowledge (and no more) and, education as a way of transfer of a value-semantic cultural continuum. In the educational process education and training should be considered as dialectic contrasts as they reflect the same essence of the given phenomenon, but from different parties. Thus, education is the defining party of this process. Hence, education is a phenomenon, first of all, humanitarian, it has the status of personal self-determination of the person with the world of culture, morals and education.

As Russian philosopher I. A. Ilyin wrote, "Training without education is a difficult and dangerous business. It creates most often the semi-educated, doubtful and arrogant people, vain debaters, energetic careerists; it arms anti-spiritual forces; it unties and encourages in the person 'a wolf' " [2, P. 309]. Really, after all to transfer knowledge on material knowledge and the inner world and to learn trainees to own this knowledge in interests of the person, in the moral, humanistic purposes are different problems. As it is possible to make from the same piece of metal a plowshare for the plough and a knife for the murderer, and it is possible to direct the same knowledge on socially useful and kind business as for the sake of the person, and all mankind, but it is possible on the basis of the same knowledge to bring up next "Cagliostro" — the cynic and the villain, the scoundrel and the liar. The above-stated allows to draw the conclusion: All matter is in what world outlook values will be put in consciousness trained in the course of mastering of knowledge. Empirical mastering by a knowledge subject is capable to exercise memory of the person, but not to develop its humanistic, moral thinking and feelings. It is pertinent to recollect wise words of French writer A. Barbusse: "The school is a workshop where the thought of rising generation is formed; it is necessary to hold it strongly in hands unless you wish to let the future go" [3, P. 88].

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## **METHODOLOGICAL CULTURE OF MODERN HISTORICAL SCIENCE OF STATE AND LAW**

The current status of methodological culture of historical studies in our country is characterized by a gradual withdrawal from Soviet-Marxist standards and stereotypes which have developed in the course of several decades of the 20<sup>th</sup> century. However, a refusal to follow this kind of methodology declared by many historians is often absent in particular historical scientific methods and corresponding results. Searching for more universal instruments and more heuristic programs remains the most relevant issue of the modern historical science.

As for the methodology of historical studies of state and law, a review of literature in this field shows that it mainly consists of affirmation of the current cognitive situation. Offered methodological alternatives whether result from general historical programs (“new historical science”, “new chronology”, “minor history”, etc.) or arise from purely philosophic or philosophic and historical discussions (“formations or civilizations?”, etc.), or a priori have formal descriptive (non-normative) nature. As for substantial methodological projects and conceptions oriented at passing previous milestones and reaching new ones are virtually absent in the domestic literature. Foreign developments in this field are not available or rarely used by Russian historians studying state and law.

Scientific studies of legal phenomena of the previous history of societies (states, civilizations) represent special cognitive challenges for a researcher specializing in this field. Scientists specializing in natural sciences or socio-humanistic disciplines (that are known to study present observable events and processes) do not typically face such kind of challenges.

These challenges are first of all associated with the chronological remoteness (“time distance”) of the modern researcher from its *object* of cognition — historical forms of law performance. Such an object can be, for example, a once existing custom or law which functioned in some archaic society but now have lost any value for political and legal practice.

Such an object, from the point of view of a gnoseological subject, existed (and, probably, exists) in a special ontological world — in *the past* which makes it not observable for the given researcher living and acting in *the present*. Therefore sensuous empirical methods of definition and analysis of studied objects typical for empirical sciences (geology, chemistry, sociology, etc.) are not usually suitable for historical legal science and should be applied with help of other cognitive procedures.

The modern historical legal science places emphasis on cognitive interpretations (as defined by E. Betti) of socio-political and legal resources (“artifacts”, that is ancient texts with their obsolete laws) as well as nomatic (logical-theoretical) definitions and historical scientific reconstructions (simulation of previous legal facts, events, processes). All this results in a specific address (attitude) of modern historians studying law to their objects: first of all they study the historical reality which is identified by them as the actual, that is things existent adequate to the rationalism of the perceptive mind and its cognitive methods. And here a paradoxical situation arises: a law historian largely reconstructs his *object* of study<sup>1</sup> by himself; at the best case he finds it in the framework of a cultural tradition — again, not in the form of an object, but as “objectified knowledge” (as defined by K. Popper).

Studying of any subject means, as it is traditionally accepted in the science, finding a solution to the issue of its limits. Here law historians often have to turn to the philosophy of the law to take into account its “lessons”, first of all, conclusions of philosophical discussions dedicated to the issue of law (legal phenomena) definitions.

It was understood long ago that the contents of the law (both existing in the past, and existing nowadays) can’t be defined through its historical sources (“forms”). It is not reduced: to the well-known or sacral “general principles” (about which, as a rule, there is indefatigable

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<sup>1</sup> It is usually considered that the first to mention the principle differentiation between the *object* of cognition and its *subject* was I. Kant (1724–1804) who applied the notion of “phenomenon” to the class of sensuous visual ideas which because of the transcendent idea of “the existence” attain in scientists’ mind the meaning (more precisely, intersubjective meaning) of a particular object of the scientific study. Therefore, Kant’s cognitive meaning of the object corresponds to the scientific notion of the *event*; whereas the object remains “a thing in itself”. To be fair, however, we should mention that before that R. Decart (1596–1650) identified the subjective simulation of a simplified subject of knowledge (in the form of mechanistic ideas about it, which are described with algebraic equations) as the cognition of the essence of the studied complex object.

ideologically-theoretical struggle), to separate legal procedures or acts (almost always subjected to incessant political criticism), to judicial or other precedents (which are often reconsidered or cancelled in the history). It seems that when analyzing known legal sources contents it is only possible to find conditions (in case of comprehension of “the natural right”) or elements (as fragments for further “legal designing”) of the law as it is. Historical sources of the law is only a basis on which grows and develops a particular law itself. Knowledge of such a mechanism is possible only in a philosophic-theoretical form, i. e. as its cogitative reconstruction based on the cultural-point-of-view basis (in particular, logic laws), rather than on the private historical-empirical facts.

Resulting from the incessant criticism of written laws — both in the past, and in the present — the legal thought since ancient times distinguishes letter and spirit of laws. This is the source of one of the first — apophatic, i. e. made by way of negation of any known signs — law *definitions* (as “spirit of laws”).

At the same time the positive (substantial) sense of the law remained often ambiguous and at times hardly perceptible for human thought: sometimes it was Divine spirit, sometimes “spirit of the people” (Montesquieu), sometimes spirit of the age (M. M. Speransky) etc. Nevertheless, the general tendency of philosophical-methodological approaches to law definition as we see, is reduced to a recognition of its specific “onthology”: neither materiality (a material substance), nor even the significance (material form) of the law categorically do not express the most universal nature of the law as a special general historical phenomenon. Law comprehension as the spiritual thing operating people through their reason by means of rational norms, became *the purpose* of a legal science, sense of its cognitive claims.

The recognition of the law as such a spiritual and basic thing in history takes historical-legal researches beyond the framework of the science itself, which traditionally aspires to achieve the objective truth. Really, the problem of cognition of “spirit of laws” for historians of the law appears to be complicated and such most important task, rising before them, as a problem of *understanding* this person (“unscientific”) essence. Already hermeneutics — one of conducting philosophical methodologies of the 19<sup>th</sup>–20<sup>th</sup> centuries — has convincingly shown that methods and the receptions intended for reception of “objective” knowledge (that is characteristic first of all for natural sciences and technical scientific disciplines) — in case of comprehension subjective (spiritually-cultural, psychological etc.) realities are already insufficient for adequate under-

standing of the latter. Therefore it offered special techniques: methods of immersing in a historical context and techniques of “co-authorship”, various types of interpretations, an “author’s point” of view about history, etc.

Comprehension of these and similar cognitive difficulties arising before the historian of the law, inevitably leads one to important *methodological questions* and, as consequence, to those meta-empirical principles which go on to further its research work.

Really, the abovementioned “subject” approach to the studied object brings an attention to the question on the purposes and problems of historical-legal researches (in comparison with “objective” researches) in a dramatically new way. Here the reproduction of an object of research (i. e. some historical legal phenomena) is a necessary initial issue and the important initial stage preceding further and deeper scientific studying of these phenomena.

Rather ambiguous — in comparison with natural-science methodology — the question of the forms of the future cognitive results in the historical-legal science appears. It concerns not only the facts, categories, classifications, concepts and other general scientific versions of this (historical-legal) knowledge, but also of specific formulas (expressions) like: “the important historical value”, “major historical event”, “considerable influence”, etc. It is thought, that, despite the popularity in the historical-legal literature, they are deprived of accurate methodological sense as having obviously estimating nature.

The question of the scientific validity of these results remains problematic: what is a criterion of truth, what are the procedures checking this knowledge?

These questions for the majority of historians of the law are not rhetorical. To some extent these questions are resolved by way of comprehending their own *methodological experience* inherited from the teachers, or those rather subjective *methodological assumptions* which they are capable to formulate on this basis.

It is believed that the level of methodological culture of the scientists working in this specific area of the historical science can be considerably raised, if they — besides own cognitive experience — are guided also by other methodological *knowledge* known in scientific community and already approved in other areas of knowledge: categories, principles, ideals, examples-samples, special theories.

## **GLOBALISATION AND LEGAL FUNCTION OF THE MODERN STATE**

In the theory of state and law the overwhelming majority of researchers agree with the general thesis that functions of the modern state qualitatively and quantitatively change under the influence of globalization [1, P. 3].

Speaking about forms of such influence, M. N. Marchenko believes that changes of functions of the state in the course of globalization are represented by old functions becoming obsolete, and new ones arising, that is, functions that existed before developing, and also essential change of its traditional functions which essentially change not only in the meaning, but also in realization methods [2, P. 435–436].

L. A. Morozova specifies the following tendencies in the development of functions of the state: increase in number of functions of the state, expanding of the state influence on the life of the society. At the same time some functions outgrow the interstate importance (ecological and protection of human rights) and simultaneously attain external aspects, i. e. internationalization of internal functions of the states takes place (attributing to internal functions considerable international aspects, their close interaction with the environment, interrelation of internal and foreign policy) [3, P. 123]. However, the state can't interact with other states in the same way it act within its territory. Therefore we think it premature to unite internal and foreign policy in one field of activity of the state [4, P. 106].

Along with formal changes L. A. Morozova specifies dramatic changes of the contents of functions of the state, including: formation of new democratic statehood; the priority social and humanistic ideas in state functioning; increase of national and social value of the state as it is a source of the stable law and order and safety of the society, the main defender of the rights and freedoms of the person [5, p. 123].

Globalization also affects the corresponding state structures and their methods of realization of functions of the state.

The jurisprudence does not have general understanding and, as a consequence, a unified name of the law-enforcement function: some name it guarding function (D. V. Pozharsky, T. N. Radko, A. G. Andreev), some — law-enforcement function (for example, A. S. Pigolkin,

V. G. Rummyantseva, S. P. Shatilov), others — function of protection of the property, the rights and freedom of citizens (M. N. Marchenko), others prefer to speak about function of protection of the law and order (A. V. Malko, A. N. Golovistikova, S. L. Makshtareva, S. V. Lipatov). L. A. Morozova names this function — function of protection and protection of the rights and freedom of citizens, legality and law and order maintenance, E. V. Ryabov — function of maintenance of the law and order, F. F. Fatkullin — protective. According to E. L. Leshchina, law-enforcement function of the state is part of its protective function as protective activity of the state is wider than law-enforcement [6, P. 33–43]. It is difficult to agree with this position (E. L. Leshchina) — we consider, that it is a nonsense regarding a lawful state.

O. V. Kharchenko considers, that the contents of such functions, as law and order protection, public order maintenance, legality and law and order maintenance, protection of the property right, other rights and freedom of citizens etc., mentioned by various authors, is part and parcel of the uniform law-enforcement function. Thus the concept law-enforcement function is, of course, connected with such widespread concepts, as law-enforcement activity, law enforcement bodies which have also official (legal) definitions [7, P. 257].

V. G. Rummyantseva and S. P. Shatilov pay attention to the etymology of the words forming the expression law-enforcement function: the word protect means supervision of safety of somebody/something, and also actions and the actions connected with protection of somebody/something from encroachments, hostile actions and etc. This proves that the meaning of the term law-enforcement function reflects specificity of activity of public authorities on protection of norms of the law [8, P. 39–40]. Taking this into account, law-enforcement activity of the state is also exposed to influence of factors of globalization.

There is a reasonable question: what phenomena and tendencies meaning globalization influence law-enforcement function of the modern state? In 2005 the President of the Russian Federation V. V. Putin said: “We are also ready for effective partnership with all countries in solving global problems — from search of an effective solution to the problem of deterioration of environment to an outer space exploration, from prevention of global techno-genic accidents before elimination of threat of distribution of AIDS and, of course, to a unification of efforts in struggle against such challenges to the modern world order, as the international terrorism, trans-boundary criminality and drug-dealing” [9]. The trans-boundary (transnational) criminality, as it is known, includes

contraband, illegal trade of arms and people, financial frauds, washing up of money, racket and blackmail [10]. Among negative (criminal) globalization consequences, there are also such threats as: intrusion of the market into social and spiritual sphere; self-restriction of the state sovereignty in favor of the international organizations and the transnational companies, increase of property inequality; occurrence of the countries — bankrupts; Occurrence of large private participants of the market, capable of speculative operations to bring down the local and regional markets, illegal migration etc. [11, P. 58–59].

It is obvious, that ideally these and other similar factors connected with globalization and representing threats to the world and national law and order, should be comprehended first of all in the theory in order to receive the state-legal decision on the basis of — in the form of the general strategy and concrete kinds of practical activities on elimination or minimization of the given threats.

Today in Russia — neither within the limits of the state and law theory, nor at legislative level, in a state policy — there is no uniform vision of criminal threats connected with the world globalization, and approaches containing in various documents and estimations of the this problem are fragmentary and inconsistent, that partly means absence of due theoretical workings out. At the same time during past years the USA — within the limits of the United Nations, OAG and NATO — have developed and introduced (as a matter of fact have legalized at the international level) some new formats on realization of law-enforcement function of the modern state in a new, ex-territorial context. And, the majority of these formats directly is connected with struggle against criminality (with terrorism — in Afghanistan, with drugs — in Colombia and Mexico) [12, P. 3–7].

Taking into account the aforesaid it is obviously important and necessary to take advantage of the theoretical possibilities opened within the limits of studying and development of the concept of law-enforcement function with reference to conditions of globalization.

Speaking about definition of law-enforcement function, L. A. Morozova considers, that this function is aimed at protection of the rights and freedoms of citizens, legality and law and order maintenance and is one of priority functions of the state [13, P. 39].

In the maintenance of law-enforcement function of the modern state E. V. Ryabov and many other researchers allocate the following non-basic functions (minor functions): political system protection; property protection; protection of the rights and personal freedoms and

other subjects of the right. It is easy to notice, that this division is under construction on objective criterion. In opinion A. G. Andreyev to make similar division of guarding function of the state the huge set, and, according to the logic of things if there is a function (minor function) there are the state bodies realizing this function is represented inexpedient for the reason that subjects of legal regulation. In this case it is necessary to create for protection of each subject of legal regulation the law enforcement body, for protection of the rights and freedom of the person and the citizen, for protection of the property the, for struggle against criminality the [14]. The given conclusion requires the critical analysis.

According to T. N. Radko, the structural approach to the analysis of guarding function [15, P. 117–118] seems to be more correct. Following this methodological principle, it is possible to allocate the following directions (minorant function) of the basic law-enforcement function: 1) preventive (precautionary); 2) suppression of offences (remedial); 3) law constructive; 4) retaliatory (legal responsibility) and some other. From this it is visible, that semantic loading of the term law-enforcement function reflects specificity of activity of public authorities on protection of norms of the right.

The maintenance of law-enforcement function includes at least four elements: object (an objective orientation), the subject (the state bodies), actual activity, including its means and methods, and also the purposes and problems at which achievement function as a whole is realized.

As a rule, speaking about guarding function of the state, basically, the attention to the question on quantity of the objects which are subject to protection from the state [16] is brought.

M. N. Marchenko believes that methods of activity of the state bodies, and, hence, and realization of functions of the state are numerous enough and various. So, in the course of realization of law-enforcement activity of the state bodies belief and compulsion methods [17, P. 341] are presented.

According to A. I. Gnatenko, for more adequate understanding of activity of the state as forms of realization of its functions expediently introduction of concept the mechanism of realization of functions of the state, representing set of competent bodies, forms and methods of their activity, and also the process of their administrative influence mediated by the right to various spheres of a public life with a view of practical realizations of functions of the state [18, P. 6, 14].



In the conditions of globalization the meaning and forms of realization of law-enforcement function of the state should change essentially — in proportion to occurrence of new sources of social danger, increase in volume of trans-boundary criminality, and also at the expense of increase in quantity of protected objects. The theoretical judgment of the given factors should be promoted by more consecutive application of the general scientific functional approach.

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## **EDUCATION ROLE IN FORMATION OF PROFESSIONAL SELF-DETERMINATION OF YOUTH**

Modern conditions of dynamical development of a society make the big impact on various aspects of life of youth. Economy transition to market relations has led to destruction of existing system of influence on socialization of young generation, the state has refused earlier existing principle of management concerning socially-professional self-determination of youth.

Educational structures not to the full carry out the functions of formation of professional self-determination therefore, young men to have

to adapt to difficult conditions of injection in a society, to estimate the professional interests and possibilities.

The education system is guided by opinion of those who directly use educational services when execution of the state plans [1] was earlier priority. Professional educational institutions have started to open and expand a set on the specialties which are popular at youth, and this process has accepted mass character. Also far on the profile from preparation of economists and lawyers educational institutions have begun training on economic, legal and other specialties.

This process does not accept the information on real and perspective requirement for shots for a support, but is the actual answer to the social order. Thereby existing collision between expectations of modern youth and education system structure is softened. It is possible to carry discrepancy of structure of a professional training and requirements for them to negative consequences of this process of a national economy, in other words, the contradiction between a labor market and the market of experts.

Representations of young men about a labor market and trades in the majority are far from the validity, decision-making process about a trade choice is often dictated by a priority of external status values, weak knowledge of the abilities and possibilities. The youth is guided by the trades fixed in mass consciousness as “modern”, “prestigious”, “favorable”, “fashionable”. Though actually the economy develops so, that the requirement for the working trades especially qualified, does not decrease, but only grows. It testifies to absence at youth of the generated professional self-determination.

Transition to market economy has led to occurrence of essentially new situation in socio-labor relations where young men are insufficiently prepared for a modern labor market. Enough extended the situation when graduates of educational institutions are compelled to change a specialty today is, and not having started to work on the received specialty.

In the period of society change habitual ways of interaction, such as an “education system — manufacture” do not operate, value of the person ready for an independent life increases in such conditions. The market economy not only creates favorable conditions of free action of each person, but, also makes to its certain demands — ability to choose independently, be ready for unpredictable situations. The solution of problems of preparation of the person to the realized professional self-determination becomes vital [2].

All these and other contradictions demand the prompt permission, cause necessity of the scientific approach to problems of professional self-determination and youth adaptation on a modern labor market. Consideration of process of professional self-determination will allow to overcome some social contradictions of a modern society, to predict tendencies which are necessary for taking into consideration at the decision of problems of working out of an effective youth policy.

So, problems of employment of modern youth, its professional self-realization and professional self-determination take the important place in researches of professional career of youth.

Changes in social and economic position of the society, the outlined slump in production, undoubtedly, lead to redistribution of a manpower in spheres of employment and especially youth employment. Owing to features of social characteristics, the youth appears insufficiently prepared for modern position in the market and is one of the most vulnerable groups. Therefore so important correctly to be defined with a trade choice, and that who already gets education, to find and occupy the professional niche on a labor market.

The changes occurring in the country last years, have led to that the increasing number of young men considers reception of high-grade formation by a necessary condition (tool) of achievement of the desirable social status and higher financial position, a certain guarantee from unemployment. Vocational training becomes the major element of an infrastructure of a labor market [3].

The tendency of reception by young men of the higher vocational training on the specialties occupying from youth highest on prestige of a position of a trade — the lawyer, the economist, the psychologist, — has led to discrepancy growth between experts — graduates of high schools, and the experts necessary on regional labor markets. Besides, modern young men know about the future labor activity inexcusably a little, and also it is not guided in a labor demand. Therefore, comprehension by the young man of the professional choice, motives of a choice of a trade is pledge of its successful development, and in the future gives the chance achievements of certain heights in professional work.

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## **ELECTRONIC EDUCATIONAL TECHNOLOGIES: HISTORY AND THE PRESENT**

Now electronic educational technologies became considerably widespread and popular both in traditional educational process and in independent work of students.

The term electronic training (e-learning) is used in the Russian Federation seldom enough and frequently distance training (DT) is understood as a synonym, widely known in Russia. It is not absolutely true, as DT is a training at which process of delivery of teaching materials can be carried out equally by mail, the courier, by means of electronic devices. While at realization of electronic training, training-informative activity is carried out only by means of innovative information technologies. Thus, e-learning is only electronic training, and in DT— electronic training can to be used.

Modern electronic training has a number of basic advantages: the account of specific features of pupils, access to a file of educational services, management of training-informative process and the control over its results, use of innovative multimedia and interactive technologies, etc. Thus the main difference e-learning from DT consists that at electronic training probably direct and frequent interaction of students among themselves and with teachers by means of electronic devices that promotes training improvement of quality.

E-learning goes back to the simulator of flights designed in the USA in 1929 and programmed by means of punched tapes, and also to an electronic training apparatus with possibility of updating of the programs, appeared in 1943 the Real breakthrough with development e-learning became possible with distribution of personal computers that initiated to formation of base of the educational software. As early as in 1969 has opened its doors The Pen University (Britain), aimed at training of people during time convenient for them and in a place convenient for them. Similar universities have appeared in Spain (1972) and the USA (1984).

Now superiority in realization of electronic training is held by the Great Britain, Spain, the USA, Finland and Republic Korea in which electronic education is legal both in higher educational institutions and in high schools.

In the Russian Federation the issue of electronic training has risen from the beginning of the 1990 when in some large country high schools original prototypes of systems of remote formation were organized. At the same time it is necessary to notice, that already in 1970 in our country there were the original television lessons which traditions of many modern television and radio companies and first of all television channel Culture. In 1980 there were educational packages of applied programs (like SAPR). Then, in 1990 — electronic textbooks, and in 2000 — virtual laboratories at last. Each of the specified electronic means provides support of any stage of independent cognitive activity of pupils.

In 1990–2000 the Government of the Russian Federation made a number of orders and amendments to them, regulating distance and electronic education. Actualization of e-learning occurred in 2012 when they defined the priority of electronic training and a new law was passed “On education of the Russian Federation” dated December 29<sup>th</sup>, 2012 No 273-FL. This law designates the term “electronic training” as legal norm and institutionalizes network methods of the organization of training: “...educational programs are realized by the organization which is carrying out educational activity as it is independent, and by means of network forms of their realization including distance educational technologies, electronic training”. Thus, in the society there was comprehension in requirement and necessity of electronic training as steps for the further development.

Now systems of e-learning became popular, all leading stages providing support to cognitive activity. Among similar educational systems are known *eLearning Server 3000*, *xDLS*, *Gekadem*, *Prometeus*, *CT the Course*, *Distance Learning Studi*, *RED-CLASS*, etc. System *Mdle* which is the training program, aimed at interaction of students and teachers is also known.

In *Mdle* the teacher can create the courses combining texts of lectures, auxiliary materials, tests, control tasks, etc., to supervise success of development of materials and performance of tasks, to put down marks and to give comments.

All given systems of electronic training have a number of drawbacks: inflexibility of the training program in which it is difficult to correct

algorithms of management of training at change of the purposes and training course problems; there is no combined n-line/f-line training mode; essential expenses of time for search of not mastered material.

Common fault of electronic educational technologies is that they in terms of quality and training time do not allow to come nearer to process of training with the teacher.

So, electronic educational technologies eliminate an educational inequality and give identical access to training-informative resources to people from the different remote corners of the country. Now actual is a problem of creation of system of an adaptive management of electronic training which would provide increase in a learning efficiency and on efficiency would approach to work with the teacher; working out of innovative group of systems of the electronic training overcoming available lacks is not less important.

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## **THE ROLE AND PLACE OF THE LEGAL CULTURE IN THE CONSTITUTIONAL STATE ESTABLISHMENT**

Issues of the legal culture have started to be discussed actively in the end of the 18<sup>th</sup> — the beginning of the 19<sup>th</sup> century in the context of

forming a legal statehood ideology. The formation of the West European ideology of the legal statehood of this period was influenced by the natural-legal tradition which sources are in the antiquity.

Russian philosophers and jurists of the 19<sup>th</sup> century in the works considered questions of the legal culture and a sense of justice, as a rule, in unity with a moral culture. In particular, V. S. Solovyov wrote about the importance of public organization and legal establishments for the moral progress, B. N. Tchitcherin was one of the first who started to revive the theory of the natural right and the doctrine about the rights of the person as the natural rights in Russia, L. I. Petrazhitsky spoke about the unified methodological bases of studying of the right and morals [10]. The main works of P. I. Novgorodtsev were devoted to defining the role of metaphysical principles in the history of legal relations and the fundamental relation of law and morality, he wrote that the ultimate value of the social organization can only be a living human person who, in his never-ending effort, reflects his involvement in the absolute law of kindness [9].

In the modern theory the questions of the legal regulation of a public life are presented by foreign researches such as: G. Almond, K.-O. Apel, A. Arato, I. Wallerstein, M. Weber, S. M. Lipset, V. Ott, R. Moore, S. Huntington, O. Heffe, K. Schwartzman, P. Esther, A. Ettsioni and other authors. In their works epy socialization process is also considered, including a legal socialization and closely connected with it, a political socialization [3].

The study of the questions was based on the relevant works of Soviet scientists involved in the study of the formation of the political and legal culture (E. V. Agranovskaya, V. I. Beginin, G. I. Balyuk, H. M. Keyzerov, V. P. Salnikov, etc.) [1], the problems of sense of justice (I. A. Ilyin, V. I. Kaminskaya, A. R. Ratinov, A. V. Troshev, I. E. Farber, V. A. Shegortsov, etc.) [8], the problems of law-making (A. V. Troshev, G. V. Dylnov, V. A. Shabalin, etc.) [6], the legal nihilism (H. V. Varlamov, V. I. Goyman, A. V. Kolesnikov, V. D. Lomovsky, etc. [5].

Last decade of 20<sup>th</sup> century and the beginning of 21<sup>st</sup> century is noted by the occurrence of a considerable quantity of the scientific researches in our country, in which various aspects of a legal and political culture are analyzed [12]. In them mutual relations between the state and a society are considered from the political and legal point of view. Among the authors who were fruitfully developing political and legal issues, stand out the works of S. S. Alekseev, V. M. Artyomov, A. N. Babenko, R. S.



Bayniyazov, O. J. Komarova, E. V. Kleymenova, N. V. Kudryavtsev, V. P. Kazimiruk, T. V. Kuharuk, M. N. Marchenko, O. V. Martyshin, L. A. Morozova, V. V. Sorokin and many other scientists [2].

The presence of some fundamental works of E. Blankenburg, G. V. Dylnov, I. J. Novichkova, V. P. Salnikov, A. P. Semitko, L. K. Suvorov [4] and others on the problems of the legal culture is the basis for the statement for the occurrence of relatively independent branches of the scientific knowledge — the sociology of the legal culture and the rights culturology. But the majority of the researches specified above considered the interrelation of a policy and the rights, political and legal culture from a legal, or more rare a sociological or a philosophical perspective that allows to draw a conclusion on an insufficient readiness of a theme from the politological point of view.

The legal culture as a factor of a society development and a personality formation is a complex sociopolitical phenomenon, a result of interaction of society, the socio-legal environment [7].

The legal culture as a phenomenon of a social reality does not consist of the separate and isolated phenomena, it represents some complete formation. The conceptual tool of the decision of a problem of research is an allocation of the system of the indicators defining a legal culture as a sociopolitical phenomenon. In research the specificity of the politological analysis of the legal culture is shown. Considering the condition of the legal culture of a modern Russian society during the constitutional welfare state establishment, the author reveals the influence of the changing political and socio-cultural situations in the country on the legal culture formation.

The socially-legal environment includes the law and order condition in a society, legal ideology, system of political institutes, legal consciousness and behavior of the citizens.

The change of the consciousness, habits, behavior of people occurs not synchronously with changes in the economy, policy and society organization forms.

This non synchronism is caused, first of all, by the aspiration of the dominating elite to introduce in mass consciousness the stereotypes and attitudes incompatible with a social reality that leads to a duality and a discrepancy of a consciousness of the population and limits its participation in the legal actions. Fastening the democratic values and rules in consciousness and behavior of people occurs only when they prove to be true practice of public relations.

The high level of the development of the legal culture of a society is one of the major conditions of formation of the legal social state.

The existence of such state is possible only in the presence of high level of the legal culture both in the power system, and in the structures of a civil society. The rights and the freedom of citizens, the justice in a society as a whole are provided not only by the character of a political system of a society, but also by a socio-cultural dynamics of a legal consciousness and behavior of representatives of the power structures [11].

The process of perfection of a lawmaking, a development of a lawful state and a formation of legal culture of the population depends on the efficiency of a reform of a legal system.

The reform of a legal system mentions the whole layer of the problems: ensuring public access to laws and regulations [14], the increase of the vocational training, reforming of the judicial system, the formation of a law-abiding citizens, etc.

The legal culture of the representatives of the power structures has a number of the features connected with their position in a political system of a society.

The society makes higher demands to representatives of the power, than to ordinary citizens as destinies of many other people depend on their professionalism and moral qualities. A low level of their legal culture conducts, as a rule, to non-observance of norms of a professional etiquette by the politicians and officials, an inefficiency of political practice, an infringement of rules of law that reduces the level of trust of the people to the power, the development of a society brakes and can provoke a destabilization.

The high level of the legal culture of the citizens is the best guarantor of democratization of the Russian society.

Only the control by a civil society can contribute to improvement of the activity of both the legislative and the executive structures of the power, improving the legal system, raising the legal culture of the whole society. Such control can be effective in the event that there is an information transparency of the government, and it has an adequate information policy. The condition of the legal culture of a society substantially depends on a character of the information streams, the objectivity and completeness of the satisfaction of the information requirements of the citizens by means of the mass media.

The formation according to the Law of the Russian Federation Concerning Education is a purposeful process of an education and training in interests of the person, a society and the state, accompanied by the

ascertaining of the achievement by the citizen (i. e. student) the educational levels established by the state (educational qualifications). According to UNESCO ISCED (International Standard Classification of Education) the term “education” includes all kinds of the purposeful and regular activity which is carried out in order to meet the educational requirements [13].

The leading part in the development of the person is a teaching. Any teaching encourages the development. It is difficult to imagine, that, being taught in any activity or learning different elements of the world, the person did not move ahead in its development. It is possible to say only that one way or a method of a teaching develops the child more, and another — is less. Therefore statements about “developing” or “not developing teaching” are groundless.

The development of the person can go in different directions. A specificity of a preparation of the pupils in the different countries and even in the different educational institutions essentially differs. Therefore it is impossible to say, that the pupil of the average Russian school corresponds on the level of the development to the graduate of the average American school.

To clarify required level of development of the graduates, in this particular society (state), we can use the concept of “education”.

The education is understood as a process (or a result) of a development of the levels of a cultural heritage of a society, which are defined by a society, and the level of an individual development connected with it.

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*Kazantsev D. A.*

## **MODERN MODEL OF GENERAL EDUCATION IN RUSSIA**

The modern Russian state has been experiencing a critical stage of its history for the second decade now. All the spheres of social activities are being changed including ideological and scientifically-world outlook paradigms.

Objective necessity of optimization of the maintenance of general education in Russia is being important for a long period. The matter is that its structure has been generated in 1930th when Soviet Union solved industrialization problems. On realization of these purposes the educational system also has been directed. Today, in a developing postindus-

trial society, we have left a historical reality of the 1930s therefore quite logical to reflect new sights at structure and quality of the general education attempts which are represented in Russia.

The history of development of pedagogical thought testifies that there are a lot of variants of its organization. However we consider, that construction of the model of general education on the basis of wide interrogation of experts — the most cultural and educated people of the Russian Federation, will be the most comprehensible. The analysis of results of research will allow offering and proving some essential components of model of the general education in Russia.

In the course of research a wide range of questions was set, and analyzing the results of answers of the All-Russia center of studying of public opinion had drew certain conclusions.

Leader in total of opinions on necessity of inclusion of some ethico-cultural subjects in programs of high schools was ethics. Necessity of studying practically all foreign languages, except English, was called in question. Insignificant interest has been shown to German, still smaller — to French, Spanish and Latin.

Other result which has been received in the course of research is a displacement of accents in studying of disciplines and formation of skills in favor of a humanitarian component. According to results of research the whole set of the disciplines focused on studying of the person as the social person, comprehension of his role and place in the modern world. Along with traditional humanitarian subjects (domestic and a world history, the literature, linguistics etc.) respondents have offered to study within the limits of the general education sociology, psychology, pedagogics, a demography, ethnography, rhetoric and others. Differently, experts have counted lawful and actual to give to a modern picture of the world human measurement.

In our opinion, the carried out research and the model constructed by its results takes into account the other, very important position; in the course of general education reform in Russia allocation of not only its organizational component on which in overwhelming majority do accents existing programs, but also structurally-substantial component is necessary. Model creation of the variative general education with distribution of fund of school hours in subjects that will demand scientific definition of knowledge which pupils in the course of training can acquire will be a big step to this work.

## **MANAGEMENT OF THE COMPANY LEGAL FIELD**

Formation of new model of economy in the Russian space from the point of view of transferring of liberal market principles on specific Russian sociocultural ground in sociology was studied actively. From the middle of the 1990s were carried out researches of resistance to the liberal principles, leaning against Post-Soviet mentality [1; 2] and on feature of Russian national character [3], under the guidance of V. A. Yadova and A. G. Zdravomyslova [4], by T. I. Zaslavskoy [5] studied labor relations and conflicts in labor sphere. In a number of researches the attention to the question of the maintenance of that standard field in which real people in the company function was brought: managers and experts. So, N. L. Zaharov has shown value of an indicator to pride of the enterprise and its influence on observance of rules and regulations and, in particular, on larceny in the company [6]. A. L. Temnitsky studied a paternalism [7]; V. S. Magun has revealed weak degree of display of motives and values of work [8]. Attempt to integrate scientific results in research of mechanisms of a standard field of regulation of behavior has been undertaken in the work [9], but the received results are in constant dynamics in this connection, today it is possible to speak about formation of methods and toolkit a uniform legal field of the company.

The legal culture leans against legitimacy of norms, readiness of subjects of interaction to accept regulators and translation of corporate values in norms. For example, if corruption is bad, and to bribe is usual business, i. e. valuable regulation contradicts with standard norm, it is possible to ascertain, that the legal culture as a behavior regulator is inefficient.

So, it is accepted to think, that Russian sociocultural institutes are focused on informal mutual relations. The judgment about propensity of the Russian social and economic subjects to informal and not legal experts was checked by us on a number of the enterprises in St.-Petersburg of different branches and patterns of ownership. Research included spent to 1994–2012 of interview of workers and heads of the different level, the questioning of workers spent to 2005–2007 ( $N = 734$  people), heads ( $N = 137$  people) and expert interrogation of chairmen of trade-union committees ( $N = 34$  people) the organizations

of Northwest region Russian Federation<sup>1</sup> of the different branches, the different organizational-legal form (joint-stock company, State Unitary Enterprise, official bodies, etc.) The Russian origin and with participation of the foreign capital, various number occupied and with different financial indicators. Questioning in some cases was supplemented with interview. It has been revealed, that the lowest estimations to preference to rules were given by leaders of the trade-union organizations, and the highest — heads of the companies:

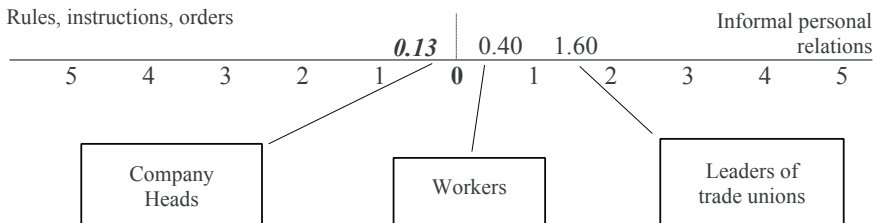


Fig. 1. Average answers on groups of respondents on the choice question: to follow rules or to meet people

The average size of a choice in favor of rules or personal relations made 0.36 in favor of following of rules and instructions. Apparently from results, contrary to expectations, the Russian respondents have not shown accurate preference of personal relations.

Moreover, in a projective question: “If the friend asked to bring you from your enterprise 1 kg of an expensive material, you would agree or refuse?” — the accurate negative answer — 4,56 points (1 — agreed, 5 — refused) was received. Also concerning technological discipline interesting distribution of answers was received: 25.8% of respondents answered are not present, it to do it is impossible, 5.6 more% answered negatively, having explained it is the rigid control. Thus, almost for third of Russian workers the question on technology infringement is not considered at all. Other two thirds of answers were distributed as follows: If terms draw in (16.2%), to leave work before (11.7%), if the new way or a material will lead to product improvement, goods improvement of quality (11.1%), if asks the client (8.4%), if it is not present the necessary materials, we use with what we can replace (6.2%), that left cheaper (5.8%).

<sup>1</sup> Officially DT developed due to the State Committee order on higher education No 6 on May 31<sup>st</sup>, 1995 and the order No 1050 of Ministry of Education of Russia.



Thus, workers independently develop standard regulation — system an expert, norms and authorization mechanisms (first of all, the social sanction of an exception). The carried out research allows to draw conclusions on the legal field maintenance in which the companies function: so, workers consider possible to break the instruction and orders in whole (0.40 average estimation workers of a choice in favor of informal personal relations from 5 possible points), but thus technology requirements should be observed — this answer has taken an accurate first place among variants of the reasons on which it is possible to deviate technological specifications (31.3%) against almost twice smaller result (16.2%), criterion of observance of the schedule of works connected with prevalence over criterion of technological norms.

The specified distributions allow to offer the legal field description as the basic regulatory the factor defining behavior of people in the companies: “The Legal field includes official duties, the analysis of work of each employee, considering its professional use of internal resources (physical, technological, strategic, communicative etc.)” [10, P. 19]. Thus, on the basis of empirical data, it is possible to suggest considering a legal field as a plane formed by vectors the Purposes, problems and People, a human resource.

The concept of a legal field has no unequivocal definition in jurisprudence: the Legal field (space, sphere) — a part of social space as a whole, along with economic, political, ethical spheres of a society [11, P. 222] also reflects a principle of unity, a continuity and consistency of action of legal instructions, since process of standard formation, law projecting [11, P. 221]. For development of an economic-administrative science important, that the legal field common also includes a complete social fabric.

In a context of an organizational science, under a company legal field we will understand a plane of functioning of the business which main objective is achievement of an object in view in the conditions of uncertainty [12] with a combination of available resources [13], among which in innovative economy the human capital [14] is key. Efficient control the company in changeable social and economic system can lean only against as much as possible full involving of a human resource. Modern management is focused on one-dimensional thinking of the decision of a problem, but last decades of the 20<sup>th</sup> century have shown, that without adequate inclusion of the person in system of realization of business problems and business processes existing hierarchical, matrix and so forth organizational models do not show necessary for leadership in the efficiency market.

It forces business to search for new answers to two questions:

- 1) Traditional question to business: “How correctly to solve a problem”?
- 2) How as much as possible to use human potential of the company?

How to motivate the employee to work? Thanks to management of a company legal field, this problem dares statement of a question new to business: “How to give to people in the company calmness (psychological and social) and confidence of problem performance? How the sensation of freedom and professional competence will allow the employee to execute a task in view in the best way?” [15; 16].

Thus, the legal field in the given treatment represents the practical administrative tool, allowing considering two measurements — purposive achievement (for the sake of what business was created) and interests of people (for the sake of what people take part in functioning of the given company).

Thus many heads are dissatisfied with democratic administrative style, abusing it for inefficiency, however, they are compelled to consider democratic principles. It is quite explainable: business represents a social subsystem of the decision of problems [17], and democracy reorients it on care of the person, strengthening other vector — the priority goal achievement is replaced with a priority to respect the person and to consider its interests. People are a valuable resource — and the head cannot be guided by momentary practical benefit that, for example, for one work to pay to women the smaller salary, than to men, to dismiss pregnant women, to ignore educational holiday as it non-democratic and is brutal.

The offered concept of a legal field removes unambiguity of a priority, forcing the head of the company to find decisions in more difficult scheme — the two-dimensional world (planes, instead of in this or that vector). And, the orientation priority on result (a vector — a problem) not only remains, but also repeatedly amplifies social component a created moral and psychological climate in collective.

From the point of view of company management, the legal field regulates not only business processes, but also streams of professional communications of workers and a rule of the permission of conflict situations. Algorithms of the decision of those or other problems arising during concrete actions, should be created interested parties and are registered to trifles. Thus each following written fixing of the reached arrangements will promote the further expansion and strengthening of

again created legal field. Legal field creation allows to spend formalization of labor relations, and not just problem formalization, as in M. Vebera's traditional rational bureaucracy.

The norms functioning not in the form of instructions or positions, and as a welfare context are rather important also. For example, the department of management of the personnel can develop model of adaptation of the new worker at which it gets acquainted with the accepted mechanisms of discussion, coordination and decision-making — in a smoking room or a dining room. Such mechanisms are not fixed at orders, but on them there lives a company: all know (the representative scheme) and all do so (standard model). Thus, the company legal field can actively be created and reproduced, including not only formalized, but also background cultural elements.

Metaphorically, in a similar way functioning legal field — standard base, the rights and duties of employees, labor contracts and social agreements (a vector — a problem), make skeleton — rigid edges and a backbone, and psychological contracts [18] (a vector — relations) can be compared to a gentle spinal cord which is a distinctive sign of a mammal. If the company to present in the form of the person it is similar to a situation where the head (head) benevolently smiles or it is concentrated to long-term problems, and the body and bodies cope a spinal cord (skeleton) and carry out tactical activity, operative work.

Thus in an organism it is observed more order, and conflicts between bodies (departments) dare in legal field of the central or peripheral nervous system. The decision of conflicts on algorithm is brought in a legal field as its new aspect and is considered an obligatory variant of behavior for all future similar situations, by analogy to a case law. Thus, each new precedent only strengthens an organization backbone. For acquaintance with new rules in the companies also it is possible to hold short meetings where working situations and the accepted new rules are discussed.

In this case, emotionally is negative-painted relations accepted in vector (focused only on a problem) a way of management are transformed to the benevolent, regulated, legal communications. Gradually, display of negative emotions in the company operated a legal field, will be considered as a bad form, and the person, their showing, — the infringer of internal rules of the company.

Management of the company on the basis of a legal field allows to solve a number of management problems. Goodwill and attention to the person provide effective creation of creative products and decisions on the basis of real motivation. Experiments of J. E. Meyo, spent by it at factory *Western*

*Electric* in Hawthorne (Illinois) within the limits of strict tailor approach, have shown efficiency of care of the person [19]. And in the conditions of an information society and postindustrial economy, the unique talent of each person [20] becomes a key resource of successful functioning of firm. The concept of the trained organization [21] leans against ability and desire of each participant of business processes actively to participate in achievement of the organizational purposes and to get new the competence, the companies useful to success. For this purpose activity of the employees involved in business process should pass in frameworks of the legal field promoting their effective activity in the company.

In concrete application, the legal field means forming of work of all company not within the limits of the set hierarchy and communicative channels, and taking into account a social fabric and effective group and interpersonal interactions. Then generation of ideas and their critical discussion will occur in a friendly way and comfortably for participants, encouraging their contribution to the problem decision. So, for example, it is accepted to think, that workers in the company are motivated first of all or even with exclusively result (as a rule, expressed and estimated quantitatively). In our opinion, first of all it is necessary to consider the motivation of the employee connected with process. It means, that when work is planned also terms are exposed, the worker can plunge with a head into working process. The good expert can receive weight of pleasure when (s)he carries out clear to him/her problem, with known sequence of actions. Everything, that is necessary, it is serviceable equipment, materials and... an interval when (s)he is not distracted. That is if the head can provide to the employee all aforesaid, plus benevolent atmosphere during discussion of results, the motivation works. In a reality, the heads as specially, does all on the contrary are frequent: puts the indistinct purpose, does not expose control points, detains with materials or equipment repair, distracts for other works, does not appoint time for reception of employees on their questions.

Therefore the offered concept of a legal field describes not simply desirable situation, and an effective basis of management of successful business in the modern innovative world. The legal field reflects necessity to solve a problem of business taking into account interests of people, with orientation to goodwill and calmness of the person as creative the beings, capable repeatedly to exceed own professional achievements.

Again created legal field arising between two independent vectors, possesses синергетическим action and allows to solve simultaneously

both today's, and tomorrow's problems — and to provide confidence, calmness and interest of employees in their participation in the decision of difficult questions of a survival and business development.

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## **BASIC THEORETICAL APPROACHES TO DEVIANT BEHAVIOR SCIENTIFIC STUDYING**

Deviant behavior is understood as infringement of social norms. It has got mass character during last years and attracted attention of sociologists, social psychologists, physicians, workers of legal structures. To explain the reasons, conditions and the factors determining this social phenomenon, it is necessary to look at this phenomenon from the different points of view. Traditionally, and with some share of the simplification, all theories explaining deviant behavior are reduced to three types: biological, psychological and sociological. Sometimes this list is represented in the expanded kind:

- 1) theories using the biological approach to an explanation of the deviant nature;
- 2) theories using the approach of psychology of the person;
- 3) social-psychological theories;
- 4) sociological theories;
- 5) humanistic approach and the discussions connected with it about human nature.

***Biological theories of deviant behavior.*** The majority of biological theories were created in frameworks of criminalistic study of the society.

Traditionally, one of the beginners of a biological direction is considered the Italian scientist C. Lombroso whose creativity concerns the second half of the last century. C. Lombroso worked as a prison doctor for a number of years. It gave him the opportunity to generalize a considerable actual material. Inherited-biological factors (for example, a special structure of a skull), supported by environmental influence were the basic determinant of propensity to criminality, according to C. Lombroso. At the same time, C. Lombroso considered the reasons of deviant behavior in as much as possible wide spectrum: from climatic, natural and hereditary factors till economic, cultural and gender factors. However superiority, all the same was given to factors of inherited-biological character. The considerable place in its research is taken away to the analysis of family-related communications of criminals, inside and between generations. C. Lombroso's theory has quickly got considerable popularity, but the subsequent development of sociology and psychology did not promote its maintenance. First of all, the relationships of cause and effect were not traced up to the end: it was not clear, whether the heredity defines propensity to deviant behavior, whether other, external factors are included, which at the same time influence the heredity.

### ***Sociological theories of deviant behavior.***

The first considerable sociological research mentioning a problem of deviant behavior is E. Dyurkgame's *Suicide*. Suicide actually represents the aggressive behavior directed against the subject. E. Dyurkgame was the first to show, that deviant action (suicide) is a result of mutual relations between the society and the individual. Level of suicides is defined by specificity of social relations, instead of personal qualities of people. The **concept of anomia** and the thesis that for a modern society the greatest danger is concealed exactly in this condition is very important. Anomia is such condition of a society when the former system of regulating norms and values is destroyed, and the replacement is not generated yet. It is closely connected with E. Dyurkgame's view at normal society. The consent of minds — the general system of norms, belief and the values, divided by members of a society and a life regulating them is required to a normal society. In a condition anomia the society represents a field of collisions of individual ambitions of the members and is regulated by the force right. It is connected with the idea that each person, on E. Dyurkgame's phrase, represents a chasm of desires. To constrain these desires, and regulate their orientation can only the society, because instinctive regulators are not present inside the person. The society creates repre-

sentations about norm and deviant behavior which are washed away in the condition of anomia.

Similar condition — a scourge of modern societies, as with it связанно the majority of crimes, mental frustration and suicides. In this connection, Дюркгейм specified in pathological character of development of a civilization as this development stimulates a condition аномии.

**Psychological theories.** Different psychologists had different sights at a problem of deviant behavior. **Freud's** sight at a problem of deviant behavior and aggressions does not add optimism. Actually it is the recognition that wars, violence and mental frustration are inevitable companions of human existence. They result from the instinctive, vicious human nature only partly improved by moral standards and values. The psychoanalytic sight at the person is not only scientific theory, but also philosophy of the person. The question on sense of human existence by this sight acts in film. The person is considered, how a being aspiring to removal of pressure, homeostasis. A various sort of a deviation (for example, immoral or aggressive behavior) become natural, — after all they result from the human nature. And the morals act thus no more than the collective protective mechanism. Freud has described some the basic protective mechanisms is a replacement, **a projection, replacement, rationalization, jet formation, regress and negation.**

**Replacement** is a suppression of subconscious inclinations and the experiences creating threat for consciousness and their replacement in sphere unconscious. In this case the person is compelled to spend a significant amount of mental energy, but the suppressed inclinations all the same periodically break in a reality through reservations, dreams etc. As an example the respectable family man, мучимый is traditionally resulted by erotic dreams.

**The projection** is an attributing of own unacceptable experiences by another. We will tell, paranoid the psychopath attributes another the aggressive impulses, sincerely considering, that they wish it to kill. Or the hypocrite — the person who is hiding the sexual inclinations and trying to discover the slightest dirty intentions in actions of associates.

**Replacement** is a direction of energy of an inclination on more safe object. For example, the person at whom the chief has shouted, houses snatches with abuse on the wife and children though they were guilty nothing. Or the man, enamoured in very beautiful woman, but preferring to achieve reciprocity of another, less beautiful, from fear, that the first will give up to it.



**Rationalization** is that in an ordinary life name the self-justification. The person aspires to give a rational explanation to the acts made under the influence of instinctive inclinations. We will tell, the chief has shouted at the workers only because has risen not from that foot. However he explains it that workers are guilty — badly fulfilled duties.

**Jet formation** is the more difficult protective mechanism, including two stage. At the first stage unacceptable experience chokes, and on the second on its place the opposite feeling is formed. We will tell, the woman who is not realizing the sexuality, can quite turn to the man-hater. Or the brother hating sister, but not able to itself in it to admit, can be smitten with love for the little sister the person and surround with its all guardianship. The truth it will be soon possible to notice, that its care creates to sister considerable difficulties and problems and obviously weighs it.

**Regress** is a return to children's, early forms of behavior. Unripe, infantile persons resort to this type of protective mechanisms as a rule. However and normal adults in situations of a mental overload can use this protective mechanism. Regress examples are such reactions to injuring experiences or situations as crying, to be inflated and with anybody not to talk etc.

Freud asserted that protective mechanisms operate at subconscious level, and all people resort from time to time to them. When with their help it is not possible to lower pressure, there are neuroses — is more white or less appreciable frustration of normal mental activity. At the same time people differ among themselves on ability to sublimation and to the control over inclinations. Much depends on degree of development, a maturity of the person which bases are pawned in the early childhood. Roots of many neuroses and heavier frustration — psychoses — follows, according to Freud, to search in early children's experiences.

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## **EDUCATION AS THE LEGAL CULTURE BASIS**

Education is known as a uniform purposeful process of training, being socially significant blessing and carried out in interests of the person, family, society and the state, and also set of got knowledge, abilities, skills, valuable installations, experience of activity and the competence

of the defined volume and complexity with a view of intellectual, spiritually-moral, creative, physical and (or) professional development of the person, satisfaction of its educational requirements and interests [1]. Apparently from the presented definition, education is the public blessing which is presented by the knowledge got by the person, abilities, skills, which allows it to develop and successfully to exist in the conditions of a society.

In turn, the legal culture represents the certain mechanism reproduction of rules of behavior of people in a society, corresponding to norms of the right and their transfer from generation to generation. And the mechanism of reproduction, certainly, cannot exist without the specified process of noegenesis, i. e. education. Well-known, that the legal culture of a society is a part of the general culture of society. It includes the whole set of values which were developed by mankind, including. And in the field of the right and which, in particular, reflect a legal picture in the modern world. It and level of sense of justice of people, a legality and law and order mode, and a condition of the legislation, legal practice and so forth Thus, speaking about legal culture, always it is necessary to mean presence of the complete education system, allowing to form in a society at each stage of its development corresponding set of the legal values making a basis of legal culture of the population and a society as a whole.

Pressing question of today in a sphere of education is all development of innovative development, including. And in questions of legal culture, by means of creation of the wide social environment, allowing to generate correct legal consciousness and accordingly correct behavior. Essential elements of such environment — educational institutions, including colleges, institutes, universities and academies which by the nature should be not only the formation organizations, but also the centers of legal culture. And thereupon, it is necessary to notice, that now their second function is obviously insufficiently developed, and their activity is shown for utilitarian-educational purpose. In these conditions, in legal consciousness changes of system character when the certain, legal style corresponding to Russia representing a number of ethical standards of behavior will be generated, defining the form to the most various kinds of human activity are required. It is necessary, that such legal style was constantly reproduced and improved, remaining, nevertheless, internally successive. Basic elements of legal style lay out of actually legal phenomena in their narrow sense. Ethical stereotypes of the work, alternative methods of the resolution of conflicts, confessional behavior,

public institutes of trust in social relations — such are some parameters of the style characteristic of legal culture. Style features find expression in structure and right sources, forms of legal thinking and specificity of a historical heritage, and also in the relation to a legal formalism, in legal fictions, the legal technics and receptions of interpretation of rules of law [2, P. 34, 84]. And consequently, in an education system of modern Russia should be put in pawn not only educational functions, but also, necessarily, educational, assuming formation at trained corresponding right culture.

It is necessary to notice, that the legal culture is the social innovative environment of modern western capitalism. Its achievements are well-known and впечатляющи. The sense of justice of the Western world has a deep basis in won in the Middle Ages and the Protestant ethics which have affirmed after bourgeois revolutions. However, these achievements in the strategic relation have one feature: the western type of legal culture does not guarantee alienation of the person against the power and democracy, human loneliness in a society, abusing in system of public relations, including and corruption. And the situation in Russia convincingly shows that market reforms and plural state legal institutes in itself generate only legal nihilism of the population and no more that. And the crisis situation in the world financial markets obviously shows that in itself ethics of the western society have a fundamental lack of legal culture. Corporate scandals, abusing of financial managers, them, avidity not knowing a measure and bribability, were based on the system of stimulation supposing personal enrichment at the expense of the shareholders and hired workers.

Conclusion: the vision is necessary for us, in what direction we wish to change our legal culture in what the role of education consists here, and through what institutes it will be capable to carry out this task. Actually, it is the question of radical changes in key spheres of national legal culture and education.

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## **MECHANISMS OF THE STATE SUPPORT OF INNOVATIVE BUSINESS**

The major factor of maintenance of a sustainable development of the Russian economy is the forced expansion of base of economic growth, including the foundation of new subjects of small and mid-size business (SS&MB). The special attention at state level is directed on strengthening of innovative activity of managing subjects.

In the present work the analysis of tools of the state support of subjects of the small and mid-size business which are carrying out the activity in innovative sphere, and also SS&AB actively introducing in the activity innovative technologies is carried out.

Strategic priorities of the state innovative policy are reflected in the concept of social and economic development of the Russian Federation on long-term prospect, in the program of social and economic development of the Russian Federation on intermediate term prospect, reported to Federal meeting of the Russian Federation.

Subjects of the Russian Federation develop innovative forecasts and strategy of a regional innovative policy.

On the basis of innovative strategy the Government of the Russian Federation develops the state innovative program which is a component of the program of social and economic development of the Russian Federation for the intermediate term period.

The state (federal) innovative program includes:

- Federal target innovative programs on the major basic innovations;
- Large innovative projects;
- Federal programs of support of innovative activity, development of an innovative infrastructure.

Public authorities of subjects of the Russian Federation develop regional and inter-regional innovative programs.

The state support of innovative activity in Russia is carried out by realization of various mechanisms, in which number:

- a) Financial support (subventions (grants) for the small and average innovative enterprises, assistance carried out by Federal fund to development of small forms of the enterprises in scientific and technical sphere under various programs; subventions of regional and municipal authorities; investments of separate techno-parks;

soft loans; interest rate indemnification under credits and so forth);

- b) Assistance in a professional training (for example, MBA, Master programs, programs of improvement of professional skill in the field of technological business);
- c) Development of an innovative infrastructure (technoparks, the is innovative-technological centers (ITC), the business incubators most known from which: Techno-park Zelenograd, Zelenograd ITC, ITC Regional fund of technological development of St.-Petersburg, Scientific park of the Moscow State University, ITC IDEA, Techno-park in Moskvorechye, ITC fund TBH, Tomsk ITC, the Obninsk center of a science and technologies, ITC Novosibirsk, innovative center Skolkovo);
- d) State-private partnership.

The federal law on August 2, 2009 No 217-FL [1] made changes to separate acts of the Russian Federation concerning creation budgetary scientific and educational institutions of economic societies with a view of practical application (introduction) of results of intellectual activity.

The accepted changes and additions show development of process of rapprochement of scientific, educational and making establishments, the organizations and the enterprises with a view of acceleration of process of innovative development. The adoption of this law will allow to solve the problem of commercialization of workings out with small-scale business attraction.

At the moment in Russia there is a number of the organizations which are engaged in venture financing, created basically with the assistance of the state, among them:

- The Russian association of direct and venture investment;
- National commonwealth of business angels of Russia;
- Open Society “ROSNANO”;
- Open Society “Russian venture company” (RVC).

Support of innovative activity in the Russian Federation is conducted at three levels: federal, regional and municipal.

#### **Support of innovative activity at federal level**

Now in the country it is realized two federal target programs (FTP), directed on support of innovative activity:

1. FTP “Research and workings out in priority directions of development of a scientifically-technological complex of Russia for 2007–2013”. Financing Total amount — 171,620 million rubles. The Program main objective is development of scientific-technological potential of

the Russian Federation with a view of realization of priority directions of development of a science, technologies and technics in the Russian Federation. Also by the Governmental order of Russia from May, 21<sup>st</sup>, 2013 No 426 it is confirmed FTP Research and workings out in priority directions of development of a scientifically-technological complex of Russia for 2014–2020.

2. FTP “Scientific and scientific and pedagogical shots of innovative Russia for 2009–2013”. The program purpose is creation of conditions for effective reproduction of scientific and scientific and pedagogical shots and youth fastening in sphere of a science, formation and high technologies, preservations of continuity of generations in science and education. The total amount of financial maintenance of the program makes 90,454 bln rubles (including. At the expense of means of the federal budget — 80,39 bln rubles). Also by the governmental order of Russia from May, 21<sup>st</sup>, 2013 No 424 it is confirmed by FTP “Scientific and scientific and pedagogical shots of innovative Russia for 2014–2020”.

The innovative enterprises can get financial support under the programs presented by Federal fund of assistance to development of small forms of the enterprises in scientific and technical sphere (*Start, Participant of youth scientific-innovative competition (PYSC), PYSC on START, Development*).

**Support of innovative activity at regional level** can be illustrated on an example of Irkutsk area.

Today for development of scientific and technical and innovative activity in Irkutsk area the necessary legal base is generated. On May 5, 2004 No 21-RL Law of Irkutsk area “On regional state support of scientific and technical and innovative activity” [2] is adopted, and also “Position about granting of grants from the regional budget” with a view of compensation of expenses for realization of innovative activity, confirmed by the governmental order of Irkutsk area on October 9, 2009 No 285/64-pp.

According to the Law of Irkutsk area No 21-RL [Ibid.] to the state support at the expense of means of the regional budget are subject:

- 1) Performance of the research, developmental and technological works directed on creation of new or advanced production, new or advanced technological processes;
- 2) Carrying out of marketing researches and the organization of commodity markets of innovative products;

- 3) Creation and development of an innovative infrastructure;
- 4) Preparation and retraining of personnel for innovative activity;
- 5) Realization of technological re-equipment and preparation of manufacture for release of new or advanced production;
- 6) Manufacture of new or advanced production, application of new or advanced technological process.

Since 2011 in Irkutsk area the departmental target program “Development of scientific, scientific and technical and innovative activity in Irkutsk area” [3–4] is realized. In 2011 for development of innovative and scientific and technical activity it has been allocated by 35,5 million rubles, and in 2012 already an order of 100 million rubles.

Now, according to data of official statistics, the share of production shipped by the is innovative-active enterprises fluctuates at level of 1–3%, and the share of expenses for innovations in Irkutsk area makes now hardly more than 1.5% [4]. Therefore now all efforts should be directed on creation of conditions for acceleration of development of scientific and technical and innovative activity in Irkutsk area, and also satisfaction of requirements of region in research and developmental workings out.

Subjects of small and average business can apply for reception of financial support on a competitive basis within the limits of following program actions:

- 1) Realization of the regional order for research and development;
- 2) Competition of innovative projects.

Besides, subjects of small and average business can take advantage of services of a regional infrastructure of support of innovative activity which includes a number of structural elements in which number centers of science and high schools of Irkutsk area, an innovative business incubator in which 23 subjects of small business, the Techno-park of National research Irkutsk state technical university including more of 19 enterprises and industrial laboratories, the Regional center of development of innovative activity are placed, Regional school of innovative management, the Baikal center of a transfer of technologies, the Baikal coaching-center on venture business, etc. All elements of a created infrastructure of support of innovative activity are located in Irkutsk, therefore the state support of links of an innovative infrastructure is carried out both the Government of Irkutsk area, and Administration of Irkutsk.

### **Support of innovative activity at municipal level**

Irkutsk concerns municipal unions with an average level of social and economic development which is characterized by rather balanced indicators.

In Irkutsk one of the largest in east regions of Russia scientific, scientific and technical and educational potential (on a share of Irkutsk it is necessary an order of 90% of innovative potential of Irkutsk area) is concentrated.

Now the Subroutine “Development of innovative activity in the city of Irkutsk” of the Municipal target program “Stimulation of economic activity in the city of Irkutsk for 2013–2017”, the administration of Irkutsk confirmed by the Decision on 11.10.2012 No 031-06-2023/12 [5] is realized.

The Subroutine purpose: creation of economic, legal and organizational conditions for development of innovative activity in territory of a city of Irkutsk, providing formation of the favorable business environment for functioning of small and average innovative business.

The total amount of financing of the Subroutine [5] makes 101,750 thousand rubles.

Thus the volume of financing of the first program “Development of innovative activity for 2009–2012” made only 18,340 million rubles. Carrying out of some venture fairs, creation of system of granting of grants, and also adjustment of interaction with large investment and venture funds [6] became the basic results of realization of the first program.

Results of the analysis of degree of achievement of target indicators of the Program [6] which show achievement of the planned values and their some excess are presented to tab. 1 (see on P. 192).

It is necessary to notice, that by results of realization of the Program [6] for three years it was possible to reach considerable improvement on all target indicators in comparison with level of 2009.

The important results of realization of the Program of [6] steels:

- Introduction of system of periodic communicative platforms for dialogue of experts of the hi-tech companies of Irkutsk and potential consumers of the developed technologies;
- Creation of the register of the innovative companies of Irkutsk;
- Creation of information base of innovative projects of subjects of innovative activity of Irkutsk;
- Carrying out of sessions of the Baikal community of business angels;



Table 1

## Estimation of degree of achievement of target indicators of the Program [6]

N	The indicator name	Unit Measurements	2009	2012		Deviation by results of realization of the program, %	
				Planned value	Actual value	Actual of the planned	Actual of 2012 by 2009
1	Share of the innovative companies participating in municipal programs of support of small and average business	% of total	42	54	54.5	0.93	29.8
2	Share of the involved means in total amount of the capital of the innovative companies	% of total	7	35	35	0	400.0
3	Share of the innovative companies having protected intellectual property	% of total	35	74	74.1	0.14	111.7
4	Quantity of the innovative companies on 1000 inhabitants	items	0.15	0.45	0.45	0	200.0
5	Number of the workers occupied with innovative activity	people	344	810	820	1.23	138.4
6	Share of innovative production in total amount of shipped production	% of total	1.74	2.94	2.94	0	69.0

- Project start on creation of the service company at financial support of Open Society “Russian venture company” (RVC) which will be a key link both city, and a regional innovative infrastructure and to carry out consulting, research, analytical, expert, scientific and technical and organizational support of the innovative enterprises;
- Signing of cooperation agreements between administration of Irkutsk and the Russian association of venture investment, RVC, National association of business angels, the Joint center of a

transfer of technologies of the Russian Academy of Sciences and the Russian corporation nanotechnologies (ROSNANO), Open Company “Infrastructural investments of the Russian venture company”;

- Carrying out of competitions on granting of grants to the organizations of an innovative infrastructure from the budget of Irkutsk for indemnification of expenses on rendering of consulting and organizational services to subjects of the innovative activity, the new hi-tech manufactures directed on creation;
- Carrying out of competitions on granting of grants for realization of innovative projects, priority for of Irkutsk.

Cooperation agreement signing between administration of Irkutsk and the Russian association of direct and venture investment became sign event for development of the industry of venture investments, both into areas, and in a city.

In the Russian venture funds enough of means is accumulated. Thus now there is a requirement for qualitative projects, and it will remain in the future.

In 2007 at the initiative of the Russian association of direct and venture investment (RADVI) and Commercial and industrial chamber of the Russian Federation the National commonwealth of business angels of Russia (NCBAR) has been created.

*The Baikal community of business angels* represents club of potential investors for high technology high risk projects. The Irkutsk businessmen who are in search of suitable objects for investments enter into it.

Besides, it is necessary to notice, that subjects of the small and average business, engaged in innovative activity, can get consulting support at the enterprises of an infrastructure of support of small and average business within the limits of Subroutine realization Development of subjects of small and average business in the city of Irkutsk the Municipal target program “Stimulation of economic activity in the city of Irkutsk for 2013–2017” [5]. Besides it, within the limits of the same subroutine a number of grants also is given to subjects of small and average business of Irkutsk.

Thus, the innovative companies can apply on consulting, information, technological, organizational and other kinds of support in the organizations of an infrastructure of support of innovative activity, and also can get on a competitive basis financial support in a kind of subventions (grants) for the small and average innovative enterprises which are

carried out by Federal fund of assistance to development of small forms of the enterprises in scientific and technical sphere under various programs; subventions of regional and municipal authorities; investments of separate techno-parks; soft loans; interest rate indemnification under credits and so forth Thus one of the major functions of the organizations of an infrastructure of support is timely informing of the innovative enterprises on kinds of the given help and conditions of its reception: creation of telecasts, publications in leading business editions, release of directories and information grants and so forth [7].

Programs of support of small and average business and innovative activity should be interconnected among themselves that SS&MB, carrying out activity in sphere of innovations and got support on one of programs, possessed a priority at support reception under other program. For example, having received the grant under the program of development of innovative activity, the businessman could on favorable terms, having avoided additional bureaucratic procedures, using one complete set of documents to receive means under the program of assistance to development SS&MB on participation in exhibitions, working out of business plans or interest rate indemnification under the credit.

At the moment the basic mechanisms of the decision of problems of innovative development of Russia in whole and its regions should become maintenance of perfection of various forms of state-private partnership in sphere of a science and innovative activity, continuation of development of an innovative infrastructure (techno-parks, innovative business incubators, the is innovative-technological centers etc.) on the basis of potential of the Russian Academy of Sciences and higher educational institutions, financial support of the most perspective innovative projects.

Support of innovative activity stimulates not only development of innovations as those, but also businesses as a whole through creation and support of new subjects of small and mid-size business in sphere of innovative technologies that gives a push to economy development as a whole and, finally, will allow to approach the moment of transition from raw economy to new, is innovative-focused.

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## **DEVELOPMENT OF THE SYSTEM OF EDUCATIONAL SUPPORT OF SMALL AND MID-SIZE BUSINESS AS THE BASIS OF PROFESSIONAL TRAINING FOR ENTERPRISE STRUCTURES**

One of components of system of regulation and support of small and mid-size business in Russia is the created infrastructure of support and development of small and mid-size business which urged to provide financial, personnel, legal, information and consulting support of en-

enterprise activity and also to lobby interests of businessmen, to promote association of their efforts for the decision of problems of functioning of enterprise structures.

The Federal Law No 209-FL [1] defines an infrastructure of support of subjects of small and mid-size business as system of the commercial and noncommercial organizations which are created, carry out the activity or are involved as suppliers (executors, contractors) with a view of placing of orders for deliveries of the goods, performance of works, rendering of services for the state or municipal needs at realization of federal programs of development of subjects of small and mid-size business, regional programs of development of subjects of small and mid-size business, municipal programs of development of subjects of small and mid-size business, provide conditions for creation of subjects of small and mid-size business, and support to them.

Today accents in creation of system of support and development of small business were gradually displaced with federal on regional and municipal levels, as is considerable (to 15–20%) the contribution of tax revenues from small and mid-size business (SMB) in budgets of municipal unions has increased.

It is obvious, that the system of support of SMB at all levels (federal, regional and local) should be complex and as obligatory elements to include:

- The is standard-legal base providing development SMB;
- Infrastructure of support of small business, (scientific-methodical, information, educational and consulting support of beginning and operating businessmen);
- The financial block (maintenance to businessmen of access to material and to the financial resources necessary for creation and development of business);
- The marketing block (assistance in expansion of commodity markets of the made goods and services);
- The safety block (protection of the rights and legitimate interests of businessmen);
- The block of interaction of business and the power (dialogue between business in the name of associations of businessmen and the power);
- The favorable enterprise environment (formation of the favorable relation of local communities to enterprise activity).

Let's stop in more details on consideration of one of the major functions of an infrastructure of support and development of small and aver-

age business — preparation, retraining and improvement of professional skill of shots for maintenance of small enterprises with highly-skilled personnel: top-managers, the administrative personnel of an average link. Problems of preparation and improvement of professional skill of shots for SMB, popularization of enterprise activity in the opinion of local community, training to bases of enterprise activity of various strata of society sharply stand at regional level and demand search of ways of their decision.

For last two decades in the country the modern sight at methodology and the organization of a professional training for SMB is developed. Effectively operating educational system in which frameworks there will be a training of personnel potential of enterprise structures and which formation is gradually created is based on modern technologies of a business education and the organization of process of controlling of the personnel market for the purpose of operative reaction to educational, consulting, information requirements of subjects of small business.

As the basic tendencies of development of a business education with us are allocated [2]:

- Intensification and pragmatic aiming of special preparation of businessmen;
- Deficiency of means for a professional training for a small-scale business;
- Updating of the maintenance of retraining and improvement of professional skill of the shots, caused by requirements of market economy, working out and development of modern curriculums and technologies of business formation;
- Change of motivation having training preparation, retraining and improvement of professional skill (more and more listeners comes on training, proceeding from essential vital needs of each of them and their enterprises);
- Gradual comprehension of necessity of creation of a uniform educational field in which frameworks a multistage professional training for enterprise structures will be carried out.

In this work the creation of united educational field for subjects of small and mid-size business on the example of Irkutsk and Irkutsk area is offered. The basic channels for professional training of personnel for SMB can be:

- pre-high school education (bases of a professional knowledge and skills of conducting enterprise activity) — secondary schools, lycées, colleges;

- high school education (vocational training on the various specialties which is a base for conducting of enterprise activity) – higher educational institutions;
- Additional education (practically any managing subject having the license for realization of educational activity, realizing programs of an additional education for businessmen and won competition on training of businessmen within the limits of realization of coordination educational program):
  - Retraining of personnel for small and average business;
  - Improvement of professional skill of heads and workers of the small and mid-size enterprises;
  - Training of various strata of society to bases of conducting enterprise activity.

As example of the program-target approach to development of united educational field for subjects of small and average business process of realization of the educational programs which are an organic component of municipal programs of development SAB in Irkutsk can serve.

In 2004–2007 in Irkutsk the first was realized “Coordination educational program on a professional training for enterprise structures of Irkutsk” for which financing of actions it has been allocated by 2,099 thousand rubles. In realization of actions of the program has taken part more than 11,000 businessmen, heads, experts of small enterprises and a city infrastructure of support of business. In work of round tables, seminars and scientifically-practical conference have taken part more than 2000 heads and workers of small enterprises of a city. Program realization was supported by release of information booklets, the publication of announcements of carrying out of educational actions in mass media, distribution through an infrastructure of support of small business and information stands about support of the small business, established in inspections of the Ministry of Taxes and Tax Collection, administrative districts, Goskomstat Management. The total sum of expenses on advertising of educational actions during realization of the Program in 2004–2007 has made 500 thousand rubles [2; 3].

Within the limits of execution of the Program 2004–2007 the uniform educational field for subjects of small and average business of Irkutsk which organically includes high schools and other educational institutions, the enterprises of an infrastructure of support of small and mid-size business, consulting firms, divisions of administrations of Irkutsk and the Irkutsk area, supervising questions of development of a

small-scale business at corresponding level [in the same place] has been created. However separate links of the given structure are still developed non-uniformly.

Realization of the second “Coordination educational program on a professional training for enterprise structures of Irkutsk for 2008–2012” [4] with total amount of financing of 15,552 thousand rubles.

Results of realization of the Program are presented in Tab. 1 [2; 4] in 2008–2012.

*Table 1*

**Results of realization Coordination educational program  
on the professional training for enterprise structures of Irkutsk  
for 2008–2012 in 2008–2011**

<b>Indicator</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>In total</b>
Seminars for SMB, items/people	6/700	10/1000	14/1908	23/1830	63/5438
Courses of improvement of qualification, people	140	120	110	170	540
Trainings, items/people	1/17	2/42	3/90	5/77	11/226
Seminars for teachers of high schools, people	45	58	58	33	194
Round tables, items	–	3	5	8	16
Conferences, items	3	1	12	25	41

In the course of Program realization the list of the actions financed at the expense of budgetary funds annually affirmed. For four years of realization of the Program seminars on various questions of business were visited by 5,438 representatives SMB and 194 teachers from city high schools, 540 heads and managers SMB raised the qualification, 226 persons took part in trainings, at the expense of program means were spent 16 thematic round tables and 41 conference.

Each subsequent Program should be realized in the conditions of observance of principles of continuity, innovation, improvement of quality of educational services, diversification of financing sources and so forth.

The created three-level educational system [2] should be improved by maintenance of the uniform contribution of each level in the general system of preparation of enterprise shots. It should be thus considered, that development of innovative economy demands increase of educational level of the personnel of small and mid-size business.



On the first (pre-higher school) level it is necessary more actively to recommend for schools to include in school programs (in the optional parts of educational standards) the subjects containing modules, allowing schoolboys to receive base knowledge on the organization and conducting enterprise activity. Courses of bases of enterprise activity are necessary for entering gradually and in educational institutions of average vocational training. Realization of the programs providing formation of new economic outlook at the youngest part of the society, will promote the realized choice of a trade, including. And trades of the businessman and also to provide in the long term formation of a favorable climate for development of business [2].

At the second (higher school) level the big attention should be given filling of programs on enterprise economy, management, marketing and other disciplines forming model of the future businessman. These courses along with a theoretical part, highly skilled experts of an infrastructure of support of a small-scale business should contain the sated practical part for which reading effective businessmen should be invited. At level of administration of a city the initiative projects providing preparation of enterprise shots, the supports of small and mid-size business presented in common by the infrastructure, higher schools, businessmen of a city should be supported. In Irkutsk, as examples of such projects, projects of carrying out of master classes of effective businessmen for students and schoolboys, an annual Round table Shots for a small-scale business and so forth [2] can be resulted.

Huge value in system of a professional training for a small-scale business should be given the third level, on which educational institutions (state and not state) an additional education settle down. In these structures operating businessmen and the citizens first of all address for educational services, planning to create own business.

For maintenance of effective functioning of educational structures of the third level it is necessary to initiate process of working out and introduction of a complex of the modern programs having modular structure and allowing in the course of training consistently to expand a complex of knowledge and the abilities promoting effective conducting of enterprise activity. In process of a professional training for a small-scale business it is necessary to introduce innovative technologies, such as remote training, the requirement in which at businessmen is very high [2]. It is necessary to use already existing resources of higher schools, infrastructures of support of a small-scale business, other educational institutions for creation and realization of programs of remote training of businessmen.

At the third level as one of perspective directions of educational activity it is necessary to define training of shots for the small and mid-size enterprises directly on workplaces by carrying out of trainings. Specificity of intra-firm vocational training consists in branch training on a workplace, planning of career and rotation of shots, self-education, motivation of the personnel on professional growth [2]. The system of an additional education as an effective component should join educational consulting in view of the existing tendency to integration of the educational and consulting markets in Russia. Besides, at the third level continuous process of preparation and improvement of professional skill of shots for educational structures, infrastructures of support of a small-scale business, the personnel of administration of the city, prosecuting subjects of support SAB should be realized. Special attention should be given preparation of teachers and trainers as only through advancing training of teachers, advisers and the municipal employees supervising questions of a small-scale business, multiplicative educational effect can be reached.

In the working out “Coordination educational program on a professional training for enterprise structures of Irkutsk for 2004–2007” among businessmen interrogation of a demand of services of a business education has been spent. With a view of monitoring of change of opinion of businessmen the given interrogation has been repeated in 2012 in finishing year of realization Coordination educational program on a professional training for enterprise structures of Irkutsk for 2008–2012. Results of comparison of interrogations are presented on Fig. 1 on P. 202.

Results visually show increase of interest of enterprise structures to training and trainings from 24.8% from number interrogated in 2007 to 36.7% in 2012

Thus, realization of the program-target approach in development of system of educational support SMB will allow to generate gradually in region territory a uniform educational field for preparation, re-trainings and improvements of professional skill of heads and shots for SMB in which structure educational institutions of various level will be organically coordinated and in which frameworks each businessman will find the educational niche. Thus in system of business education should be included: the state educational standards in the field of economy, management and the finance, enterprise activity; professional educational programs; a network of educational institutions of different organizational-legal forms and kinds; the organizations of an infrastructure of

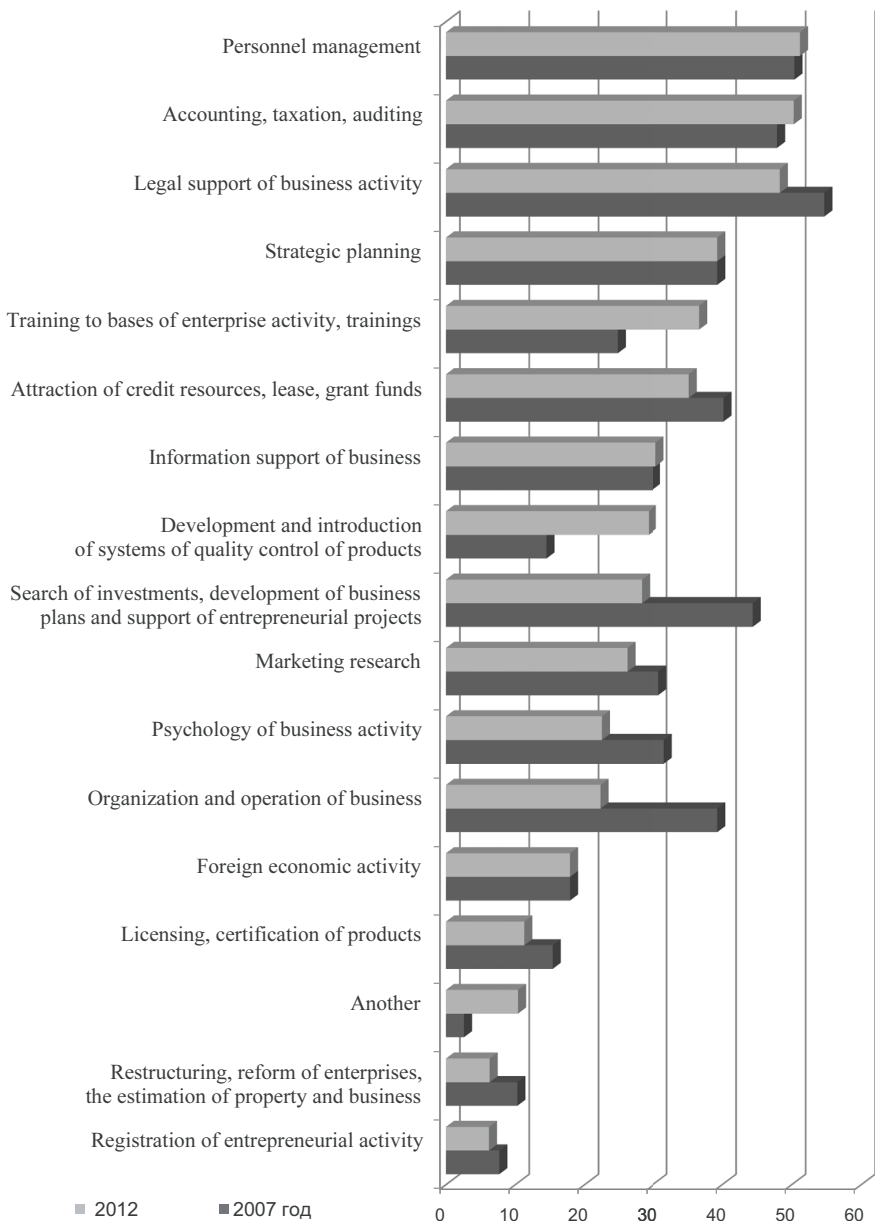


Fig. 2. The demand of business education services

support of small and average business; the creative collectives developing curriculums in the field of a business education; The controls coordinating activity of educational institutions of any level.

The primary goals of system of a professional training for SMB can be formulated as follows [2]:

- Maintenance of conditions of reception of high-grade additional vocational training of enterprise shots taking into account individual inquiries of trainees and customers;
- Working out, formation, adaptation and advancement of modern technologies and mechanisms of a professional training for market economy;
- Development of effective forms and the methods of educational process providing achievement of high quality of vocational training taking into account requirements of a labor market;
- Innovative components of developed and realized curriculums.

By working out and realization of coordination educational programs the continuity principle that has allowed to achieve already during realization of the second program of considerable success in formation of system of educational support of small and average business at municipal level was observed. Undoubtedly, it is necessary to continue the further working out of similar programs as independent documents or in the form of subroutines of programs of development of small and mid-size business, simultaneously keeping their continuity in relation to the previous.

Experience of development of system of educational support of SMB can be offered to duplicating in other regions of Russia.

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## **NETWORK FORMS OF REALIZATION OF EDUCATIONAL PROGRAMS: LEGAL PROBLEMS OF QUALITY CONTROL IN THE CONDITIONS OF THE EDUCATIONAL LEGISLATION REFORM**

Globalization is one of essential characteristics and tendencies of development of a modern education system. Formation reforms in Russia and Europe proceed today against growing globalization and internationalization of all kinds of activity of people where, undoubtedly, formation gets also, in particular, higher education. Activization of activity of institutes of trans-boundary formation shown in last years is an indicator of shift from the offer to demand for new forms of the organization of transfer and getting knowledge [1].

Reform of the educational legislation sets as the purpose, including. Blank elimination in legal regulation of developing public relations in the field of network forms of realization of educational programs (joint educational programs, transnational formation).

The concept “the network form of realization of educational programs” is an innovation of the Federal law from 29.12.2012 No 273-FL “On education in the Russian Federation” (further in the text — Law No 273-FL) which came into force on September 1, 2013 [2].

According to part 1 of article 15 of FL “On education in the Russian Federation” the network form of realization of educational programs provides development possibility trained educational program with use of resources of the several organizations which are carrying out educational activity, including. Foreign, and also if necessary with use of resources of other organizations.

Before the adoption of the Law No 273-FL the concept “the network form of realization of educational programs” has not been legislatively fixed, though in practice joint educational programs (especially with participation of foreign educational institutions) have received a wide circulation in practice of higher educational institutions.

It is necessary to notice, that by consideration of the bill of the Law “On education in the Russian Federation” in the State Council of the Russian Federation the text of given article changed some times and was subjected to the greatest criticism.

Part 15 of article 91 of the Law No 273-FL defines that license requirements and conditions to realization of educational activity should

consider features of realization of educational activity by means of use of the network form of realization of educational programs.

The Governmental order project “On the position statement about licensing of educational activity” [3] provides as license requirements and conditions at realization by the educational organization of educational programs by means of use of the network form of realization of educational programs, presence of the contract on the network form of realization of educational programs between the organizations which are carrying out activity, including foreign, and also in common developed and confirmed educational programs.

Thus Federal Law “On education in the Russian Federation” does not provide any features of passage of accreditation, it does not establish other procedures of acknowledgement of quality of the educational program realized with use network form, that, in our opinion, is incorrect.

By working out of requirements to quality of the educational programs realized with use of network forms, it is necessary to consider the documents developed at level of the international and European right, and also experience and the researches spent by the international non-governmental organizations on these subjects.

Network forms of realization of educational programs with foreign participation are one of forms of transnational formation.

At the level of international law from the documents regulating transnational formation and assignment of joint degrees it is possible to allocate the Code of professional practice by granting of transnational formation (it is adopted at the third session of Working group by the transnational formation, spent in November, 1999 in Jerusalem, is approved by a network of the European national information centres by the academic recognition and mobility (ENIC) at the 7<sup>th</sup> session of networks ENIC and NARIC, spent to Bruxelles in May, 2000, is adopted by Committee of the Lisbon convention at the Second session on June 6, 2001 in Riga) [4] and Recommendations about a recognition of joint degrees (is accepted by Committee about a recognition of the qualifications concerning higher formation in the European region, the Third session, on June 9, 2004, Strasbourg) [Ibid., P. 138–143]. Also it is necessary to allocate “Supervising principles of maintenance of quality in trans-boundary higher education”, developed by UNESCO in cooperation with OECP to execute the resolution of 33<sup>rd</sup> session of General conference of UNESCO [5, P. 149–150] and the Recommendation No R (95) Committees of ministers of the Council of Europe

(supported by UNESCO/SEPES and the European Commission) on the academic mobility [6, P. 378–384].

As follows from “Supervising principles of maintenance of quality in trans-boundary higher education”: “If in the separate countries national mechanisms of maintenance of quality, accreditation and a recognition of qualifications consider existence of trans-boundary ways of reception of higher education in many countries they do not provide the decision of problems arising in this area. Besides, absence of universal mechanisms of coordination of various initiatives at the international level along with a variety and non-uniform development of systems of maintenance of quality and accreditation at national level causes serious blanks in maintenance of quality of trans-boundary higher education, leaving some forms of trans-boundary higher education out of sphere of action of mechanisms of maintenance of quality and accreditation. As a result students and other interested parties appear less protected from poor-quality services of trans-boundary higher education and their unfair suppliers”. In “Supervising principles” recommendations for national state bodies, higher educational institutions, the student's organizations, establishments on maintenance of quality and accreditation, the establishments which are engaged in recognition of the academic qualifications and the professional organizations are given. In particular, state bodies are recommended to create universal, objective and transparent system of registration or delivery of permissions to trans-boundary service providers in the higher education sphere, wishing to work in their territory, or to promote creation of such system.

If to address to “The Code of professional practice by granting of transnational formation” it is shortly possible to state its principles as follows: compulsion of written agreements at realization of joint transnational actions; the academic quality of transnational educational programs should be comparable to quality of national programs of educational institutions-partners; educational institutions-partners bear responsibility for maintenance of quality and the control of educational programs, and also for awarded qualifications; an information openness of educational institutions; competence of the faculty.

From “Recommendations about recognition of joint degrees” follows that competent bodies by a recognition can carry out a recognition of joint degrees only under condition of a transparency of an estimation of quality of educational program.

The analysis of the documents set forth above showed, that at the international and European level concern in quality of joint educational programs is expressed and declared. However working out of the me-

chanism of quality assurance of realized programs remains in the competence of national competent bodies.

Let's stop in the given work on studying of the researches spent in the European region, taking into consideration participation of the Russian Federation in Bologna process.

The big work on subjects of quality assurance of joint educational programs has been done by the European network on quality maintenance in higher education (ENQA). In Report ENQA to the ministers responsible for higher education, at the Bucharest conference 2012 [7], it is spoken: "From the first days of realization of joint programs it became clear, that they are a call for national systems of an estimation of quality of formation as some participants develop and realize the joint program in the several organization and in the several countries with various political both legal systems, and not less differing modes of maintenance of quality. In September, 2011 ENQA the seminar on the theme "Qualitative maintenance of joint educational programs" has been organized. The European agencies on quality maintenance in higher education last years have made huge efforts for the analysis of questions of maintenance of quality of joint programs and working out of approaches for the given case. Most significant of projects: "Transnational European projects according to quality I and II" (ENQA), the project "Joint Master programs, joint estimations of quality: Northern measurement", developed by the Network of agencies on maintenance of quality of formation of Northern countries, and work of the "European consortium on accreditation in the field of a mutual recognition".

Being guided by own experience on the basis of researches, ENQA recommends to the Ministers responsible for higher education in the European space of higher education, to follow the special European approach of accreditation for joint educational programs which should be applicable for programs which are subject to obligatory accreditation at national level. The European approach to accreditation of joint educational programs should be developed taking into account following principles: specific criteria of an estimation which are based on "compatibility" of educational program; estimation procedure should be unique; the estimation should be carried out according to "Standards and supervising principles of an estimation of quality of formation in the European space of higher education"; the programs, passed accreditation under the European approach should not pass repeatedly it at national level.



Thus, it is possible to draw a conclusion that ENQA calls for working out subnational systems of carrying out of accreditation of joint educational programs.

Analyzing the above-stated, it is possible to draw a conclusion, that the decision of a question of maintenance of quality of the educational programs realized by means of the network form, is one of perspective directions of internationalization of formation. Also it is obvious, that the given phenomena promote occurrence of new legal models of interaction of the states concerning formation, development of forms and means of the international cooperation of subjects of educational activity, and as a whole, involve globalization of the educational right. The legal science and practice of the educational right should answer present calls, constantly be improved, to correspond modern realities.

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## **ACTUAL ASPECTS OF BUSINESS DEVELOPMENT IN RUSSIA**

The modern condition of a small-scale business in Russia remains difficult enough, despite unprecedented measures taken by the government on its formation and development. Despite the successes reached in development of small business, level of its development in Russia still lags behind corresponding indicators in foreign countries.

At the present stage both direct and indirect measures of support of subjects of a small-scale business are applied. However because of various factors which make negative impact on business development in Russia, small and average business tests strong pressure.

One of the problems is that on the one hand the state bodies do not possess the authentic, full and timely information on a condition of processes in a small-scale business, on the other — there is no wide supply with information of small enterprises.

The major problem is application for representatives of enterprise community of the special tax modes bearing the big financial loading that puts a small-scale business on a side of possibilities of the functioning; the part of the enterprises is compelled to be closed, a part — to reduce the salary or to return to “grey schemes of payment of wages”.

The following problem — the complicated access of the small organizations on the financial and monetary market as interest rates under credits are high, and profitability of the capital at small enterprises is low, besides the credit history of small organizations is absent.

With a view of system and consecutive development of small business in Russia it is necessary to create the corresponding financial and economic mechanism of availability to it of credit resources.

Negatively influences business development to Russia and the imperfect legislation on the given aspect that causes complexities with official acknowledgement and identification of the status of the subject of small business.

A serious problem is bureaucracy. It is hard to believe to, that the state on behalf of the “state people” is going to actively refuse the state property. Restriction of absolute power of government officials in relation to business beats on economic interests of the “state people”. “People easier forgive death of the father, than property loss”, — N. Makiavelli wrote.

Even the first persons of the state applying titanic efforts on formation and development of small business in Russia, hardly can overcome resistance of thousand workers of the state machinery practically introducing this or that policy in the country. Most likely, the powerful public influence is required to realize the actions in solving this problem. All these factors lead to considerable reduction of activity of small enterprises, reduce the rates of development of business in Russia, thus increasing the growth of social intensity.

Nevertheless, average and small-scale business can be rather dynamical and flexible and it can react to changes in proper time.

In such organizations the management earlier, than in the large companies, realizes necessity on introduction of innovations. It understands importance of the innovations earlier, capable to solve many problems of the enterprise — to lift profitability, to get rid of competitors, to strengthen reputation in the opinion of consumers, suppliers and shareholders, to mobilize collective and sharply to raise return from human resources used by firm.

The risk in innovations, certainly, is present, but it is justified and can be blocked by opening possibilities which are represented during realization of innovations, and both moral, and the material plan. Many employees of firms see in innovations possibility of increase of own earnings and monotony overcoming in business dealing; and also growth of authority of a firm management and attraction of new partners.

Management of Russia and heads of the average Russian companies have come to full understanding, that innovative development is unique alternative of overcoming of consequences of crisis of the Russian companies which have been not included in state-monopoly structures, or in systems of business of large foreign corporations.

In Russia 600–800 new technologies are annually created. It can be considered as good indicators but, unfortunately, only 10% are really new. The share of the Russian Federation in high technology production in the world market is estimated only in 0.3–0.5%, while China — 6%. The majority of the enterprises which are considered innovative, actually are engaged in reproduction of already existing technological decisions: 40% carry out only technological loans, getting abroad cars and the equipment. More 45 % simulate innovations — buy technologies in the form of patents or licenses. Create new knowledge and of 8% try to compete in the Russian markets of the companies.

The problem of the Russian innovative policy also consists that, on the one hand, in Russia is a lot of the tools existing in the developed countries: tax privileges, techno-parks, special economic zones. But the maintenance of these mechanisms in the Russian and international practice differs. Activity of techno-parks quite often turns around tenancy of premises, in special economic zones not enough real innovative activity, for tax privileges of the enterprise do not address, because cannot prove the “innovation”. On the other hand, these tools do not form complete system. Support measures not always are accepted during time and are not always adequate to actual requirements.

As key element of innovative system the science as it is the central link of each large segment of system acts, namely: the state and private sectors, an education system. However in Russia for last decades the science has undergone to essential destruction. But now the situation considerably improves. The country leaders take measures to active financing of a science and the scientific research institutes which are engaged in serious researches and workings out in this connection financing in 2013 has made 14 bln rubles. Nevertheless, the important problem there is an absence in modern Russian conditions of system of interaction of research activity and manufacture, ageing of scientific potential that extremely negatively influences scales and productivity of scientifically — research activity as a whole.

Innovative activity of any kind assumes investment activity, understanding of the conjuncture developing in the market. There is one important circumstance-dependence of increase in innovative activity from volume of the carried out investments.

It is established, that the number of directions of innovative activity doubles at overcoming of a boundary of investments into 10% of an annual turnover. This figure comprehensible enough if to recognize that macroeconomic forecasts draw an approximate share of investments into GNP of Russia at level of 20% the next 2–3 years.

However, recently the stream of direct investments in our country is weakened, as interest from large international investors is weakened. The reason consists in outflow of the capital which occurred because of the several reasons, but from which the corruption turning to the important macroeconomic factor is main. Besides, in Russia investment risks are still high.

In this connection, reforms in political and law enforcement the spheres directed on protection of the property rights, developments of a competition and corruption overcoming are necessary.

One more problem of a small-scale business — impossibility to occupy a niche in industrial sector, the basic share of small business is concentrated in trade and sphere of services. Certainly, at a small-scale business the big prospects of development in real sector of economy, but at vertically integrated companies are not present internal stimulus, even under lower prices to buy small-scale business services in the market.

Unfortunately, the Russian small business has today a lot of unresolved problems: both economic, and social, and political. These problems stir to development of enterprise activity so, and break development of all economy. However with pleasure it is possible to establish that fact, that development of small business in Russia gets more and more irreversible character. Now small business is characterized by such qualities, as independence, the initiative, responsibility, dynamism; ability to risk, actively to search and find decisions. The decision of problems of small business, in many respects, depends on the state. The state should take concrete measures on correction of a policy in ideological, economic, administrative, law-enforcement, educational spheres; to develop various approaches to expansion of participation of a small-scale business in performance of the state orders.

Thus, purposeful, long, laborious and creative work of all branches and power levels is necessary for the further development of small business in Russia. Active involving of the population in a small-scale business promotes expansion of borders of social space for a choice of strategy of behavior of the population in modern conditions, forms new ideology, valuable reference points, promotes people's well-being increase.

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## **ON THE PROBLEM OF SCHOOLCHILDREN TRAINING QUALITY CONTROL**

The next decade education quality becomes a key problem of the Russian and world formation. Education at all does not meet today time requirements, is insolvent in relation to the world order broken before our eyes and world problems.

The theme of reliability of pedagogical measurements of knowledge of pupils is the most actual as the educational policy of Russia on a bounda-

ry of the 21<sup>st</sup> century, change of civilizations should start with two problems: integration of Russia into the world community that demands the new person owning new paradigms of thinking; preservation of national independence that demands observance of national interests not only in economy, the politician, defense, but also in an education system.

The new methodology of education and new models of school of the future are created today in the course of interaction of traditions and innovations. Innovative processes should become leaders in formation of educational systems of schools and area as a whole. Innovative processes in management of development of educational system are the main condition of time of transformation of school adequate to problems as socially-pedagogical institute of the state.

The basic means of formal quality assurance of training is testing [1]. In pedagogics and psychology as testing (from English *test*) is called the experimental method based on standardized tasks which allow to measure psychophysiological and personal characteristics, and also knowledge, skills of the examinee. In wide interpretation the term testing includes a test method, result of testing and interpretation of results of testing.

The test quality monitoring of quality of training has a number doubtless to advantages before other pedagogical quality monitoring: high scientific validity of the test; adaptability to manufacture; accuracy of measurements; presence of rules of carrying out of tests identical to all examinees and rules of interpretation of their results; good compatibility of a method with modern educational technologies.

Tests started to be applied in 1864 of J. Fisher in the Great Britain for examination of pupils. Theoretical bases of testing were developed by English psychologist F. Galton in 1883 the Term "test" was introduced for the first time by American psychologist G. Kettle in 1890. The First standardized pedagogical test was made by American psychologist E. Thorndyke. American psychologist K. Spearman has developed the basic methods of the correlation analysis for standardization of tests and objective measurement testing researches. Spearman based the statistical methods on use of methods of the factorial analysis, have played the big role in the further development of testing. We will notice that testing development became one of the principal causes which have caused penetration into psychology and pedagogics of mathematical methods.

Examination of pupils can be carried out on the basis of various criteria of formation of the estimation. Depending on it methods of an estimation of knowledge can be divided on:

- Methods on the basis of quantitative criteria;
- Methods on the basis of likelihood criteria;
- Methods on the basis of classification criteria [1].

*Methods on the basis of quantitative criteria* assume use of a quantitative scale, i. e. the estimation in this case is set by number. In the elementary case this estimation can represent a score, received by the pupil for right answers on test tasks. In more difficult cases at estimation formation consider types and characteristics of test tasks.

In *methods on the basis of likelihood criteria* the main thing is definition of probability of a right answer of the pupil, as functions of level of its readiness and parameters of the test task.

*Methods on the basis of classification criteria* assume reference of the pupil to one of several steady classes taking into account set of the signs defining the given pupil. Examples of methods of this class are methods on the basis of algorithm of calculation of estimations, and also methods on the basis of indistinct sets.

As reliability of the test is called degree of coincidence of its results at repeated testing of the same pupils in identical or close conditions. As criterion of reliability it is possible to use also factor of correlation of results of testing and results of expert estimations.

More often as criterion of reliability of the test task use Guttman factor of reliability and Spearman-Brown factor of correlation.

Further following designations will be necessary for us:

$P = (p_1, p_2, \dots, p_N) = (p_i, i \in [1 : N])$  — set of pupils, where  $i$  — number of the pupil,  $N$  — their general number;

$T = (t_1, t_2, \dots, t_M) = (t_p, j \in [1 : M])$  — a set of test tasks of test  $T$ , where  $j$  — number of the test task in the test,  $M$  — the general number of tasks;

$X = (x_{i,p}, i \in [1 : N], j \in [1 : M])$  — a matrix of results of testing, where  $x_{i,j}$  — an estimation of  $i^{\text{th}}$  pupil for performance of  $j^{\text{th}}$  task.

Criteria of reliability of the test usually are under construction on the basis of following sizes:

$$y_i = \sum_{j=1}^M x_{i,j} \quad \text{— A total test point of the pupil } p_i \text{ by results of}$$

performance of test  $T$ ;

$$\tilde{r} = \frac{r_i}{M}, \tilde{w} = \frac{w_i}{M} \quad \text{— Shares of correct and wrong answers, where } r_p, w_i \text{—}$$

total numbers of the correct and wrong answers received by the pupil  $p_i$  by results of performance of test  $T$  accordingly;

$\bar{y} = \frac{\sum_{i=1}^N y_i}{N}$  — An average arithmetic point on all pupils (i. e. an estimation of a population mean of a random variable  $y_i$ );

$D = \frac{S^2}{N-1}$  — estimations of a dispersion of test results of all pupils,

where  $S^2 = \sum_{i=1}^N (y_i - \bar{y})^2$  — the sum of squares of deviations of points of pupils from the average values;

$\sigma = \sqrt{D}$  — Corresponding estimation of average square-law deviations.

One of the most simple methods of an estimation of reliability of tests are the methods based on an estimation of structure of knowledge of the pupil. The most known method of this class is the Guttman method (*L. L. Guttman*).

Let's put, that tasks in test  $T$  are located in ascending order their complexities and the matrix  $X$  is binary, i. e. Estimations  $x_{i,j}$  can accept only values a zero and unit. The line with number  $i$  this a matrix forms, so-called, a profile of the pupil  $p_i$ , characterizing structure of its knowledge. At ideal structure of the test (when complexity of tasks really increases with increase in their number) and ideal structure of knowledge of the pupil  $p_i$  the profile in which at first there are only units, and then — only zero will be “correct. An estimation deviation  $x_{i,j}$  from a correct profile we name an error of a profile and we will designate  $e_{i,j}$ . More precisely speaking, we will put, that  $e_{i,j} = 0$  if the estimation  $x_{i,j}$  is “correct, and  $e_{i,j} = 1$  — otherwise.

In a case when the test structure is ideal, any error of a profile means either ignorance of the pupil, or its unsuccessful attempt to guess a right answer. At averaging of results of testing on all pupils last effect is inevitably levelled also essential there are only inversions (infringement of true sequence) in test tasks. On this basis Guttman offered as criterion of reliability of the test the size

$$y = y(P, T) = \frac{\sum_{i,j} e_{i,j}}{NM}, \quad (1)$$



which is called the factor of reliability of Guttman. Here summation is conducted on all  $i \in [1 : N], j \in [1 : M]$  and the sum makes sense the general number of mistaken answers of all pupils.

Sometimes size (1) name factor of structure of test results.

As the bottom admissible border of Guttman factor of reliability usually accept size 0,8.

The method of an estimation of reliability of tests by means of *Spearman-Brown* factor of correlation is based on idea of an estimation of stability of results of pupils. The method belongs to the class of methods of separate correlation and is most often used method.

Let's enter still following designations:

$y_i^e, y_i^o$  — total test points of the pupil  $p_i$  by results of performance of odd and even tasks of test  $T$  accordingly  $y_i^e + y_i^o = y_i$ ;

$\bar{y}_e = \frac{\sum_{i=1}^N y_i^e}{N}, \bar{y}_o = \frac{\sum_{i=1}^N y_i^o}{N}$  — average arithmetic points on all pupils (i. e. Estimations of population means of

random variables  $y_i^e, y_i^o$  accordingly);

$D_e = \frac{S_e^2}{N-1}, D_o = \frac{S_o^2}{N-1}$  — estimations of dispersions of test results

accordingly  $y_i^e, y_i^o$  accordingly,

where  $S_e^2 = \sum_{i=1}^N (y_i^e - \bar{y}_e)^2, S_o^2 = \sum_{i=1}^N (y_i^o - \bar{y}_o)^2$  — the sums of squares of deviations of points of the pupil  $p_i$ , from the average values;

$\sigma_e = \sqrt{D_e}, \sigma_o = \sqrt{D_o}$  — estimations of average square-law deviations of sizes  $y_i^e, y_i^o$ ;

$K_{eo} = \frac{S_{eo}}{N}$  — an estimation of the correlation moment (the communication moment) sizes  $y_i^e, y_i^o$ ,

where  $S_{eo} = \sum_{i=1}^N (y_i^e - \bar{y}_e)(y_i^o - \bar{y}_o)$  — the sums of products of deviations

of sizes  $y_i^e, y_i^o$  from the average values;

$r_o = \frac{K_o}{\sigma_e \sigma_0} \approx \frac{S_o}{\sqrt{S_e^2 S_0^2}}$  — an estimation of factor of correlation of

sizes  $y_i^e, y_i^o$ ;

$\bar{\varepsilon} = \frac{\sum_{i=1}^N \varepsilon_i}{N}$  — average value of an error  $\varepsilon_i$  (i. e. estimations of a popu-

lation mean of a random variable  $\varepsilon_i$ ), where  $\varepsilon_i = y_i^e - y_i^o$  — an error of the pupil  $p_i$  by results of performance of odd and even tasks of test  $T$ ;

$D_e = \frac{\sum_{i=1}^N (\varepsilon_i - \bar{\varepsilon})^2}{N-1}$  — estimations of a dispersion of errors  $\varepsilon_i$ .

As factor of *Spearman-Brown* correlation is called the size

$$\eta_o = \frac{2r_o}{1+r_o}. \quad (2)$$

It is necessary, that the test is reliable enough at  $\eta_{eo} > 0,8$ .

Variant of the formula (2) is the formula

$$\tilde{\eta}_o = 1 - \frac{D_\varepsilon}{D},$$

where, we will remind,  $D_\varepsilon, D$  — estimations of a dispersion of an error of testing and a dispersion of test results of all pupils accordingly.

Quality of the pedagogical control depends not only on reliability of the tool of measurement, but also from its validity. However unlike reliability which definition is reduced to a choice of one of set of settlement schemes, the substantiation validity the test represents a problem of methodological character. Process validity begins with specification of the purpose and specific targets of the pedagogical control. If it is put aim to check up knowledge of schoolboys in a certain subject and it is thus unimportant, it will be made by what method, it is easy to understand, that this purpose will be reached by means of examinations, examinations, etc. These methods are not the same from the point of view of time expenses, objectivity and quality of an estimation and consequently the question about validity is easily translated in a pragmatic plane of an

estimation of comparative suitability of this or that method for object in view achievement. Validity of any test is possible and it is necessary to estimate from positions of standard type of thinking at which any result should be correlated with norm. If there is no norm it is difficult to tell that means, for example, received by examinee Ivanov in any test a point 35 — well it or is bad, If it is known, that norm are 25 points the estimation 35 belongs to one of the best pupils. The test is considered valid if the average result of testing is inherent, more in a part of pupils, and results are distributed under the normal law. Normality of distributions is reached by a variation of number of easy and difficult tasks in the test. The valid test should contain an overwhelming share of tasks of average difficulty, but it necessarily should have and frankly easy tasks which does not solve 1 of 100 or even 1 of 1000 examinees, and frankly difficult tasks which solves 1 of 100 or 1 of 1000 examinees. Validity of the test on distribution it is easily reached by replacement of the tasks breaking normal distributions [2].

Despite huge possibilities, authors of the used literature were limited to one link of modern technology of training, having pulled for which, it is possible in ours far not for a civilized country to extend all chain of national education on decent enough level of development. And the most important link is working out of the tool of measurement of level of knowledge and difficulty of tasks without which any technology, and not only modern, is impossible. The author [2] itself rejected until recently testing, and now concerns it with some mistrust. Really, instead of whether we will suppress, applying tests with ready answers, abilities of the human person to logic thinking, obviously, to the most important kind of cerebration? It is obvious, that ways for search here vast quantity.

But, unfortunately, other tool for pedagogical measurements, now in use, except the test while is not present. And it is not known, is it going to appear? Therefore researches on working out of more perfect toolkit in the given direction are an actual problem. The real analysis of efficiency of toolkits for pedagogical measurements is possible only in the presence of the reliable, authentic and developed information on a course of process of education and its results.

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**PERMANENT PROFESSIONAL TRAINING  
AS THE FACTOR OF EFFECTIVE UTILISATION  
OF LABOR POTENTIAL AND PERFECTION  
OF EDUCATIONAL TECHNOLOGIES  
IN THE SPHERE OF SMALL BUSINESS**

Revealing and realization of not used or insufficiently used economic and social factors for growth and economy development are today one of the priority problems. Among such factors one of the first places occupies labor, vocational potential. We will consider some of the modern moments of this traditional and at the same time always the new problem caused, except much other, inexhaustibility of growth of efficiency of a labor, creative productive resource of the person in process of opening and its development all new not only requirements, but also possibilities for their satisfaction.

Education, in particular professional, as process of formation and accumulation of labor, vocational potential on the basis of knowledge, abilities, skills and компетенций for realization of constantly developing professional work, i.e. in the certain, concrete trade, it is represented process by the nature continuous. Its continuous development is at the expense of, first of all, qualitative growth professional standards, competence of activities and as a whole the efficiency of work. The continuity of growth of indicators, first of all qualitative, underlies a sustainable development of economy and social sphere.

Professional training continuity (according to the new law “On education in the Russian Federation” [1], is established in two basic forms — secondary and higher professional training, and this last is subdivided into a bachelor degree, specialist and a top skills professional training) assumes process of its continuous perfection and development with the account both personal, and public requirements. A priority stage of development of professional training today and the next years (at least till 2015) Working out of professional standards by the basic trades (their groups) is. According to the commission of the President

of the Russian Federation, till 2015 there should be developed not less than 800 professional standards. Considering many thousands structure of trades of qualified workers and posts of the employees occupied in branches of a national economy of the country, process of “professional standardization” work in Russia can last, at least, to 2025 [4].

At the end of 2012 the State Duma, within the limits of realization of the Decree of the President of the Russian Federation on May 7, 2012, approved the amendment to the Labor code of the Russian Federation — it entered concepts “the professional standard” and “qualification of the worker”. According to this amendment the professional standard represents the characteristic of qualification of the worker necessary for realization of its professional work. In turn, qualification of the worker is defined as level of knowledge, abilities, professional skills and experience of the worker [4].

Today the scale of innovative transformations, in particular in professional training system, mainly in its educational institutions is widely known. Thus, in our opinion, not enough attention is given to a role and development in the modern conditions rich with transformations of operating manufacture of a subsystem of professional education which urged to provide processes of continuous improvement of professional skill of operating shots, and also timely retraining, conversion training of promptly accruing scales of liberated workers. The decision of problems of this personnel modernization, considering scales of the given processes and their strategic importance, is represented rather significant both for manufacture sphere, and for professional training system. It is necessary thus not only to prepare in advance necessary educational-methodical base under lists perspective from the point of view of a labor market of the trades, corresponding workplaces, as a rule, hi-tech and with a worthy payment. All it should serve as stimulus for workers to additional education, to conversion training, retraining, etc. As a whole speech should go about increase of a skill level of such shots, after all thus new knowledge, abilities, skills, and, as a rule, hi-tech, perspective [4] as a result are acquired.

This question is rather important also, in particular, for stimulation of professional training of shots for the small enterprises which number and efficiency of their work should accrue, proceeding from strategy of development of domestic economy. However businessmen and the personnel for this sector of economy do not prepare in one professional educational institution, and people, somewhere and something learnt and mastered of a considerable arsenal of features of small busi-

ness (organizational, financial, legal, etc.) work here, as a rule. Knowledge, skills of such work is got at various seminars, courses, etc. more often. Substantially insufficient readiness of the shots occupied in a small-scale business, especially in industrial, innovative manufacture, constrains efficiency of this sector of economy. “Professional training” problem could be solved successfully, in our opinion, a one of “Professional training” directions, using the ample opportunities given to it for arms of persons of various age the professional competence under programs of professional training, retraining, improvement of professional skill by trades of workers and posts of employees, mastering specialized educational programs of the secondary professional education. Professional training in that case can be carried out in the educational organizations, including the educational centers. But, thus, it is important, that similar professional training, especially with a view of reception of a new trade of the worker or a new post of the employee, and also competences enterprise activity in its small forms (but in a wide functional range), gave the legitimate right to such businessmen and their workers, following the results of successful training, on the increase of their educational level [1].

Working out of professional standards, and also educational standards by corresponding trades and specialties, solves variety of the problems having crucial importance for an effective utilization of graduates of system of professional training. First, already at the development cycle of the professional standard it is a scientifically and practically proved approach to a choice economically and socially priority trades and specialties with their functional-substantial characteristic and qualifying requirements from employers. Secondly, the educational standard, armed which graduates on a labor market come, i.e. In the space of employment supervised by employers, from its part, contains (or should contain) counterclaims to employers regarding the conditions of an effective utilization of young experts conventional and included in the educational-professional standard. First of all, workplaces at the enterprises (in the organizations), including working conditions, its safety, should correspond to level and quality (qualification) of professional training. The payment as the major today in most cases an indicator of working conditions in their wide sense, is defined by a labor market, and the educational standard can influence, especially at an estimation the employer of the young expert, only indirectly.

Thus, professional and educational standards serve (more precisely, should serve, in process of their working out and realization) the ba-

sic means (way) not only supply and demand coordination on qualified personnel on a labor market, but thus, that is the extremely important, their interrelation acts as the mechanism, finally, professional training improvement of quality in professional training system. It is expressed and that continuously operating system professional training in these conditions is much less to be exposed to criticism from employers for preparation not that and not that quality of experts. In turn, that too it is rather important in the mechanism of an effective utilization of young shots, the system профобразования has an opportunity to estimate from positions of educational and professional standards conformity of level and quality of preparation of the graduates to level and quality offered by it from the employer of technical-technological and other working conditions. Today here, as is known, all is far not is balanced and is frequent not because of professional training, and because of not enough high technical-technological base of manufacture and work. To it testifies, in particular and first of all, high deterioration of a fixed capital in a national economy. For last 10 years degree of deterioration of a fixed capital accrued, having reached to 2010 45.7% (2000 — 43.5%). Thus investments into buildings and constructions grew (from 40.4% in 2005 to 42.6% in 2010), and in cars, the equipment, vehicles, i.e. In the most active part of a fixed capital, decreased (from 41.1% to 38.6% accordingly) [5].

New approaches not only to formation and realization of professional and educational standards, but also to use received as a result of vocational personnel potential for the purpose of necessary growth of efficiency of work will force, as it is necessary to expect, domestic business to modernize on innovative principles a fixed capital, including equipment of workplaces more actively. The important contribution to the decision of this problem is realization now programs on creation to 2020 25 million hi-tech and with a worthy payment of workplaces. The continuity of this work integrally co-ordinates with the corresponding processes which are carried out by educational institutions of professional education [4].

For perfection of system of professional training for small business by the Concept of a state policy of support and development of small business in the Russian Federation financing from the state budget of system of an additional education and retraining of experts both state, and not state structures on bases of business for small-scale business sphere

is provided. Among other measures in the given direction are provided coordination of the Russian and international educational programs in sphere of small business, educational-methodical, information and consulting support of their activity. But, unfortunately, the concept does not provide positioning as the independent self-sufficient educational form of possibility of training within the limits of Internet space with application of information educational technologies [3, P. 141–144].

Specificity of work in small business demands from businessmen and their employees of a high skill level in performance enough considerable quantity of kinds of works both in one, and in several professional fields, including. And in the field of working out of innovations as within the limits of the subject of small business, as a rule, the expressed differentiation of activity is not present. By subjects of small business highly skilled experts of an average link, along with organizing and administrative qualities managements sufficiently owning a subject at level of ability of direct participation in process of production, marketing, and the most important thing, in the field of innovative activity thanks to which small business acts as motive power of innovative development are claimed.

Thus, on the one hand, vocational training is directed on preparation of the expert working in the conditions of a division of labor, and, on the other hand, small and mid-size business demands preparation of the expert which competence provide combination of technological, administrative, enterprise qualities and innovative abilities.

Strategy of personnel completion of small and average business demands essentially new approaches to the organization of educational process and to quality of preparation of workers of small business first of all on the basis of the new educational form of training within the limits of Internet space with application of information educational technologies.

Within the limits of Internet space with application of information educational technologies the author understands all-round use of advantages of remote and remote training as the new educational form of training with application, except personal contact of the teacher and the trainee, also remote tutorials by means of dialogue video in a virtual field of Internet space, use of modern information sources of reception of new knowledge in the form of dialogue at specially created educational and information forums, including. And in social networks, use of possibilities of Internet testing, etc. [3, P. 141–144].



Youth business — rather difficult sector which demands a close attention from the state bodies [2]. Its correctly built support provides development of small business as a whole. In many Russian regions the considerable quantity of young men has appeared not claimed in sphere of the state economy. The considerable part of youth shows high enough activity of enterprise activity, but because of absence of the real mechanism of support of youth business, including. Vocational training, the majority of undertakings is closed within the first months of work.

Young businessmen are in great need of express training to bases of enterprise activity using educational Internet technologies. Absence of natural mechanisms of the adaptation to high rates of variability in the market is aggravated also with absence of those in an education sphere and self-education, including youth in small business.

Despite all this, at modern Russian youth small business there are very good prospects of the further development, but, for this purpose it is necessary to make essential changes. Reorientation of state youth policy is necessary. The support on priorities of use and stimulation corresponding to national Russian mentality and the account of the Russian traditions of enterprise activity is necessary.

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## **VIRTUAL REALITY USE IN THE EDUCATIONAL PROCESS**

Today in the contemporary person's life one of the main places is occupied by virtual reality and various information technologies which are frequently identified with the former. Such identification can be correct, if virtual reality is considered as the world designed by means of technical aids where it is possible to enter, to change it from inside, to observe various transformations occurring to it and thus to feel real sensations.

Following this position sets the tendency, in conformity with which application of computer technologies to designing various virtual worlds is justified as that opens the prospects, concerning uses of these technologies in the course of training.

So, virtual reality technologies can be used for corporate training. For example, within the limits of multiuser game Second Life anybody has possibility to get some virtual space in a private use and to design 3D imitation of the virtual world on it. Visually Second Life represents a 3D image of various places on which beaches, shops, museums, discos, parkings are located. These places (islands) are possible to "dissect" in a kind of an avatar, chosen by the user at registration. Avatars receives in Second Life the status of "resident" and is registered under the present credit card, because existence in Second Life assumes various forms of activity from simple walks on virtual cities, purchases of the goods in shops, life in the own apartment, conducting own business. In other words Second Life is a software which can be downloaded free of charge from the world wide web and to use both for creation of the own island of dream (that will cost about 300 dollars a month for maintenance) and for travel on another's worlds. But the given game has some distinctive lines: Second Life, contrary to usual computer games, it is characterized by absence of tasks defined in advance and set by a plot, necessities to make hit and "pump over the character. The owner of an account has the right to choose independently a way of virtual existence comprehensible to it.

Except an entertaining dominant at this game there is a potential which can be used in training processes. So, Second Life is used as a place for studying foreign languages. In Second Life the Institute of the Spanish language and culture (Institute Cervantes) and Goethe-Institute has the islands. On the site SimTeach it is possible to find the list

of educational projects (including some educational schools) in Second Life. Besides studying foreign languages, application of Second Life in training will be rather effective if on a concrete island they create, for example, a 3D factory imitation, and on its example have various excursions devoted to an explanation of its device, work of manufacture or design various marketing enterprises. Besides that, if Second Life allows not just simulate, but in fact realize (though, virtual) various interactions of subjects of virtual reality (which are similar to interactions of subjects of empirical reality) and if there is a technical possibility to write down process of this interaction (for example, dialogue with a family, friends, colleagues or something another) which inherently remains game, good training video will turn out. It is possible to present what effect can be made by the designed island which answers an environment of any continent for geography studying!

Actually it is a question of computer modeling. That is computer models can be used for research of processes without system construction in which they really occur that allows to accelerate processes or to slow down them (that it was easier to observe, for example, bullet or rocket movement). Such models are widely applied in the automated designing by working out of new systems, such as cars or production, they also form a basis for construction of “interactive imitating models, where the user becomes a direct participant of process behind whom it conducts supervision (for example, flight training apparatus is intended for training and check of possibilities of the user, instead of for check of work of piloted system under loading).

Speaking about the role and possibilities of virtual reality in education, it is necessary to mention outstanding representatives of the post-modern.

In R. Rorti’s work “Accident, irony, solidarity” one of the basic concepts is “final dictionary”, which Rorti himself defines as a vocabulary used by someone “for the justification of the actions, belief”. “Finality” of the dictionary means, on the one hand, cultural-historical conditionality, not eternity; on the other hand, “finality” should be understood as instructions on autonomy and the dictionary sovereignty. It is “final in the meaning that the vocabulary, entering into its structure, quite sufficient or normal (in Kun’s sense) communications. Final dictionary includes such words without which people cannot manage, are not capable to formulate the thoughts. So, for example, words church, Holy Spirit, expiation, Bible, etc. make the final dictionary of the medieval Christian, and a word democracy, human rights, constitution, form the

final dictionary of liberal politician of the 20th century. As each dictionary is historical and situational, so any dictionary cannot apply for the exclusive and definitive status. Comprehension by the person of accident of language game conducts games to doubt in an existing order of things, in correctness of own final dictionary, and also to unwillingness to be in the power any one, chosen not him, system of principles which, defines contours of its existence in the world. Through doubt in reliability of present language, through the re-description seems obviously possible leaving from under the power of a dominating discourse that does the existence of the person free.

If we take into consideration the definition of virtual reality as an artificial realization in the sign-graphic form of this or that conceivable possibility which was not carried out or it will not be carried out independently (in a natural way) it will appear obvious, that virtual reality just promotes leaving from the power of a dominating picture of the worlds determined by certain language game. Correspondingly, virtual reality promotes expansion of “final dictionary”, and, probably, promotes leaving from it and to designing new, that appreciably gives to the person freedom, at least in knowledge.

Thus, it is possible to say that from any point of view we would not consider the role of virtual reality in education, the estimation will be positive, as:

- Application of information technologies in training provides availability of education to everyone, not leaving home (and as one of consequences, absence of a loop of material and psychological problems connected with the life in other city or even just trips for study; overcrowded libraries, difficulty to get new magazines, and problems of mutual relations in the collective in the training course);
- Application of information technologies provides possibility to plan one’s time, intensity of studying courses, their set, etc.;
- Application of information technologies allows to model various systems, situations, etc.;
- Application of virtual reality technologies gives a chance to learn and apply some kinds of a discourse, to try various language games and thus to investigate various pictures of the world.

**THE MODEL OF INTEGRATION OF SCIENCE,  
EDUCATION AND BUSINESS ON THE BASIS  
OF INNOVATIVE BUSINESS EDUCATIONAL  
STRUCTURES' CREATION**

One of directions of innovative development of national economic system is formation and development of innovative activity of economy subjects, initiation of innovations and development of technologies. At the same time, there is some accumulated experience in the area of innovative activity development both of the separate enterprises and of economy as a whole on an innovative way, horizons of innovative economy, its strategic directions of development on the basis of models of the innovative activity organization are defined. For the purpose of revealing of directions of development of innovative economy we will consider available world experience of construction of models of interaction of a science, business, the power and possibility of its transformation for Russia on the basis of creation of models of interaction between science and education, the power and business and uses of the mechanism association of efforts on the basis of business educational structures.

One of the famous models is “the innovative environment and its example” is Silicon Valley experience, in the USA. What had been generated allowed to be developed under the condition of presence of such blocks as interactions between science (in the form of the research and experimental centers), business (in the form of the large private capital presented by venture firms), large transnational companies, the presence of the personnel with corresponding skills and competences of an innovative type [1]. Only as a result of realization of the mechanism of all listed blocks it is possible to realize development of technologies, and in the limited small territory.

The following model of development of technologies in the field of creation of innovations is based on the focus of a large transnational corporation which has the corresponding capital, the organization of productions, the qualified personnel, allowing to realize venture projects. The obligatory condition is the presence of own research centers or financing of such workings out in the university centers.

The third model, which we will consider, it is possible to name the model of “the state protectionism. It is based on realization of the go-

vernment support of activity of the companies creating innovations. So they operate in Korea and Japan when the national companies' activity in the country at first was encouraged, and then the innovative product was deduced on the world market. More often the bench-marking and target-costing method was used, that allowed to compete to the leading world companies and to damp prices.

The fourth model is used by the government of France — it is based on the openness of national borders, but the state carries out support of the companies in the international competitive struggle. It, as many French firm owners recognize, is difficult enough.

The following, fifth model is possible to define as a model of so-called vein superiority which has advantages in the form of creation of dynamics of development, establishment of priorities. However the negative moment is the system closeness as it does not allow to communicate freely and in a final analysis, the technology which is kept a secret, can be already outdated and not actual.

The European community realizes in practice the sixth model, which is based on cooperation between national economies, that allows to keep dynamism of all European economy within the limits of national European interests.

To define how applicable this or that model in national economy of Russia is or to allocate the most effective enough difficult as the considerable quantity of factors is necessary for taking into consideration, and thoughtless copying, all the same, should be avoided, that also is marked by many investigators on the given problems [1; 2].

It is necessary to notice that in Russia separate scientific directions are well enough developed, there are large transnational companies, there are companies with the manufacture organized with use of new technologies. However presence of a combination of factors, their interaction with each other, and also presence of interrelations, characteristic conditions for realization of the innovative environment is important.

The second model also is unacceptable for Russia as in its basis there lays an ability of large transnational companies to generate in itself all those elements which are necessary for technological progress. Besides, this model cannot be considered as a possible form of the Russian movement on the way of information and owing to the lack, initially put in it, which brakes distribution of innovations to the society: results of innovative progress are kept under a strict secret and are rigidly supervised by large firms which use new technologies only for reception of direct benefit. The third model of technological development also is

hardly applicable to conditions and features of Russia. Also the thing is not so much in absence of large private concerns, but that Russia cannot close in the foreseeable future for the objective reasons national borders for foreign investments, lose in the conditions of crisis of manufacture the feed from the outside by various grants, loans and other forms of subsidizing. The attempt to realize technological development of Russia within the limits of the fourth model also cannot be crowned with success. Russia (and, however, already) cannot be quoted as the equal partner of the developed countries, which have entered a stage of information development, yet. If also it is possible to erect Russia in a rank of the equal participant of the international economic relations, only as the owner of the big raw stocks and resources, though roughly developing new technologies the next decades can bring to nothing and this basis for a high rating. For maintenance of competitiveness within the limits of the fourth model of Russia it is necessary to take a high place not on raw materials stocks, and on level of distribution of high technologies in national private concerns. In Russia reserves for such development are not possessed by private low-power firms in the technological relation and the state with the sick scarce budget. Though, if to isolate narrow directions of technological development (laser technology, space scientifically industrial complex), for example, to direct, involve there the capital to establish the state priorities it would be possible to reach here certain local gains. But the problem of complex, scale technological advancement forward cannot be solved by these measures. The fifth model is the closest to the Russian state mentality, it underlies those still technologically high positions remaining from “superpower which Russia for the present moment possesses. The way of technological development of Russia according to the model of the European Community cannot be realized, at least in the foreseeable future (10–15 years), for the following reasons:

- The model of the European community assumes not simply close cooperation in the field of a science and technics, and integration of economy of the European countries;
- The basis for integration is the certain, “Average European” level of technological development which Russia does not possess for the present moment. In the long term this model could become for the Russian technological development a defining one.

As to the way of “diffusion of innovations” Russia with its industrially organized manufacture, in case of using this way of technological

development will be laid down in conditions of the unsolved contradiction between the modern technologies offered by developed European partners, and possibilities backward, from the information point of view, industrially organized manufacture.

So, we summarize:

1. Russia under the influence of global transformation of the world is integrated into the world economic system.
2. For integration into world information community on parity bases Russia should make in most historically short terms transition from the industrial organization of the society to an information stage of development.
3. Errors in the choice of the model of technological development can cause strengthening of social intensity and social conflicts of nationwide scale.
4. At the initial stage it is necessary to consider as the optimal variant of technological development of Russia model with perspective transition to model of the European community.

Thus, it is necessary to note the possibility of using the above described models of integration of science, education and business on the basis of creation of innovative business educational structures. As already it was marked above, realization of the given kind of mutual relations is impossible without presence of corresponding infrastructure which will be the tool of support of realization of process of innovative activity of the organization.

One of the tools of such support is creation of the special infrastructure providing development of the Russian economy. It is explained by roughly growing interest to scientifically-technological parks and business incubators — to structures purposefully focused on stimulation of growth of new firms. The analysis of problems of development of small business in Russia, on the one hand, and studying of development business-incubating abroad and high indicators of efficiency of use of the mechanism of business incubators in the decision of economic and social problems, on the other hand, prove expediency of introduction business-incubating in the conditions of developing economy of Russia. A variety of models and high flexibility of business incubators will allow to enter this tool of development of business in the Russian conditions and to open potential of this model in the decision of problems of various cities and regions in Russia that many researchers note [2; 3]. The practical experience which has been accumulated by business incubators



all over the world, and in particular, in the countries where there were the processes similar to what are characteristic for today's Russian economy, will allow to avoid many errors and to overcome difficulties with the minimum losses. According to macroeconomic scale of integration of regions business incubators should be guided by complex development of regions, develop inter-regional character of activity, formation of regional system business-incubating as complete institute of an infrastructure of support of small business [4]:

1. The involving principle. Formation of regional system of business incubators should lean first of all against the existing enterprises, establishments, the organizations and available resources in region. Similar interaction promotes occurrence of effect of a synergy for all participants.

2. The principle of association of efforts. Association of elements of an infrastructure of support of business in a regional complex allows to generate management structure, to provide steady communications, to co-ordinate actions on creation and development of mechanisms of stimulation of enterprise initiatives.

3. The self-organizing and self-control principle. The system of business incubators is considered as the self-regulating organization which initiates and realizes program actions for business support.

By consideration above the listed principles there is a logical interrelation between educational institutions, the research centers and business, once again necessity business-incubating, for the purpose of advancement of new technologies, expansion of partner communications, advancements of the goods and products in the markets therefore proves to be true. For this purpose, creation of a certain system, which would satisfy to certain conditions in our opinion, is required:

- The formed structure of coordination and regulation business-incubating should cover (anyway — at the initial stage) two basic directions of development of business: on the one hand — business service, and with another — sphere industrial-technological innovation, research in the field of innovations, preparation by high schools of workers taking into account the given specificity.
- The incubatory potential of the small innovative enterprises should use technological, information, scientific and technical and other possibilities which business of any sort already functioning in the country and level can give in the maximum measure.

- As the offered structure is based, first of all, on the Russian positive experience business-incubating, it is considered absolutely necessary constant monitoring of development of this sphere to Russia and, whenever possible, use of those its achievements and innovations which can be effectively adapted further.
- Business-incubating within the limits of offered structure is considered as the two-uniform process, the leading which part is focused on creation of the new small innovative enterprises and development of various scientific and technological innovations by them, and another, though also less significant — on improvement of already functioning industrial small-scale business in those two spheres about which there was a speech above.
- Incubating certainly should, and it is supported by the character of the structure, accurately to focus incubated business on the maximum evolution towards expansion of partner communications and participation in various sorts network structures.
- Paying considerable attention to an efficiency problem in incubating of small-scale business and its further functioning as that, business incubatory activity should use in an equal measure possibilities of escalating of efficiency as at the expense of rationalization of use of various kinds of resources, and at the expense of wide application of receptions, means and methods of growth of real productivity of a small-scale business.
- Within the limits of business-incubating and the structure coordinating its development, the idea of “growth points” (without dependence from their character and the occurrence reasons) which in appropriate way is transformed both in organizational, and in functional elements of structure also should be realized.
- Business-incubating should, unconditionally and constantly, consider and realize in the practice two directions especially important for development of economy: on the one hand, the industrial small business, which is incubated, in itself, as well as incubation system as that, should solve the most important regional problems in common; on the other hand, in the process of development and formation of corresponding possibilities small industrial business and the incubation system should pay special attention to the growth of the export potential of the country.
- Being focused on the two above-noted spheres of an industrial small business, the incubation system should form and develop simultaneously the cluster approach and promote small enterprises

within the limits of development of network structures as a whole to make special efforts to enter the clusters and to transform traditional network relations in cluster ones. All listed above can be realized in our opinion by means of creation of techno-parks. Techno-parks represent for today the most powerful organizational tool of development of applied research and workings out and, that is especially important, an exclusively strong means for commercialization of results of scientific and technical search, development of small enterprise structures.

The technological park is the organization operated by workers whose overall objective is the increase in well-being of local community by means of advancement of innovative culture, and also competitiveness of innovative business and the scientific organizations [5]. For achievement of these purposes the techno-park stimulates and operates streams of knowledge between universities, scientific research institutes, companies and markets. It simplifies creation and growth to the innovative companies by means of incubatory processes and processes of deducing of the new companies of the existing.

Features of organizational-functional technology of parks of the Western Europe are presented in Tab. 1. According to the practice of studying the question on an example of such countries as Finland, Spain, France, England, the USA, the presence of techno-parks and business incubators is considered as an integral part of system of preparation of the workers, corresponding to requirements of the market and having corresponding professional competence, generated at direct participation in the work of techno-parks and business incubators, created at universities.

*Table 1*

**Organizational and functional technology  
of the Western European parks**

Type	Features	Examples
1	The most active link and the organizer of activity are authorities. The park plays a catalyst role, it co-ordinates and takes part in formation of variety of various projects of development, pushing thus regional economy as it owns a local infrastructure	Nime, Marselles, Strasbourg (France), Bari (Italy), Nottingham, Leicester (Great Britain) Zike, Saarbruecken (Germany)
2	Dominating sector is an enterprise. Park operating in interests of local actions. These	Park Veles in Barcelona (Spain), Vane, Caen

*Table 1 (continuation)*

Type	Features	Examples
	parks are very closely connected with the local enterprises and influence local economy	(France), Kassel, Bonn, Svert (Germany), Harthpool, Serkelk (Great Britain)
3	These are parks with a priority direction in the field of applied researches. Parks of this type are designated as technological. They are located near to the large fundamental universities which are initiators of their creation	Heriot-Uott in Edinburgh, Southampton, Surrey in Gilford (Great Britain), Milan, Florence (Italy), Frankfurt an der Oder, Berlin (Germany), parks of the Lyons techno-polis (France)
4	Research and workings out in attractive firms become more active. A question of principle is transfer, high technology, and regional development proceeding thus is minor	Cambridge, Warwick in Coventry (Great Britain), Leven-la-Njuv (Belgium), Nuremberg, Karlsruhe (Germany), Nantes (France)
5	Such parks are organized by the authorities at universities for which creation of the research centers is a minor purpose	Grenoble, Bordeaux, Toulouse (France), Southern bank in London, Durham (Great Britain)
6	This type is presented by the powerful research centers on which regional development depends. Parks promote intensive distribution of new technologies to the local industry	Malaga (Spain), Stuttgart, Düsseldorf, Loyna (Germany), Reading, Colchester, Norwich (Great Britain)
7	The regional government makes active manufacture in the university centers. These parks play a role of the centers of regional development	Valladolid (Spain), Nancy, Chonbery, Lille (France), Birmingham, Manchester (Great Britain), Hanover, Essen (Germany)

The actions undertaken in the given sphere, are directed on grouping and co-ordination of a scientific infrastructure and blocks of scientific and technical service, on improvement scientific and technological equipment and modernization of objects, and also on reception and preparation of researchers.

Thus, the used national model of integration of science, education and business can be based on interrelation of partner relations between various spheres of economy which are the generator and potential of innovative development, namely science and education, with creation of business educational structures, usage of experience of innovative activity of the organizations and enterprises, that finally allows to generate the model, allowing the national economy to develop on an innovative way, taking into account trends and tendencies of the world community development.

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## **BASIC PRINCIPLES OF MODERN ECONOMIC EDUCATION**

High level of uncertainty and considerable enterprise risks, special value has an economics education quality which should be focused on highly skilled education of experts who are capable to work effectively in a real sector of Economics, due to modern conditions characterized by strong economic instability. The beginning of the 21<sup>st</sup> century global calls and economics problems becoming aggravated an ecological and food

safety demand from young experts with deep professional knowledge and practical skills of decision-making in a stable conditions around.

Realities of the modern world dictate rigid requirements to an orientation and economics education bas principles. It should be focused not only on a wide spectrum reception of formal economics knowledge. The modern economics education should be aimed, first of all, at disclosing of creative personal potential, acquisition of independent work skills with various literary and Internet resources. The modern expert should be able to master and use new workings out and achievements of an economics science in practice. It is extremely important that economics education received in a university allow young experts to put actively received theoretical knowledge into practice adapting them to concrete conditions of a professional work.

It is necessary to carry to base principles of a modern economics education:

- Trajectory continuity principle of development common cultural and professional competences;
- Professional correctness principle of the general educational block disciplines studies;
- Practicing aiming principle of the studied theoretical device;
- Feedback principle;
- Situational immersing principle in an enterprise environment.

The trajectory continuity principle of common cultural and professional competences development consists of a complex development competences maintenance taking into account that knowledge interrelations got the education and obtaining skills course. Following to this principle means an exception of “ruptures” in a trajectory of a modern expert education process. These “ruptures” appear in a case when knowledge and skills which a student should get at this or that discipline studying, demand of entrance knowledge possession that a student did not get skills because of either curricula imperfection or poor quality of teaching before studied disciplines.

The professional correctness principle of the general educational block disciplines studying consists of understanding maintenance of necessity of corresponding general educational disciplines studying for educational competences necessary in a professional work to students. So mathematical and humanitarian disciplines study should be accompanied by gotten knowledge, skills and abilities application concrete examples in a professional sphere. In particular, an important educational element of modern experts’ education in the Management and Finance

spheres is forming a mathematical culture in them. It is obligatory to get more professionally into mathematics studying with the accent on the most demanded sections in modern financial management of this discipline is necessary, such as probability theory, the mathematical statistics, etc. It is also necessary to consider different and not always high mathematical levels of graduates from schools and colleges. Therefore short repetition of the algebra basic sections necessary for the decision of professional problems in a financial sphere should precede higher mathematics studying in universities of Economics.

Practical aiming principle of a studied theoretical device assumes a detailed explanation of a theoretical knowledge application received by students in a practical problems decision. The insufficient understanding of the obtained theoretical knowledge practical importance generates a superficial relation to study and, finally, sharply reduces educational process efficiency. Specified principle realization is promoted by an educational process application of interactive educational methods, such as cases analysis of the real economic enterprises practice carrying out of business games, lectures — discussions, etc.

The feedback principle assumes feedback realization between an administration and a teacher on the one hand and students — on another one. This principle means a periodic estimation realization of studied disciplines teaching quality on various components of educational process quality by students, and representation of the estimation results to a university administration and to teachers. Anonymous questioning could be used as a realization toolkit of the specified feedback, in particular.

The principle of situational immersing in the enterprise environment assumes development in education skills possession course of administrative decisions acceptance in the modern enterprise environment. Realization of this principle can be provided both an application of modern active educational method and studying usage of situational modeling technologies in economic processes.

The basic active methods, put into practice by experts' preparation, are considered in [1, P.42–43.]. Such active methods are a “case-study method” and method of computer business games.

The “case-study method provides “case performance” — tasks for an action plan working out containing a detailed description of a business situation and requirements to its permission. This method is directed on education due to independent preparation of a student for total discussion and discussion of an action plan presentation prepared in advance with a teacher and other students as well.

The computer business games method provides students work with a computer imitating model of an organization or set of the organizations. According to a business games application method by games a student receives a report on a current situation, develops a plan of action for the following period of time and enters it into a modeling system where models consequences of the decisions are accepted by a student and gives out reports with the results of enterprise economics activities after these decisions realization. There is the method advantage which is usage of a feedback mechanism providing operatively information about consequences of administrative decisions made by a student. Forming by the results of the administrative consequences data of decisions modeling accepted by a student and granting to it this information in a game course allow to consider a computer business games method as a step forward in a comparison with the “case-study method”.

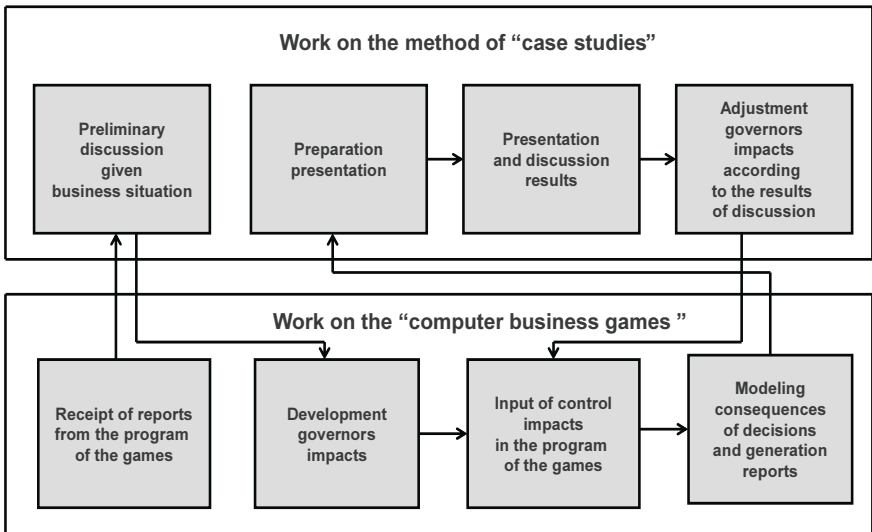
Complex application of the considered education methods on the basis of the following iterative procedure is useful. The first stage is where the listener receives a business situation task from the program of game reports. The second stage is where a preliminary discussion of a business situation is carried out by which results operation influences are directed on a set business situation resolution. The third stage is where the developed operating influences are entered into a game program and a student receives data reports about the received results from this program. Further there is a discussion of the received results is carried by a “case-study method, and if it is necessary, operation influences, etc. are corrected in it.

Such iterative procedure usage of training strengthens educational effects but demands considerable expenses of time and it is expensive enough. Therefore it is necessary to recommend limiting an iterative procedure to three specified stages of the “case-study method” of complex application and computer business games for practical use.

The procedure structure of a complex application of educational active methods is presented on fig. 1 (see P. 240).

Computer business games possess certain lacks along with noted advantages. Firstly, these games do not give an accepted decisions’ analysis and recommendations about their updating. It is necessary to notice that such a lack of essential degree is eliminated at complex application of education active methods when a necessary analysis and recommendations are developed during discussion of computer business game results with other students and a teacher. Another lack of the considered computer business games is a consequences modeling usage of accepted





*Fig. 1.* The procedure of active methods' complex application

administrative decisions for one branch enterprises without any interaction with enterprises of other branches. Besides, the information of computer business games usage on which indicators of enterprise economic activities for all recalculated time period is entered at a time. In essence indicators appearing in the accounting documentation are modeled in these games. It does not allow to analyze proceeding processes in time and to reveal the private factors generating occurrence and risk distribution.

Summarizing the above-stated, it is necessary to conclude that applied in educative practice active methods of administrative decisions acceptance such as performance of “cases and computer business games, do not provide in some of the important problems decision by highly skilled experts education. Such problems are:

- Learning to perform necessary actions in the course through multi-problems decision — educational task to model organizations interaction of different activity fields where a performance is necessary;
- Learning to act in the supernumerary situations arising at sudden realization of risks to which activity of the modeled organization is subject, and an estimation of efficiency of undertaken actions on management of risks;

- Learn to develop effective diagnostics skill of current economic enterprise activities and continuous acceptance of necessary tactical decisions taking into account strategic targets.

There is a way to solve the specified problems that is an application of *situational modeling of economic processes' technologies* stated in [2] and analyzed in [1] — *SMEP-technologies* representing a new approach to construction of computer education complexes, highly skilled experts intended for studying, ready to develop and make administrative decisions in a brave environment.

There is modeling of enterprise economic activities put in the heart of *SMEP-technology* as a business processes system and decision-making processes. To make description and modeling of business processes one should consider:

- Duration process duration in time;
- Risk accompanying a business process performance;
- Other business processes connection, including external for enterprises;
- Influence on enterprise resources.

The training complex realizing SMEP-technology, carries out imitating modeling of the environment containing various economic objects: banks, the industrial enterprises, transport, insurance, leasing and the company factor, etc. The internal processes proceeding on each of modeled objects and processes of their interaction are modeled. In essence the training complex models the economic environment of the mini-state with proceeding in it, characteristic processes for this environment.

Summing up, it is necessary to notice that realization of the economic education basic principles, offered by nowadays workers, meets requirements of time and is aimed at education of high quality experts who are responsible and qualified to make administrative decisions in unstable environmental conditions.

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## **TOOLS OF STUDENTS' PROFESSIONAL ORIENTATION FORMATION IN PROFESSIONAL SELF-DETERMINATION COURSE**

In the conditions of extensive development of economics, free hands existence and concerning low requirements to workers qualification still have not been a sharp necessity to uniform an information system and staff employment. Incomplete and irrational employment leading to chronic and universal personnel deficiency and understating of preparation level requirements became a result of a similar practice. After all, vocational counseling and adaptation should promote fast structural employment shifts at simultaneous unemployment repression at probably low level. However the practical decision of this problem is braked by complexity and backwardness of a labor market, and employment public service yet in a condition yet to operate effectively through vocational guidance and adaptation. The mechanical filling of the vacant workplaces inherited from the service of organized employment are fixed up badly, since very few people would agree for any offered work. The reason here has to do not only with a stereotypes cargo, but also knowledge absence of modern prof orientation activity and adaptation, their forms and possibilities in market conditions.

Social-psychological adaptation of a person to industrial activity is not only accustoming to a new social environment, to its traditions and unwritten norms, to a work style, features of interpersonal relations which have collectively developed. It means a worker inclusion in collective as equal in rights accepted by all its members. Adaptation can be connected with considerable difficulties which the deceived expectations of fast success caused by underestimation of difficulties concern, importance of a lively human dialogue, practical experience and revaluation of theoretical knowledge value and instructions [1]. Professional adaptation consists of active profession assimilation, its details, specificity, necessary skills, receptions, ways of decision-making to begin with in standard situations. It begins after finding-out of experience, knowledge and character of a beginner to define the most comprehensible preparation form, for example, a courses direct or instructor attach. Complexity of professional adaptation depends on a width and an activity variety, interest to it, the maintenance of work, influence of the professional environment, individually-psychological properties of a person.

As the domestic organizations experience showed there is not enough of a given attention to a problem of vocational guidance and staff adaptation in a work place. Unfortunately, administrative workers do not understand totally the value of a vocational guidance and adaptation as a regulation methods of a labor offer in the organization. Besides the administrative link of economics and branch levels is weakened within the organizational-methodical relation now, so that led to formation of control set in region (the vocational guidance and employment centers, vocational guidance offices at schools, special educational institutions, in an organization) without a sufficient regulation of their powers.

Narrow department interest counteracts development of direct communications of a vocational guidance and adaptation control. And it does not allow to eliminate organizational lacks of vocational guidance and adaptation practice, deepening them at each subsequent level of management. The requirement for search activity, for self-determination and construction of vital prospects is an important social requirement. So, for example, students feature adaptation to profile education was revealed by researches results and adaptation success is interconnected with a character of professional intentions: those students whom the educational profile coincides at with professional intentions more successfully adapt, the adaptation at those who has no intentions in the future less successfully proceeds to be engaged in the activity connected with an educational profile [2]. Thus, the realized choice of an educational profile promotes more favorable current of adaptation process to profile education since the semantic future plays an important role in a personal self-determination. In turn, positively focused self-development fills the future with senses, structures it and build a person into an own formation subject by this definition. The future is perceived as senseless, not structured and a person becomes a passive object of an external forces influence, in the very cases when self-development for any reasons is not carried out or deformed. Success of a self-determination respects defined by assignment and judgment of socially developed values in many ways.

Profession choice or professional self-determination is a basis of self-affirmation of a person in a society, one of the main vital decisions. There are various variants of a concept “profession choice definition”, however all of them treat professional self-determination as a choice which is carried out as a result of an internal resources analysis of a subject and their correlation with requirements of a profession anyhow. The definition maintenance highlights duality of profession choice pheno-

mena: on the one hand — the one who chooses (a subject of a choice), with another — that choose (an object of a choice). Both a subject and an object possess a huge choice of characteristics, than ambiguity of a phenomenon of a profession choice as it is not the one-dimensional certificate, and process consisting of a number of stages which duration depends on external conditions and specific features of a profession choice subject speaks of.

There is no uniform sight at how the trade choice is formed and what factors influence this process in the literature. There is a number of the points of view of this question in protection of each where convincing arguments are resulted. Undoubtedly, it speaks complexity of professional self-determination and duality process of a profession choice situation. A number of researchers adhere to a widespread point of view on a profession choice as on an activity choice. In this case research characteristics objects of a person are taken as a subject of activity, and on another hand — as a character, maintenance, kinds of activity and its object act. Professional self-determination is understood here as a process development of a work subject. Hence, a profession choice is made correctly if the psychophysiological given persons correspond to a profession requirements and labor activity. In a context of understanding of a profession choice as activity choice the point of view is extended as well, meaning that the basic determinant of a correct choice is a professional interest or a professional orientation.

There is one more sight at the approach to a profession choice as to one of major events in a complete personnel life determination. The profession choice is connected with the last experience of a person, and process of a professional self-determination is stretched in the future, participating in a formation of a general image, defining a life current. This approach demands a wide spectrum account of factors influencing a profession choice, besides, it allows to emphasize a time aspect of the last personnel experience and its representations about the future. V. N. Myasishchev, a Russian known scientist, wrote: if a self-determination process makes the basic maintenance of a personnel development in early days youth, a professional orientation formation forms the basic maintenance of self-determination. It is accordingly obvious, that the first necessary condition of a professional orientation formation consists of an occurrence of a selective-positive relation of a person to a profession or to their separate party. It is a question of a subjective relation occurrence instead those objective communications which can take place between a person and a profession (including its reflexion in art, litera-

ture, a maintenance of educational program material, etc.). A subjective relation origin certainly is defined by developed objective relations. However the last can not get a personal importance or cause a selective-negative relation to an activity separate aspects [3].

In “professional orientation” concept it is possible to allocate the separate parties expressing its substantial and dynamic characteristics. To the first carried completeness and orientation level, to the second — intensity, duration and stability. Completeness and orientation level bears the substantial-personal characteristic of a professional orientation and appreciably contains its formal-dynamic features. Completeness of a professional orientation is understood as a motives circle (variety) of a profession preference. The selective profession relation begins with a private motives occurrence connected with the separate parties of a certain activity maintenance or duration process, or more often with any profession external attributes.

Many factors connected with a profession can become significant for a person under certain conditions: its creative possibilities, prospects of professional growth, profession prestige, its public importance, material, hygienic and other working conditions, its conformity to habits, features of character, etc. It testifies that a professional orientation is based on a wide range of requirements, interests, ideals, installations of the person. The more full the professional orientation, the more multilateral sense a person has getting a choice of given activity kind, thus a versatile satisfaction received from realization of a given intention for a person.

Thus, a development form of a professional orientation consists of its motives enrichment: separate motive to more and more spread motive systems. The professional orientation of a big group of people can include the same motives and still be various. It is caused by a motive system which always assumes its certain organization and structure. The same motives can be organized, be in a various image of various echelon relations. And it is especially important that leading motives can be various. Usually, the motives being a basic of a professional orientation are non-uniformed by origin and character of communication with a profession.

According to the plan, the allocation of the motives expressing requirement groups that makes the basic profession maintenance is legal. Another group of motives is connected with a reflexion of some profession features in public consciousness (prestige motives, the public profession importance). It is obvious, that communication of individual consciousness with a profession gets a mediated character in this case.

The third group of motives expresses earlier developed requirements of a person involved in a profession interaction (self-disclosing and self-affirmation motives, material requirements, character features, habits, etc.). The fourth group is made by the motives expressing a person consciousness in the conditions of a profession interaction. The motives are carried to the fifth group, express interest of a person in external, objectively insignificant attributes of a profession.

The given classification constructed on a basis of a motive origin can be continued. Essential distinction of specified groups of motives consists in their unequal relation to an objective maintenance of a professional work. The motives carried to the first group do close and unnecessary for a person the most essential in a given activity due to what its objective appointment consists of. Other groups of motives are not connected so closely with basic activity maintenance. They explained that the requirements are connected not so much with activity as with the various circumstances. When a person is not interested in a job, he is guided by a call of duty and thus cannot be adapted to external requirements. The call of duty is not a collateral motive as it is deeply connected with an executed activity mainly with its productive party. If a person is induced to activity by collateral motives which are not internally connected with its maintenance or result, it is impossible to tell that he works for the sake of that business by which it is occupied. It adapts to external requirements but does not acquire them. It is induced to work on a basis of requirements and feelings which are not obliged by the given activity development (for example, a material interest, ambition, etc.).

Disclosing and expansion of its creative power was stimulated in a course of a personnel work development, and it is necessary to connect internally the motives with a double work maintenance for a person, and the absence of interest to work process — motives of a debt and public necessity were central. So, to organize practical activities of students according to available or formed abilities, it is necessary to achieve an attractive and incentive force which became a basic maintenance double activity that makes its objective sense instead of collateral circumstances of an accompanying given activity.

According to N. S. Pryazhnikova, in a professional choice motivation there should be a basis of labor activity motivators covering all possible aspects of an individual ability to live, capable to define a motivation maintenance of a professional choice both universal and specific purposes of professional work different forms. The level of a professional

orientation is understood as leading motive conformity degree of a profession preference to an objective profession maintenance. The orientation high level is described as an objective appointments consisting of the most essential necessities of a person and close people in a given activity. The orientation low level of a leading motive does not express requirements so much in activity but it does in various circumstances connected with it. The basic level indicator is a pithiness and depth of a professional interest taking into account its position in a system of the motives forming a professional orientation [4]. It is obvious that an optimum interaction between a person and his work selected is impossible without enough high level of a professional orientation. It is possible to predict a successful development of personnel creative and moral forces in a work course referring to that condition. Thus, professional orientation optimum development and this process basic maintenance consist of its level increasing. It would be incorrect to understand the relation to a profession unilaterally, only as activity display selectivity from a person. Actually interaction takes place here as a profession influencing a subject. This influence is characterized by feelings, images, thoughts sort arising in consciousness under a profession influence, those objective requirements which the trade shows to a person, and that is especially essential.

High level of a professional orientation is a qualitative feature of a person motive structure which expresses the unity of interests and persons in a professional self-determination and increase system of level of a professional orientation level that forms development basic maintenance. So also a profession choice is possible to consider justified only in a way that there is a hope that a person activity will lead to such a mutual relation between a person and his work at which there will be a further development of creative and moral forces of a person.

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## **THE ROLE OF LEGAL EDUCATION IN LEGAL CULTURE FORMATION**

After the USSR demise the period of certain transformations in the young state, the period of modernization of the right and the period when our state start to act as democratic and a lawful state has come.

This time a question of the legal education, development of a legal policy, legal ideology in the given sphere appears.

- By the way, in pre-revolutionary Russia the prestige of the higher school was great enough; prior was the training of lawyers was only on full-time basis. Law faculties were not only academic but also science centers. Whereas leading scientists were working in university chairs, practically all known lawyers worked as teachers, preparation of scientific change was conducted, talented graduates remained on chairs for professorial preparation, and the legal culture had scientific, fundamental character. In pre-revolutionary Russia there was a utilitarian model of university: faculties of law prepared the future government officials, the graduates were assigned with class ranks [By means of the developed individualism the myth of “consumer society” with the slogan “the person is what he buys has been generated”];
- In sphere of personal consumption a considerable quantity of identical goods with plural characteristics have appeared.

There is a point of view that approaches to a brand management have appeared much earlier.

Brands have appeared in the end of the 19<sup>th</sup> century as alternative to a large quantity of the goods with doubtful reputation and the low quality that flooded the USA. At that time in America as almost everywhere in the world factory owners let out faceless production as soap, cereal, lamps which not having got a proper name were bought by the wholesalers for the further sale through small and big shops. In other words, the differentiation of products was growing. So, for example, *Colgate* in 1906 let out 160 various types of toilet soap, 625 perfumes and other 2000 names of products.

The basic problems which the brand management had to face on a way of the formation were:

- a) till 1915 basically the brands rejection by some consumers and resistance of trading partners whom the brand goods meant de-

crease in incomes and strengthening of manufacturers influence had been overcome. In the majority of firms managers gradually got used to necessity of introduction of branding as the basic form of management;

- b) from the end of the 1920s and till the 1960s was the branding formation period characterized basically by the struggle in corporations among the new that was symbolized by brands and an old control system of the enterprises;
- c) from the middle of the 1960s the branding concept as the basis of business and branding domination were being established.

The twentieth century has given new quality to earlier known phenomenon and promoted appearance of such economic phenomenon as a brand. The real prosperity of branding idea has happened in the second half of the 20<sup>th</sup> century and it has been connected with quite natural reasons as introduction of a considerable quantity of the similar goods in the market.

It has predetermined a brand leading role — to allocate a product made by a firm from a lump of the goods.

But on the present stage of branding development it is necessary to talk about the new functions of a brand connected with emotionally-psychological inquiries of consumers who wish to get the goods which begin to reflect their individuality.

From the point of brand positioning in the market the great value has the phenomenon which is called insight.

Insight is a conception of essential relations sudden and not deduced from the previous experience and situation structure as a whole by its means the intelligent decision of a problem is formed. The given concept has got key value in the course of psychological studying of creativity. Insight (inspiration) represents transition of the decision found in process of unconscious cogitative work into focus of consciousness [4].

So the brand management is that field of activity in business which demands the most creative approach, developments of non-standard decisions, innovations.

It is a prototype of future business which assumes emotionally-psychological and spiritual communication of the consumer with a firm, its participation in a life of this firm on the one hand and influence of the goods made by firm, on a daily life of the consumer, on the other hand.

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## **BRAND MANAGEMENT: HISTORY, TENDENCIES, CLASSIFICATION BASIS**

In the conditions of the rigid market competition peculiar to the modern economy there is a requirement for new directions and technologies of business development.

The goods should not only satisfy the consumer by the technical characteristics and properties, surpassing the goods of competitors but also to introduce some-thing new to the life of a consumer, to get the daily importance in his life, to create image and individuality.

Nowadays non-material reputational actives of the companies represent a special research interest which saves its value and even raises in a crisis situation and pressure rendered upon the states, business and households. Such specific phenomenon allows to stabilize the small environment of an organization and to receive growing profit and even excess profit [1].

The non-material active of the company is a complex of relations to it and to its product from a consumer, society, competitors, and partners that makes the brand content. Specificity and advantages of a non-material active consists in correct relation to it and its management, it does not lose the urgency and does not require replacement for long time.

The strong brand creates barriers to other marks input in the segment. The higher the reputation at the basic players is and stronger trust of consumers to leading brands is the more difficult it is for other competitors to enter the market. As significant aspect that trademarks symbolize constancy acts also, important for maintenance of relations with buyers. However an enterprise should work profitably to create a strong brand, otherwise it will appear that the trade mark belongs to the non-competitive company which is incapable to invest necessary means into the branding [2].

The brand management in Europe and the North America has received the de-velopment from the middle of the 20th century.

During this period some companies have applied the global marketing policy in all markets of action as the policy of product introduction first in one market and then with exit to other markets have shown the unprofitability. The policy of introduction of the goods by Procter&Gamble Company keeps a portfolio of the brands answering to consumers' basic needs in each country and eliminates the local marks nonconforming the branded policy. During the period from 1992 to 1994 Procter&Gamble has reduced 25% of trademarks quantity [3].

The first strategy of global branding has been presented by the Japanese corporations, first of all Toyota and Sony, in the 1960s. According to their strategy a trade mark becomes a brand, winning consumer's reputation and popularity which are reached by the control over goods quality, orientations to a wide range of consumers.

In the 1930s in the USA the branded principle of management were comprehended. Its essence consisted in allocation of separate brands to independent objects of marketing. This principle has been put in the basis of philosophy of goods advancement to the goods and services market. The real prosperity of a brand is observed in the second half of the 20th century when globalization and the market are aspiring to become planetary. Brands formation was promoted by a number of tendencies of the western society of the 20th century:

- By means of the developed individualism the myth of "consumer society" with the slogan "the person is what he buys has been generated";
- In sphere of personal consumption a considerable quantity of identical goods with plural characteristics have appeared.

There is a point of view that approaches to a brand management have appeared much earlier.

Brands have appeared in the end of the 19th century as alternative to a large quantity of the goods with doubtful reputation and the low quality that flooded the USA. At that time in America as almost everywhere in the world factory owners let out faceless production as soap, cereal, lamps which not having got a proper name were bought by the wholesalers for the further sale through small and big shops. In other words, the differentiation of products was growing. So, for example, Colgate in 1906 let out 160 various types of toilet soap, 625 perfumes and other 2000 names of products.

The basic problems which the brand management had to face on a way of the formation were:

- a) till 1915 basically the brands rejection by some consumers and resistance of trading partners whom the brand goods meant decrease in incomes and strengthening of manufacturers influence had been overcome. In the majority of firms managers gradually got used to necessity of introduction of branding as the basic form of management;
- b) from the end of the 1920s and till the 1960s was the branding formation pe-riod characterized basically by the struggle in corporations among the new that was symbolized by brands and an old control system of the enterprises;
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## **MODERNISATION AND WAYS OF THE FURTHER TRANSFORMATION OF SCIENTIFIC-INNOVATIVE COMPLEX OF HIGHER EDUCATION SYSTEM**

In the modern period of dynamical formation and development of our country's economy the major factor of its development is knowledge and creation of innovative technologies, i. e. purposeful activity which is directed of innovation result introduction and where one of its components is the system of the higher education. The importance and influence of innovation degree of scientific-innovative complex of the education system on decisions of many problems which have character of social, economic and other transformations in which higher educational institutions make a basis does not give in to doubts any more.

Unfortunately, possessing serious innovative and research potential only the part of existing higher educational institutions in the Russian Federation performing the innovative workings out makes more than 400 higher schools by the end of 2012. The share of the faculty carrying out researches in the higher school makes hardly more than 8% of all researchers in the country [1, P. 136]. It is possible to assume that it is connected with absence and misbalance of higher school infrastructures and with absence of organizational business possibilities and introduction of innovations.

Certainly to achieve the efficiency in these questions decision one of important factors is not only formation of scientific and technical projects, etc., but also the financing of these programs required from authorities of federal subjects. As also the fact that the higher schools should become sources of off-budget means from scientific-innovative activity spent by them, i. e. commercialization results of the conducted researches, sale of services to the final user and other forms which allow using more effectively innovative potential in economic or social sphere. And of course there are no doubts that development of the scientific base as well as innovative activity in higher education system should be carried out only on the basis of [3, P. 15–16]:

- Concentration and creation of development funds of the higher education industry;
- Orientations to the Russian manufacture of technologies, etc.;
- Attraction of financial resources through consumers of innovative production that is made by higher education system;
- Modernizations of use efficiency of already available scientific equipment and creation of innovative business incubators and as consequence creation of innovative complexes that will allow to raise efficiency of all cycle of formation and development of high technology production.

It means that the formation of innovative complexes, creation of innovative business incubators of higher educational institutions should be supported by development of effective legal base, i. e. the creation of a uniform innovative complex as uniform managing subject should be accompanied by change of the management structure which could stimulate creation of these complexes. And in this case educational, scientific, innovative complexes can not only provide process, both receptions and realizations of scientific knowledge that should be in turn connected with educational process and the decision of practical problems in economic sphere, etc.

The further strengthening of innovations integration in education will allow to transform higher educational institutions into large educational and innovative complexes, to provide preparation of necessary experts, to carry out functions which carry out centers of science and it should promote the academic mobility, etc. And as the tool of realization and efficiency of innovative activity of higher education system the following should be used [3, P. 3–7]:

- Main principles of a scientific, technical and innovative policy in standard and administrative documents of Ministry of education

and science of the Russian Federation and other ministries and departments;

- Objective methods of an estimation of scientific and innovative condition potentials and use efficiency of available resources in an education system;
- The analysis of a condition and estimation, in change of scientific and innovative activity dynamics of all system of higher education.

Estimation results of scientific-innovative activity in higher education system should be declared annually in the form of report by the Ministry of education and science of the Russian Federation which must include the information of other ministries and departments about the following events [4, P. 9–15]:

1. Formation of scientific technical and innovative activity priorities in education system and mechanisms of their updating and realization;

2. Maintenance and support of development priority problems of the education system;

3. Realization of re-structuring of research work thematic plans of higher educational institutions, scientific and technical programs, grants;

4. Realization of continuous formation system on the basis of leading higher schools and maintenance of the academic mobility;

5. Development of organizational and financial mechanisms of support:

- Formation of scientific and research work of students, young scientists, post-graduate students;
- Developments of scientific objects and leading scientific schools;
- Realization of the federal and regional policy in sphere of science and innovative activity;
- Modernization and reforming of the scientific organizations and innovation in an infrastructure of higher education system;
- Higher education and science integration;
- Development of a uniform telecommunication network of formation, science and innovative activity;
- Cooperation of an educational-scientific-innovative complex of the education system with its industrial branches;
- Control system development of non-material actives and objects of intellectual property in an education sphere and integration in economic circulation;
- Infrastructure formation of innovative activity in higher education system;



- Participation of young scientists of higher education system in the international programs and funds for the purpose of cooperation expansion;
- Realization of legislative support and standard-methodical maintenance of scientific, technical and innovative activity in higher education system.

Only in this case the project of the Concept of the higher professional training will not only define forms of modernization and a way of the further transformation of a scientific and innovative complex of all system of higher education but also will set a vector of the further development of intellectual and economic potentials, focusing all education system on search of more effective forms of educational activity.

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## **THE ROLE OF EDUCATION IN FORMATION OF CIVIL SOCIETY IN RUSSIA**

Modern educational systems are an integral part of political and legal culture of a society. Education can be defined as purposeful informative

activity of people on reception of the considered reliably established, true scientific knowledge or everywhere applied knowledge even contradicting truth but considered as obligatory norm accepted by society laws. According to N. D. Nikadrov and M. N. Gavrov, “education is connected with acquisition of values, value-conscious attitude to the life” [1, P. 21].

Education has become one of the most extensive spheres in a modern society. There are more than 1 billion students and almost 50 million teachers all over the world occupied in the education sphere. The social role of education has considerably risen. Prospects of mankind development in many respects depend on its orientation and efficiency today. Education is considered to be the main, leading factor of social and economic progress. The reason of such attention consists in understanding that the most important value and fixed capital of a modern society is the person capable to search and develop new knowledge and take non-standard decisions. The modern society demands from the citizen the maximum of intelligence, creative possibilities, and susceptibility to occurring political, economic and social changes. One of the major places in this difficult and inconsistent process occupies the period with the most intensive accumulation and development of common cultural, political, legal and a professional knowledge, formation of an individual as a person, his formation as a citizen. For the greatest social group — youth this time is the training period in the higher professional educational institution.

In modern conditions of formation and development of the Russian society the value of general and higher education especially is rising. Here along with necessity of the highly skilled expert preparation, one of educational problems is political and legal culture of a person according to the changes of national political and legal systems.

Russian culture through Orthodoxy and Byzantium is the direct successor of the antique culture. In Russian legal philosophy we find its main principles which have already passed through a hearth of the subsequent philosophical schools and traditions and are changed in the light of historical experience of Christianity [3, P. 13].

The formation of legal culture of the modern Russian society, educational role of higher education demands apprehension of the developed system of values, moral-legal ideals. Today the humanities and legal culture can develop only concerning the spiritual experience of the people concentrated in history of a science, moral values, and features of legal sense and traditional culture of the Russian people [2, P. 138].

The legal culture of a society requires regular rational formation, stimulation, positive social development. The system of the measures directed on formation of political and legal ideas, norms, the principles representing the value of world and national legal culture, acts as legal education. The given process is carried out first of all by an educational institution, and only then a family, the state bodies, officials and a society as a whole.

In the formation of the independent, responsible and initiative person of the businessman the great role is played by certain luggage of the legal knowledge, giving the chance to accept and realize the major vital and professional solutions. Professor V. V. Lazarev in his legal works mentions the impossibility to make each citizen the lawyer, “But, — V. V. Lazarev writes, — the overcoming legal illiteracy and legal nihilism is one of conditions of legal culture development” [5, P. 112].

The legal culture in many respects acts as a link between social and economic interests and requirements of separate persons, the various social groups reflected in rules of law and their legal behavior. Otherwise, it promotes formation of certain types of legal behavior as a whole though the given reality depends on set of other factors (an educational level, a way of life, the behavior stereotype, the existing circumstances, etc.).

Nowadays we are going through an epoch when the law and order become fragile and fluctuating everywhere; when the big and small states face the wreck and disintegration possibility, and the whiffs threatening all human culture are all over the world. It means that it is necessary to begin systematic, regular struggle for strengthening and clarification of modern legal sense. If this struggle does not begin or will not have success then the legal sense of the modern person becomes a victim of definitive decomposition, and together with it all modern world culture will fail also.

Formation of political culture is connected with experience, with a daily life and includes representations about a political reality, the valuable political orientations carrying both realized, and not realized character, and political attitude [4, P. 41].

Studying of political mentality is represented in studying of its components structure: political attitude and political consciousness. The first is informative level of political attitude on which preliminary knowledge and interest to a policy are shown. As to political consciousness its first component represents a set of the realized objective knowledge of its place in the politics.

Education plays a considerable role in formation of political mentality as knowledge is a basis on which experience accumulates subsequently. Interest display to a political life also defines development of a person as the political subject. It is possible to notice that the more knowledge an individual has the higher his interest to a policy is which in turn helps the person to occupy the civic position. It plays an important role as from definition of himself, his political goals the person builds the behavior, realizes the possibilities and satisfies the requirements.

Considering political and cultural traditions in Russia it is possible to assume that the important role in formation of political education system has the state, to be exact its higher political and bureaucratic elite. The same possibility is not obviously utopian: any elite is objectively interested in mass support of its policy this is why it aspires to creation of its positive image. Not accidentally appearing at the Civil forum, the President of Russia V. V. Putin spoke about exclusive responsibility of the state in business formation of as favorable environment for development of a civil society; that “without real partner relations between the state and the society neither the strong state, nor a prospering, safe society can exist. The dialogue on equal ground is necessary. And we understand that efficiency of this dialogue substantially depends on us, the representatives of the power, on the power as a whole. Such constructive position of the state head gives good chance for the being formed civil society in Russia: active workers of the last are capable to impose to political elite new rules and principles of mutual relations which would consider interests not only these or other influential corporate groups, but also the various strata of the society not ready to an equal dialogue with the state.

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## **THE USE OF TECHNOLOGY IN TEACHING AND LEARNING ENVIRONMENTS**

Using technology in the educational environment is a controversial issue at the moment. On one hand, many educationalists believe, ICT and ILT are an important part of teaching and learning but on the other hand many feel this technology does not make much difference in terms of students' progress. For example, 'there is little direct evidence to suggest that virtual learning environments do anything to enhance the quality of learning for the typical UK student.' In fact some studies 'that compare learning of psychology mediated by a VLE with traditional undergraduate teaching have shown negative outcomes' (Jarvis, M. et al., 2011, p. 84). So the question about the usefulness of technology is still open.

A number of strong critiques address PowerPoint. From Tufte's perspectives 'presentations largely stand or fall on the quality, relevance, and integrity of the content'. And further 'PowerPoint is a competent slide manager and projector. But rather than supplementing a presentation, it has become a substitute for it. Such misuse ignores the most important rule of speaking...' (Tufte, 2004). Nowadays PowerPoint is very popular in the teaching and learning environment. It is 'a standard part of most tutors' basic presentation techniques. It is being used everywhere; in many cases, it is being misused as well' (Whalley et al., 2006, p. 25). When teaching Psychology, PowerPoint is a very strong tool. It can replace posters that are not always available and difficult to transport to class. Also, this type of technology allows one to demonstrate to students photographs of different researchers and pictures of real experiments. Psychology students can access PowerPoint slides from home to review what they have learnt. Whalley and his colleagues suggested a number of alternative programs to PowerPoint that are interactive in many aspects but for some reasons are not as popular as PowerPoint (Whalley et al., 2006).

It is impossible to study Psychology at degree level without ICT for a number of reasons. Firstly, because most of the mathematic statistics required computer skills and knowledge, particularly of Excel and other programs. Secondly, a great number of scientific articles are published online. So to succeed in the topic, students have to learn how to work online and they have to study online because most of the latest information is available only there.

Dr. Nick Mount, as reported by Hoare (2007), uses the mobile phone as a means of communication with students. He allows them to text him questions during the lecture to help overcome the students shyness and better organise the learning process (Hoare, 2007). In the UK students and teachers use computer for a similar purpose. If, for example, a student has missed a lesson they can obtain the relevant PowerPoint online and, furthermore, they can email the teacher to book a tutorial or ask for lesson handouts. From V. Neumark's point of view students are comfortable with communication technology and sharing online materials. It is very convenient to download lecture notes or take online test (Neumark, 2009). However, according to research conducted by Tenopir and Rowlands, all their participants regardless of age, prefer reading from papers rather than on screen. At the same time 'students aged 21 or younger are very much more comfortable with on-screen reading than older students' (Tenopir, Rowlands, 2007, p. 3).

By using ICT students acquire a great number of specific skills such as following the rules, the etiquette of online communication, etc. without direct instruction. But 'if we want to use the internet or other digital media to teach, we need to equip students to understand and to critique these media: we cannot use them in a merely functional or instrumental way' (Buckingham, 2005, p. 17).

In conclusion, whatever type of technology is used it must be employed in professional way with knowledge and understanding. Technology in the teaching and learning environment can be a strong tool that helps with progress and success. But at the same time it can be a disadvantage, when used routinely and without thought. From our point of view before using new technology lecturers should look critically, assess, search for information or attend training to make sure that this particular type of technology is suitable for their students. Also, for e-learning we need good programs that are designed with knowledge of students' cognitive abilities and personal characteristics. These programs must be created for educational purposes and critically assessed by educational professionals such as teachers, lecturers and psychologists.

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## **THE ROLE OF ICEBREAKERS IN TEACHING PRACTICE**

‘Icebreaker’ means some kind of activity that makes learners feel more relaxed when they first meet (Longman Dictionary of Contemporary English, 2003) Icebreakers should encourage communication, get the program off to a good start, build confidence, reduce apprehension and nervousness etc. They also ‘help retain attention, keep motivation high and help the group to work together. All learners should be included and you should manage the activity carefully to ensure everyone can actively take part’ (Gravells, 2011, p.74).

In order to examine the role of icebreakers in short- and long-term training we created a brief survey which consisted of one open question and 12 closed ones. The open question asked participants to explain how the icebreaker affected the whole session. The closed questions included some statements from Gravells’ list of benefits of icebreakers (Gravells, 2011) for example ‘It encouraged communication’. Also in the list were added statements with natural and negative meaning for example, ‘The first exercise did not affect me in any way’ or ‘It prevented us from

working as a team during the session'. There were 75 participants aged from 18 to 46 from four different groups of Saint Petersburg University of Management and Economics in Russia. The procedure of carrying out the survey was as follow: at the beginning of the different training sessions there was an icebreaker. At the end of each session the participants were asked to give feedback on the whole session including the icebreaker. A number of different icebreakers were used. The results of this questionnaire including both open and closed questions are showed below:

85.5% of participants believed that the icebreaker had created a friendly atmosphere;

75% — cited that it had encouraged communication;

75% — stated that it had helped to improve the mood: 'it cheered up us, give a good start';

68.4% — cited that it had brought all learners closer to each other;

26.4% — thought it had created a suitable learning environment;

20% — felt it had increased the level of concentration;

15.6% — said that it had motivated them to learn.

Above all there were some interesting single statements from participants, for example: 'This first exercise helped me to put aside everyday hassles and to commit myself to study today', 'I completely relaxed and my breathing become slower', 'I found out a lot of interesting things about my group mates and I definitely want to study my subject with them'. Only five participants out of 75 chose statements with a neutral meaning and none of them chose to be negative.

It was concluded that icebreakers had the potential to influence the whole session positively. If they are provided in professional manner they can help a teacher or trainer to involve the participants in the lesson activities, make them feel welcome and encourage them to work as a team.

Research carried out by Martinez and Munday (1998, Cited: Wilson, 2004) showed that two of the many different reasons for dropping-out of courses in the post-compulsory sector are difficulties in making friends and problems with settling in at the beginning. So it is very important to give a course a good start and icebreakers aim to encourage learners' interaction and motivate them.

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## LEGAL CULTURE IN MODERN RUSSIAN JURISPRUDENCE

During the 20<sup>th</sup> century the understanding of the role and the importance of the law in a public life has significantly changed: the law has ceased to be considered only as system of public order maintenance. Consideration of the law as social development tool look more and more proved [1, P. 18]. Thus considerations that the law is a consequence of civil initiatives and the state innovations look outdated and less estimated.

Experience of carrying out of cardinal transformations in the leading countries of the world conducted on the basis of the new legislation and corresponding mechanisms of realization, is perspective for modern Russia. However, direct loans of such legal experience often appear unsuccessful. It is enough to remember sad destiny of local government reform in Russia which have been “cut out under the western standards — so the law of the Russian Federation local government bases that was passed three times appeared inefficient” even from the point of view of its authors [2, P. 23].

Within the declared Russian law and promising *civilized* (social and cultural) approach the law culture is considered to be the basis of law development. So, N. I. Matuzov and A. V. Malko consider that “strengthening of the cultural and moral factor is a priority of reforms in Russia” [3, P. 256]. It is necessary to agree with this methodological statement as it (1) has a solid philosophical substantiation (Kant, Hegel, Husserl) and (2) assumes considerable heuristic (projective) filling and strengthening above the noted tendency in functioning of the law affirmed in the XX century

Meanwhile, the expected theory of legal culture which would explain and project (predict) logically necessary forms and mechanisms of culture influence on the Russian legal system, is still rather far from the final “working version”. (Attempts of such theory creation are undertaken but they are basically conceptually-fragmentary and obviously not of complete character. As an example it is possible to specify works of modern Russian lawyers such as: N. L. Granat, N. M. Keizerov, V. I.

Kaminskaya, V. S. Nersesyants, A. V. Polyakov, N. N. Razumovich, A. R. Ratinov, A. P. Semitko, V. N. Sinyukov, I. L. Chestnov and some other. Among foreign developers of such theory it is possible to name following scientists: G. S. Mein, M. Fuko, L. Fridman and others.)

The given problem situation in modern jurisprudence is rather boldly reflected in the educational literature. The topic “the legal culture” takes no more than 2 standard pages on which definition of this concept is usually made and a certain subject (element) number of its substantial displays is resulted. Thus overwhelming number of authors start with *positivism* methodology supplementing its *historical* or *psychological approaches*. We will give some characteristic examples. So, the master of the “Petersburg” school of lawyers L. I. Spiridonov in his textbook mentions legal culture only once, “The majority of people consider the law as a part of culture and, following it, remain legislative, not knowing laws: legislative activity of the state reproduces the law in the statutory acts” [4, P. 154]. The leader of the “Yekaterinburg” legal school S. S. Alekseev in his textbook of 1981 [5] does not mention the legal culture topic at all, however in 10 years starts to consider the law as civilization institute, “The main thing where the mission of culture is expressed is manifested through the law. That is the sense potential, the saved up spiritual riches which are capable to protect a person from unshakable demonic forces of the nature and a society... The law is also a culture phenomenon of individual self-expression of a person, creativity, accumulation, self-increase” [6, P. 224–225].

As to nowadays popular textbooks on the state and law theory there it is possible to find out more errors, than perspective ideas. For example, A. B. Vengerov declared the following: “If the sense of justice covers only a spiritual life of a society, is the only part of public consciousness then the legal culture includes as spiritual characteristics as ‘material’ law appendages, these are legal establishments, their organization, relations ... the Legal culture develops synergistically, reflecting, however, level, conditions of various societies existence, stages of civilized mankind development” [7, P. 300]. It is difficultly enough to understand the professor’s words. It is obvious also that the author of these lines is confused with the concepts “culture” and “civilization” that were entered by O. Spengler (1880–1936).

Certainly the concept “culture” is extremely many-sided, difficult and, hence, not easy for understanding and theoretical development. In the literature there are more than 200 definitions of this concept. But we think that for the didactic purposes it would be better to use more or

less invariant (generally applicable) and “clear” (in R. Descartes's sense) culture definition, for example, the following: “the culture is an inner world of mankind”.

From here becomes clear that *the legal culture* appears as a part of the universal culture functionally connected with the law.

It is possible to make a number of not trivial conclusions and estimations which could promote progress in the decision of a discussed problem of the given legal culture definition.

1. The ontological nature of legal culture is spirituality, *immateriality* of its maintenances (“objective spirit” by Hegel). Many philosophers and lawyers thereupon consider legal culture as something proportional to universal reason, the general spirit, uniform mind, turned to the law.

2. To speak about specific sides of material or spiritual cultures means to “go in cycles” in those or other forms of existence while it has initially uniform content. *The way of culture existence is language*, more precisely, the language systems, which information sense reveals, first of all, by means of signs and symbols of the communication developing between social subjects concerning these or that phenomena (first of all, culture products). The legal culture, as well as culture in general, exists in such *forms of its prescription to a person and society*: (a) as direct legal knowledge and belief of this culture live representatives, generated by legal lexicon and “live dialogue, (b) as the mediated knowledge, i. e. the legal information embodied in material-symbolical (text), is material-practical (active) and is material-subject (material) forms of its spiritual maintenance objectivity.

3. Functional coherence of culture with the law means *an actual or potential demand* of its maintenance and \or forms in this or that area of the law.

4. If to start with the real bases (sources) reflected in legal culture it is possible *to classify* its substantial components (blocks) as follows:

- knowledge of the legal phenomena (“the subject block”);
- methodological arsenal of general forms and norms of activity on transformation of the legal phenomena (“the methodological block”);
- universal beliefs and belief of legal character (“the world outlook block”).

5. The major consistency covering all legal culture phenomena, first of all, the substantial and functional plan, is their *generality and universality*. Having arisen in certain historical conditions thanks to efforts of known (and more often, unknown) creator or group of adherents,

having the features of this or that social environment, legal ideas and representations are included into culture and thanks to it get world-wide and historical value. For example, Platon's intellectual creativity (427–347 BC) embodied in ancient apocryphal stories and legends has found the embodiment not only in medieval representations about Platonic love but also has to some extent created and justified an image of the future totalitarian state, socialist principles (refusal of a private property for philosophers-governors and soldiers-policemen) and even eugenics as practice of human nature improvement. The Marxism also has the given cultural urological signs— its philosophy and ideology became the subject of criticism of the big army of scientists and ignoramuses, providing them employment, salary and even popularity.

6. The culture as the substantial world of images, senses, values is “the third world” (by K. Popper), existing along with the first (“physical”) and the second (“mental”). Therefore it is possible to speak about legal culture of the person only in the sense that *the person joins legal culture* and starts to be guided in this world of legal knowledge and only therefore and only then he can be considered cultural, or cultural developed. Belief, representations and the estimations of the legal phenomena which are available for the concrete person considered separately cannot be the sign of legal culture at all as they can develop spontaneously, i. e. on the basis of rather limited personal experience, local practice or to be a fruit of familiarizing with any subculture deprived of the universal maintenance (for example, “lingo” as subculture of criminal community).

7. Characterizing the changes in legal culture and its components it is necessary to speak in other categories rather than applied in the field of the natural phenomena (here the following categories are more likable: “movement”, “evolution”, “transformation”, etc.) or psychological phenomena (categories here are: “logic of thinking”, “idea development”, “intuitive jump”, “a consciousness stream”, etc.) . The content of culture, first of all on its “conventional level, usually remains invariable, eternal, self-identical, receiving in due course only the new judgment, application and-or estimation<sup>1</sup>. In due course the legal content of

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<sup>1</sup> Certainly the said about the constancy of universal structure of culture does not mean that there is no creation of new socially cultural formations — the hybrid and/or system phenomena, new traditions (on the basis of any paradigms-samples, directions, streams, their crossings) and even innovations (i. e. the exclusive forms of culture products which do not have analogues in a previous cultural history).

culture is only *increased, enriched, accumulated* at the expense of inclusion of creative opening and other achievements made by art workers and civilized lawyers. A vivid example of such contribution to world legal culture is concept of “the right to a worthy life” which has been deductively introduced by Russian philosopher V. S. Solovyov (1853–1900) in its religious-legal concept for the first stated in 1879 in the article “Law and economic life” and theoretically developed in 1897–1899 in the work “Justification of the good”.

8. Talking about the legal culture unity (“the culture world”, “culture as spiritual space”) we should remember that it *is diverse and structural*. The culture covers thousands (and even more) of different phenomena which in their legal senses and values can be referred to characteristic groups and-or areas, to culture types and kinds (for example, *national cultures*), to directions and styles of cultural creativity (for example, *Gothic culture*), to cultural traditions or innovations (for example, *folklore* or *avant-guard*).

9. The important sign of the legal culture phenomena is an ability *to self-development*. Objective laws of such development have been established by Hegel (1770–1831) and have been presented in the form of dialectic logic laws. The given laws are applicable not only to separate phenomena of culture but also to their system formations and/or historical files. Such approach has allowed the German philosopher to reveal and analyze dialectics of such historical types and kinds of cultures as *antiquity (art) — the Middle Ages (religion) — the New time (philosophy and science)*. As a part of these cultural-historical formations he has found out and has described such cultural-legal oppositions as *the right — right absence, freedom — necessity, the abstract right — the moral right — positive law*, etc. Thus, Hegel has proved for the first time the thesis about a right accessory to the world of culture developing under the immanent laws.

10. It is possible to prolong *dialectics of historical types* of the culture described in due time by Hegel; for example, from today position the culture of the New time (rationalism, or *classicism*) in the middle of the 19<sup>th</sup> century is replaced (more precisely, is supplemented) *by the culture of a modernism* and from the 1960-1970s by the *culture of a post-modernism*.

11. In the end of the 19<sup>th</sup> century one important dialectic dichotomy of world culture was revealed: *culture of the land — culture of the sea* (this dialectic pair is adjoined by intermediate instance — *coastal*

*culture*). Recognizing such dialectics in the culture world it is possible to understand and partly to explain geopolitical split of the world which accompanies all known human history, has an objective origin (“a geographical determinism”, in S. Montesquieu's sense) and it is functionally provided by two struggling types of cultures — “culture of the land” and “culture of the sea” [8]. The geopolitical theory allows to track the variety of the legal oppositions having various cultural fixation and corresponding (sometimes — opposite) valuable ground, for example: *human rights — duties of a citizen, liberalism — democratism (collectivism), the spontaneous market — the state guarantees*, etc.

The knowledge of such cultural dichotomies allows (a) estimating more prudently the possibilities of rather abstract universal ideas and norms application of (conventional) law, (b) to concern more critically the legal experience of western and/or eastern countries and (c) to concern more exactly revealing and development of our own cultural-historical traditions in the field of the law.

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## **DEVELOPMENT OF SECURITY SOCIOLOGY ISSUES IN THE WESTERN AND NATIONAL SCIENTIFIC LITERATURE**

Security in the modern Russian and western scientific literature is treated from different points of view. In psychological approach as sensation, perception and experience of requirement for protection vital (spiritual, vital and material) interests of people, in legal as system of law establishment of legal guarantees of person and a society security, maintenance of their normal ability to live, the rights and freedom, in sociological approach as condition, tendencies of development and a condition of society ability to live, its structures, institutes and establishments where preservation of their qualitative definiteness, an optimum parity of freedom and necessity are provided.

At the same time, the analysis of modern scientific sources shows the ambiguous approach of scientists as to evolution of sights on security as to the concept of security and its substantial party. The point of view on the basic stages of security formation stated by a number of authors is interesting. For example, H. Hantendorff considers T. Hobbes, I. Kant and H. Grotius sights as the main elements of the future security concepts. According to his opinion T. Hobbes has prepared the ground for realistic tradition in the political theory. I. Kant appealed to moral stimulus and aspiration of the person to the best world: his ideas have laid down in a basis of liberal tradition. "Bridge" between them was created by H. Grotius idea concerning strengthening of a role of the international institutes' law. It is possible to name this approach institutional [8, P. 5].

In turn A. Roberts, agreeing with such approach, notices that for the modern epoch understanding it is necessary to allocate following basic stages: realistic (Machiavellian), characteristic not only for realists of the last fifty years but also for their present followers; rationalistic (Grotian), underlining the importance of international law, the international institutes and idea about "the international community", formed by various states; Kantian, confirming communication between democracy and the world and calling for creation of new system of the international relations. In whole A. Roberts comes to conclusion that nonviolent struggle is possible achieving definite purposes, instead of serving display of deep trans-

formation of the international system, the author considers it has been confirmed with all course of events after wreck of communistic modes [10, P. 510].

In the 21<sup>st</sup> century we can observe partial coincidence, rise and recessions of described traditions of realism, idealism and institutionalism on every historical stage. It is necessary to notice that the security concepts having been put forward by T. Gobbs, I. Kant and H. Grotius open more political and socially-philosophical aspects of investigated processes and cannot explain the full variety of the social phenomena influencing security of a person, society and state. To speak, about practical realisation to the full the given ideas now it is obviously possible.

It is necessary to underline that among the western theorists there is no unity in understanding of intrinsic security characteristics. So, A. Buhhan considers that “security is a word with many meanings, not opening their concrete content” [8, P. 4]. Other authors are limited to security definition as absence of military threat or protection of the nation against destruction from the outside or attacks [Ibid]. Nay underlines that in modern conditions the security policy should provide a social autonomy of groups, level of their political status, and not just a physical survival of individuals within the national borders. Besides social and political aspects he adds one more criterion — a certain minimum of expected economic well-being.

Rather short and brief definition of security gives H. Huntendorn considering that this is long-term maintenance of values or system and absence of threat to it [8, P. 5]. Certainly, such definition does not answer a question what values and systems are meant. K. Nolan mentions that such values for the American population are the maintenance and development of the western sample democracy within the country and abroad. In these countries have come to a conclusion about “indivisibility of concept of freedom” long ago, i. e. that democracy in the state can function constantly only under condition of democratic principles of world development maintenance [9, P. 510].

Focusing on national, international and global aspects of security, the western theorists, at the same time, study basic elements of national security system. In conditions when in the highly-developed western countries the social sphere functions stably enough and does not lead to deep social transformations, the priority place is given to consideration of political, military, scientific and technical, informational, ecological and other types of security. However social security as the important element of maintenance of person, state and society stability is also



studied. So, for example, the American scientist S. Doyle notices that the state is in social security if has possibility “to carry out measures on development of social sphere, formations and economy without external influence, to provide the citizens with habitation, the foodstuffs, work, to protect their civil rights and personal freedom” [3, P. 16]. Another American, professor D. Fisher considers that social security is “possibility for the state to achieve freely national development and progress, and also satisfaction of active requirements and human rights” [6, P. 15].

Within the last several years, unlike the previous period, the attention of foreign researchers concentrates more and more on the careful analysis of concrete negative factors of internal political, social and economic development of Russia. In particular, in a context of maintenance of national security the attention to non-uniformity of separate subjects of the Russian development Federation, a disproportion in economy in connection with the power factor is paid, problems of formation of a civil society and strengthening of “authoritative” tendencies in the policy are widely discussed [5, P. 72–73]. So, in particular, National prospecting council of the USA (National Intelligence Council, NIC) has already published three reports, devoted to tendencies of the modern world development (1997 — “Global Trends 2010” (GT-2010), 2000 — “Global Trends 2015” (GT-2015), 2003 — “Global Trends 2020” (GT-2020), the important place in which is occupied with the “Russian subjects” [7].

According to the experts opinion of this analytical center if Russia does not manage to develop comprehensively the economy, it “will find out what it feels like to be an oil state with its unbalanced economic development, a huge inequality of incomes, outflow of the capital and social problems growing” [4]. To their opinion, Russia is still at a transitive stage of development and consequently remains “the unpredictable player on internal and international scene”. But if on GT-2010 possibility of construction of democratic institutes was marked the last GT-2015 and GT-2020 admits that “democratic process reverses” and Russia “comes back to authoritarianism”.

The analysis of consideration approaches to security problem is impossible without research of sights of national theorists. By nowadays in our country there is no uniform, standard concept of security though this problem is of great attention as of state bodies as the scientists investigating the given social phenomenon. Concepts “security”, “personal security”, “national security”, “international security” and “global security” deal with a various set of problems and start with different historical, philosophical and sociological contexts.

Some authors understand security as a situation when there is no threat from any side. Thus the presence of simultaneous several sources of danger and their potential victims is not excluded and it is underlined that this condition or position is when there is no danger [2, P. 26]. A number of researchers believe that “security is a condition, development tendencies (including latent ones) and conditions of society ability to live, its structures, institutes and establishments at which preservation of their qualitative definiteness with objectively caused innovations is provided, corresponding to its own nature and defined functioning” [1].

It appears that security consideration in a context of a situation, a condition and a condition of society ability to live and its formations are insufficiently full. The activity approach is absent and security is investigated by authors in a statics as the purpose, prospect, ideally possible in the future but not in the concrete historical conditions and modern historical realities. World experience shows that such condition has been reached neither by a separate person nor by his social formations. The contrary happened when people, aspiring to protect themselves from external and internal dangers, created a large quantity of the offensive and defensive weapon, including rocket-nuclear that has become the real danger to each planet inhabitant.

It is insufficient to consider security through concepts of “relation or interest” as objects of protection in this case are not societies but their “interests which as experience shows are frequently inconsistent and do not coincide. Besides in the definition given in the Law of the Russian Federation “On safety”, reflection of dangers and threats through destruction of their sources is excluded.

Some authors limit concept of safety with absence of military threat or protection of the state against an external attack or prefer connotation of social and psychological security which means, in particular, preservation of a social autonomy of the individual and protection of his vital status within the frontiers. In the given situation the concept “security” is reduced first of all to counteraction of external, especially military, dangers and threats. With all their importance it is impossible to ignore other various external and internal dangers and threats which influence person, societies, states ability to live and cannot provide their social and political autonomy and protection without due studying, account and corresponding reaction.

There is also a point of view on security as on security of a society, person, state from dangers and threats, sensations of subjects that noth-

ing threatens them, etc. It seems that such approach to security protection, defense of certain object or subject limits its semantic loading as the protection there means the important quality and security function on elimination, prevention, danger and threat easing is ignored.

At all variety of approaches of the western and Russian scientists to the security concept it is necessary to notice, to our opinion, that the given concept is used with reference to various nature and social objects and processes to which as naturally-economic, industrial, and man-made social dangers threaten. Certainly it is impossible to underestimate any of these groups, however manmade social dangers to a person and a society are most significant as are connected with consciousness and behaviour of huge layers of the population, accumulation of their emotional energy (protest, fear, anger) which, activating these social forces are capable to lead to large historical cataclysms, sweeping any material and other obstacles.

According to the author security is not only the condition but also ability of a person, society and state to resist any external and internal destructive influences directed on infringement of their interests, consisting, first of all, in stable, progressive functioning and development.

As the system phenomenon, security means creation of necessary social conditions and means for life-support of a person, versatile development of his social qualities and properties by the society and the state. Only steadily developing society where interests, creative development and well-being of a person and a family are an unconditional priority, is capable to provide security and decent life of the citizens.

In modern conditions the main objective of security maintenance is protection of all interests of a person and society, of their rights and freedom, creation of favorable material and spiritual conditions for development of a person and national identity.

The security concept is developed in the course of two relative aspects analysis: first, revealing of the present stage features of the country historical development and, secondly, definition of the basic tendencies of modern world development as the planetary integrity which includes various civilizations, and Russia as a special Eurasian civilization.

Security is the major category connected with fundamental requirement of a person and his communities in their maintenance and neutralizations of real and potential dangers and threats. Its basic objects are: a person, his life, health, property, rights and freedoms; a society with its level of culture, material and cultural wealth; the state with its political system, the sovereignty and territorial integrity.

Subjects of security are corresponding institutes of the state, the civil society, providing stable conditions of social objects functioning.

Experience of the 20<sup>th</sup> century and the first decade of the 21<sup>st</sup> century testify that the society is not insured from growth of regressive processes, chaos and disintegration that are the most probable conditions of spontaneous development; stability and order, on the contrary, demand conscious, special and purposeful efforts.

Thus, the research of security and the basic approaches to this social phenomenon genesis in the western and national sociology shows that this concept, its substantial characteristic are still in a formation and judgment stage. At the same time, in the conditions of the system crisis that is still in the Russian society, especially in its economic and social spheres, the necessity of security sociology, its category status, place and role in the general system of country national security studying is being emphasized.

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## **MATHEMATICS ROLE IN INCREASING THE WORLD OUTLOOK CULTURE**

A set of mathematical disciplines is one of the first studied higher educational institutions by students. Teaching practice of mathematics at universities testifies that mathematical disciplines cause serious difficulties for many students.

To overcome the difficulty it is necessary to give these disciplines material in such a way that students would not to be afraid of mathematics and, on the contrary, would develop their creative abilities and thinking. Thus, there is a question about the necessity of a flexible approach to a statement of traditional sections of a higher mathematics course, to allocation of the basic questions without which the general mathematical culture is unattainable. It is necessary to increase a statement complexity gradually, and to include professional plots which will allow to solve the problem of interdisciplinary communications in disciplines.

Such approach is realized by “Information technologies and mathematics” department in St.-Petersburg University of Management and Economics. A mathematical analysis course is studied at the very beginning of a mathematical disciplines set cycle. The functions of one and several variables with a stress on the most widespread dependences in economy are considered according to the analysis: multinomials, fractional-linear functions and others. It is possible to draw general conclusions developing the general mathematical culture of students, made on a basis of the simple functions studying. The emphasis becomes on the solution of economic maintenance extreme problems in a theory of several variables functions. The basic attention is given to a linear equations study as property of various mathematical structures linearity is binding for various sections of mathematics in a theory of the differential equations.

The basic attention is given to a decision of a linear equations and inequalities system with prospect of their further application in courses “Acceptance of optimum decisions” and “Economic-mathematical methods” in a linear algebra course. A linear model of inter-branch balance which traditionally study later is considered a linear algebra course. This model shows practical studied methods application of linear algebra to students.

The emphasis becomes on a practical problems consideration, departing from strictly formal statement of a theory, in the disciplines named above which are studied by students on the second year.

It is necessary to notice that higher mathematics course splitting into separate disciplines brought a certain methodical problems connected with a constant necessity to underline unity of mathematical methods and their interrelation. These problems could be eliminated easily at presence on a second year course work connected with a finishing discipline of a mathematical set cycle.

The analysis of higher vocational education federal standards of the third generation shows a presence of the negative tendency on a hours volume reduction of mathematical disciplines practically in all education directions. The biggest part of these disciplines lecture time is given for an independent student, however, first-year students (yesterday's schoolchildren) obviously are not ready for an independent work referring to higher mathematics. And for some directions of a bachelor degree: (lawyers, linguists) mathematical disciplines are not given at all. There is a reasonable question about the way of common cultural competences forming for students without common mathematical cultures, only on the basis of knowledge and the abilities received within the limits of a school program. Finally it leads to a thing that students do not receive even knowledge bases and higher mathematics skills that can lead to their general educational culture falling.

It is necessary to create complex and consecutive conditions of mathematics disciplines with enough lecture hours capacity to solve the created problem referring to mathematics set cycle disciplines studying.

*Medved' A. A., Medved' P. A.*

## **INNOVATIVE EDUCATION IN THE FORM OF ACTIVE AND INTERACTIVE TRAINING METHODS**

Professional work demands an ability to solve regularly arising new non-standard problems from the expert in constantly changing conditions. Time sign is a raised professional mobility. They require an expert to be ready to accept non-standard decisions and active social interaction in new conditions. Introduction innovative educational forms in institutions, in particular, introduction of active and interactive training

methods [1, P. 17] became a reaction to complication of a professional environment.

The system of the methods providing activity cognitive and practical student activities during a course obtaining new knowledge and competences, as active and interactive methods of training are usually understood. Features of active training methods are:

- Use of communicative various forms including modern computer and remote possibilities;
- Active educational process interaction of participants;
- Group form of training organization;
- Creative kind of work;
- Use of the students' saved up knowledge and experience;
- Maximum involvement in the training process of all cognitive sense organs;
- Introspection and reflexion of the educational process by its participants.

1. Active and interactive forms of training allow to generate active participation of listeners in an educational course. An ability to work in a command develops a capacity to carry out joint design and research activity, to defend the positions, to prove own opinion and tolerantly to concern a stranger, to bear responsibility for oneself and a command [3, P. 154].

Active and interactive educational forms can be:

2. Training employment. A basic accent becomes on a practical skills working off, development accurately certain professional competences during educational formation. Specificity of training refers to its participants who model situations which often meet or can occur further in their practical activities. Losing the situation simulated on set parameters in a real time condition, participants form a certain professional competence and also have a possibility to go through and analyze the received experience. As a result a training participant can change his relation to a previous life experience, change personal qualities and used work technics. Training assumes the use of a wide spectrum of various methods and means of active training among which often meet business and role games, the analysis of concrete situations, group discussion. It is possible to consider that the main education advantage is the fact of efficiency of personal installations change and behavior of people in a group, instead of an individual context [2, P. 6].

3. Discussion (colloquium). It is an exchange of opinions in its forms. A given method of training consists of particularly given prob-

lem discussions carrying out. An offered problem assumes its preliminary studying by the persons participating in discussion. The rough result of a discussion should be known to a teacher or to be free from presets. The discussion purpose is mastering by civilized methods of a conducting dialogue, search and competent formulation of arguments. Discussion is a factor of development communicative, analytical, social competences, it allows a teacher reveal a knowledge level discussing a certain theme.

4. Round table. It is a collective working out of a theme by participants. They distinguish various kinds of round tables depending on a purpose carrying out:

- To study a new one or a reproduction of the forgotten material;
- To discuss problem questions or various situational tasks;
- To discuss over new publications on set subjects and analyze fresh new literature;
- To discuss application possibilities of theoretical knowledge in practice;
- To discuss questions in a certain sequence for a purpose of deep acquaintance to a problem or knowledge ordering.

Round tables are organized in various forms. It can be a conversation a problem questions, regulated debate (public discussion of the issue question), conference (participants act with prepared messages in advance, the others set questions), meetings with experts (with prepared questions in advance).

5. Case method is technics of training where students should analyze a practical situation offer decisions and choose best of them. Cases should be based on an empirical material. Offered situations can be real events or designed descriptions. Emotional-behavioral aspects of participants interaction in an educational process and a professional work imitation lays at the very heart of a method. It is necessary for each participant to designate the role solving problem independently and to develop his own line of conduction. The method of cases admits to one of the most effective practice of improvement of an expert professional skill. A problem of work within the limits of a given method connects with an application of the saved up knowledge in real daily professional work situations.

6. Business game. It is the training form in conditional situations directed on imitating experience mastering of a professional work. Games are directed on removal of certain psychological problems, acquisition



of performance skills of the activity practical receptions. Business games can be divided into some subspecies. We will consider each of them. Operational games are directed on working off of the concrete operations modeling a working process. Imitating games reproduce concrete situations and train a correct exit from them. Role games fulfill a strategy and behavior tactics, a concrete persons' actions in a certain situation, such games are spent on a certain model with cast. Competitive games are aimed at check of theoretical knowledge. This method stimulates an informative process through a participants' competition, and also develops an introspection ability.

7. Project method. The problem statement lays at the very heart of this method. Projects can be research (check of a hypothesis with a scientific methods usage), informative ones (gathering and analysis of the information on a subject, process, phenomenon), practical (work to archive goals) depending on possible ways of its permission.

New problems and directions of education development define also special requirements to a person and professional competence of a teacher, from whom permanent work on increasing professional competence is required, such as:

- Regular conversion training in a profile direction;
- Increase of psychological and social teaching culture;
- New knowledge development and reconsideration of the saved up experience;
- Perfection of methodical educational process;
- Overcoming of an emotional burning out syndrome;
- Formation of the personnel focused interaction of a teacher and students.

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## **CIVIL PATRIOTIC EDUCATION AND YOUTH EDUCATION IN THE RUSSIAN FEDERATION**

The beginning of the 21<sup>st</sup> century is characterized by positive processes in political consciousness of weights, aspiration of the power to involve in a patriotic formation and education in all institutes of the state and the political organizations in Russia. Parliamentary political parties speak about strengthening of a patriotism role in programs but forget about a legislative formation of the state politics in a given direction.

Therefore the state as the main political institute is obliged to incur a mission of a society consolidation on a patriotic values basis. The country should develop leaning against a strong basis of spiritual and moral values uniting multinational Russia. Thereupon the state youth politics as a sociopolitical tool of patriotic values and traditions realization among youth in the country gets a special value.

In the article “Russia: an ethnic question, published” in “The Russian newspaper”, V. V. Putin wrote: “The strategy of a national politics based on civil patriotism is necessary for us. Any person living in our country should not forget about the belief and an ethnic accessory. But it should be, first of all, a citizen of Russia and he should be proud of it” [6]. And it is difficult to disagree with it.

The purpose of the state youth politics realization by patriotic formation of the young in modern conditions is formation of patriotic qualities of the country young generation and, first of all:

- Cultivation of feeling of love to the Native land, recognitions, respect and support of its national and state interests, internal readiness for their self-denying protection in the young;
- Formation and development of a person possessing the major qualities of a citizen and a patriot of Russia capable to participate actively in a creative process, in strengthening and perfection of the Russian society;
- Purposeful preparation of the young, as the reliable defenders of the Fatherland successfully realizing functions in the basic spheres an ability to live connected with a soldier's duty performance.

Military patriotic education and formation are the base component of patriotic consciousness of the young. This problem traditionally is important for a qualitative replenishment of Armed forces and perfor-

mance of the Fatherland protection. Military patriotic training and education of the young's system which is carried out on the basis of a government program "Patriotic education of citizens of the Russian Federation for 2011–2015" [5], for today it is possible to consider successful and effective. According to the program, the basic directions of military patriotic education it is possible to consider the following:

- Attitude to the state: the state patriotic education focused on patriotism, a call of duty;
- Attitude to the society: a civil education focused on civilization education, respect for the law, social activity, responsibility;
- Attitude to culture: familiarizing with culture achievements, education of spirituality, national originality;
- Attitude to a profession: understanding of a profession public importance, responsibility for work quality;
- Attitude to oneself as a self-sufficient person which freedom comes to an end where freedom of other person begins.

It is necessary to underline that the majority of Russians do not associate the image of the Native land with an existing political system and the state structures in modern conditions, but do associate it with the representations which developed throughout centuries an old history of Russia as the great country with its material and spiritual riches, culture, traditions and many other things, that so is clear and close to heart of each person. And consequently today realities should cause the feeling of disconcert and even no disappointments in Russians.

As S. A. Markov fairly marks, "During the young politics realization by a main objective of patriotic formation and the young education in the Russian Federation development in young men of civilization, patriotism as major spiritually-moral and social values, professional-significant qualities formation in them, abilities and readiness for their active display in a various life spheres of a society, especially in a military service course and other kinds of public service connected with it, fidelity constitutional and to a soldier's duty in the conditions of peace and a wartime, high responsibility and discipline, unity of patriotic consciousness and patriotic behavior" [4, P. 78–79].

The success of the state politics of the young in formation of patriotic qualities of young men is defined by following principles:

- a) National and universal unity, i. e. a national consciousness formation, love to the native earth and people, inculcation of valid relation to a heritage, traditions, customs of all people occupying the given country, mastering by acquisitions of a world culture;

- b) Nature congruence education — the account in a many-sided and complete human nature education course, its anatomic-physiological, psychological, national, religious and other features;
- c) Culture congruence education — an educational process realization in a congruent native cultural environment for a teenager or young men, in organic communication with history of its people, related-household, religious and other traditions;
- d) Democratization — various forms development of co-operation and mutual trust between subjects of education, respect of a sovereignty of the individual understanding of its inquiries and requirements;
- e) Continuity and progression — transformation of education into a process which proceeds all human life, providing a continuity from related preschool before education during study and socially useful work;
- f) Ethnicism — an education process introduction by a national maintenance directed on a formation of citizens national consciousness;
- g) Humanism called to confirm a high social mission of a person, its honor and advantage, values as persons, right to freedom, happiness, revealing of abilities [3, P.112–113].

The reasons of insufficient efficiency of the young state politics allocated by a patriotic education of the youth are:

- Low degree of a state politics realization of a patriotic education of the population, including the young;
- Absence of a connection system between the state institutes of civil and patriotic socialization of the population within the education limits — from initial to the higher professional;
- Inefficient use of the young patriotic education of patriotic orientation public institutes potential in a system — the veteran organizations, patriotic clubs for the young, etc.

Under-estimation of modern information-communication means value and, accordingly, insufficiently effective uses of these technologies with a view of an influence on the young and formations a state-patriotic orientation formations of their nature.

It is obvious that optimization and structures, powers and activity system of the young politics subjects by patriotic formation and education of young men and girls today is necessary. In this case all characteristics of educational space can be carried and to a nation-wide space as a whole.

The given subjects are possible to unite in some groups, according to S. A. Markov:

- Public authorities and local government;
- Educational process institutes of various level (school education, heroically patriotic education of students of higher professional education, an additional education);
- Target public institutes for work with the young — patriotic clubs, search groups etc. [4, P. 78–79].

At the present stage a development of the Russian society patriotism revival is perceived under a condition of revival of Russia as a great power. Patriotism does not deny the necessity and importance of traditional values modernization. But it does not get along with their full negation for the sake of the project of future boundless blessings to what radicals of both liberal and socialist modernization are inclined. Patriotism as a phenomenon of a national consent of a society and a qualitative condition of citizens of the state is actual today for a Russian revival not less than in days of the Great Patriotic War or other difficult time of a Russian history. Patriotism is a special condition for soul expressed people who are not indifferent to the destiny of the country, in their ability to empathize, feel the pain and be pride of the state. And such understanding assumes a critical relation to destructive processes within relations of Russian citizens. Education includes improvement problem blocks of a life quality of Russian citizens, a family education continuity, ideological working in a direction of the young state politics [7, P. 113].

Conditions of a patriotism presence — possibility of a family, ethnicity, people, nationality, presence of a society prospect, power, spiritually-moral, social and economic balance and harmony of relations of the person, a family, a society, the state reproduction. Patriotism can be formed as a protective reaction to replacement, infringement of a natural life of ethnicity, nation, people [1, P. 51].

What means all these theoretical positions are realized by in practice?

I will give an example formations of an educational environment of the Bashkir institute of social technologies where active technologies search of a socially cultural personnel development of a student is conducted including a patriotic component.

The big public resonance was received by republican competitions initiated by an institute “My small Native land: virtual excursion”, “Bashkir national epos “The Ural-Batyr” (written in foreign languages and languages of the people occupying the Republic Bashkortostan), “On the best scenario of national weddings and wedding ceremonies of

Republic Bashkortostan people” and schoolboys, pupils of colleges and students of universities became its participants. Sites “Aksakov’s Memorial house-museum” (aksakov.info.ru), “Parents and children: reception family” (deti.ufabist.ru), the Guidebook “The Aksakovs’ Kin: forever with the Bashkir earth”, participation — on the level with teachers — in a work of the University of the third generation, in a expositions creation of a historical patriotic museum “Heritage” and many other things. The purpose of these actions is to increase interest to a property of history and culture of Bashkortostan, patriotism formation and moral-ethical values of a rising generation. A high social responsibility of students is shown in their relation to rendering assistance to socially not protected categories of citizens within the limits of the Legal clinic “Social legal assistance and the Financial service “Adviser BIST” that testifies to an efficiency of realized technologies; is shown in an approach to a maintenance of projects directed on search of effective ways of social and economic problems of a region (“The Young resource — housing and communal services reform”, “Technology of a justice sense through volunteer deeds of the young”, etc.).

Summing up, it would be desirable to notice that the young should take part in a decision of civically patriotic formation problems and education of a modern generation first of all, realizing all the importance of a participation in the Native land life to love, the nobility and to respect its culture, traditions and history. However to direct the young actions to a necessary channel both the state and institutes of a civil society (a family, school, high school) ought. And their primary goal consists of the interaction for the purpose of formation of national consciousness, civilization and patriotism in the young minds.

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## **THE COMPLEX ECONOMIC ANALYSIS AS THE BASE FOR DECISION-MAKING ON THE MANAGEMENT OF INVESTMENT AND INNOVATION ACTIVITIES OF THE ENTERPRISE**

The effective functioning of the organizations in the conditions of a market economy substantially depends on a validity and quality of accepted management decisions. The scientific basis for making such decisions, the most important element of the economy control system at a micro level, i. e. at the level of the economic operations, is the complex economic analysis.

In the conditions of the dynamical changes of a market situation the knowledge of modern receptions and methods of the economic analysis allows to develop an effective strategy and tactics of functioning of the enterprise, in particular — to realize the innovative development of the enterprise.

The innovation is the profitable use of the innovations in the form of new technologies, products, processes, i. e. the innovation is object not simply introduced in a manufacturing process, but successfully introduced and making profit. Thus, in economic terms, the innovation is a qualitative change of the species, forms, the economic activities methods, caused by the external reasons and the internal possibilities of the organization and directed on increase of efficiency of an achievement of the purposes. From the positions of a book keeping and the economic analysis of an innovation in the organizations of a real sector of an economy it is possible to consider as a change in the production assortment (the goods, services); in the structure of the commodity markets; in the applied technologies and structure of an active part of a fixed capital; in the work and management organizations; in the methods of a stimulation

of sales and in the supply and sale systems. The innovations relating to the financial instruments, the capital raising, etc. do not fall into the scope of this definition. These are typical for Financial Economics [2, P. 297].

The innovative activity is focused on a practical use of the scientific, scientific and technical result and a mental potential for the purpose of the reception of the new, considerably improved products, the technology of its manufacture, the organization of the work, a control system for the purpose of the competitiveness increase of and the enterprise market positions strengthening.

The main innovations objectives are a minimization of the cost price of the products (services) and an increase of its competitive advantages.

The innovations can be subdivided on product and technological, basic and improving, strategic and adapting.

*The product innovations* are the release of an exclusively new product or the improvement of previous kinds of product and services for the purpose of the increase of their consumer properties and the competitive advantages that contributes in the sales volume increase.

*The technological innovations* are directed on the increase of the organizational and technological level of the operational process by the improvement and use of the new manufacturing technology, by the introduction of the advanced methods of the organization of the work, by the perfection of a control system of the enterprise. They have a direct impact on cost savings: reduced consumption of the materials, energy, labor, capital intensity of the production and services, and as a consequence on the amount of the profit.

*The basic innovations* involve the creation of new products and technologies. *The improving innovation* — these are the small and medium-sized invention that are improving the production technology and the quality characteristics of known commodities. *The strategic innovations* include the innovations which use provides advantages of “the first move, as a result the company may receive higher incomes and occupy leading positions in the market of goods and services. *The adapting innovations* are those which implement enterprises following the leader, so that they do not fall behind in the competition for the markets.

The innovation development is one of the key areas of the strategic analysis, which is a part of the complex economic analysis.

The strategic analysis which is carried out at level of the company's management is based on the realization of the system approach at studying of the various factors influencing a strategic management process [1].



Here is the list of its main tasks in the field of the innovation:

- The definition of the technical and economic characteristics and the estimation of the quality of an innovation, in the increase of the level of the competitiveness of the products;
- The definition of the sum of the in the development and implementation of innovation;
- The definition of the possibilities for the innovation development (financial, personnel, material);
- The definition of a recovery time of an outlay of an innovation;
- The estimation of an efficiency of an innovation.
- The sufficiently developed and successfully applied methods of economic analysis can be used to solve these tasks, such as: a method of the is functional-cost analysis, the methods of the factorial analysis, the SWOT-analysis, the analysis of S-curves of a life cycle of the innovations, etc.

Thus it is necessary to differentiate between innovations and investments though between them there is very much a close connection. The innovative process is impossible without investments, and realization of the investments without the innovations has no economic sense as such approach preserves backwardness in methods and technology, that finally reduces the competitiveness of the enterprise. Considering their close interrelation, sometimes for an estimation of the efficiency of the innovations and investments they use the same indicators, which is not absolutely correct. For the investment project the main criterion is its financial efficiency in terms of attractiveness for investors. For the innovative project are important not only the financial results, but also its novelty satisfying inquiries of the consumers and manufacturers.

Therefore, to evaluate the effectiveness of innovation one should use more volumetric indicator system, than to evaluate the effectiveness of investments.

So, G. V. Savitskaya suggests merging them into the three groups [3, P. 370].

The *first group* includes indicators that characterize the production and economic effect of the innovation:

- Increase in the volume of production;
- Increase in the added value;
- Saving in the material resources consumption;
- Cost savings from the cost reduction;
- Reduction of the labor costs for the production;

- Growth in the labor productivity;
- Reduction in the consumption of the materials.

The *second group* includes indicators, characterizing financial and economic efficiency of innovations:

- Increase in the marginal profit;
- Increase in the net income (net income + depreciation) due to the application of the innovation;
- Increase in the profit before the interest and taxes;
- Increase in the net profit;
- Increase in the profitability of the production;
- Increase in the profitability of the sales;
- Increase in the profitability of the cumulative capital enclosed in the actives of the enterprise;
- Increase in the profitability of own capital.

The *third group* includes the indicators of the investment efficiency of the innovations. The same system of the indicators, as for an estimation of an efficiency of the real investments is used here: the pure resulted effect, the profitability index, and the discounted time of recovery of an outlay. The key element is that we must take into account the full amount of the investment company's expenses in the commercialization of innovations, ranging from the investments in the research and development activities and ending with the start of the production process and the market entry.

A successful performance of the plan of the investments into the innovative and other projects in many respects depends on the presence of the sources of the financing at the enterprise. Therefore the analysis not only of the performance of the plan of capital investments, but also the plan estimation on a formation of the sources of their financing is necessary.

The financing of the innovative and investment activity is carried out using the expense of own means of the enterprise (the profit, depreciation charges, a gain from realization of the basic means, reserve fund of the enterprise), and also using the expense of the extra means (long-term credits of bank, loans, leasing). The budgetary assignments can be allocated for the public enterprises. In the conditions of the market economy the share of own sources of the financing of the capital investments and a share of the credits of the bank increase, and the budgetary investments are reduced.

One should distinguish between gross and net investments. Gross investments — is the amount of their investment in the reporting pe-

riod. Net investment is less than the gross investment in the amount of depreciation in the reporting period. If the sum of the net investments is positive and occupies considerable relative density in a total sum of gross investments, it testifies an increase in the economic potential of the enterprise directing a considerable part have arrived to the investment process. On the contrary, if the sum of net investments is negative, it means the decrease in industrial potential of the enterprise which is “eating not only the profit, but also a sinking fund part. If the sum of net investments is equal to zero, it means, that investment is carried out only using the expense of the depreciation charges and the enterprise doesn’t have an economic growth and the base for profit increase is not created. In the complex analysis it is necessary to establish changes in the structure of the investments (How optimal is the combination of the internal and borrowed funds). If the leverage ratio increases, it can lead to the instability of the enterprise economy, increasing its dependence on banks and other organizations.

Thus, use of the methods of the economic analysis at the realization of an innovative activity of the enterprise allows not only to prove economically a choice of an innovation of a certain kind, and also to define an industrial, financial and investment effect of the innovation.

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## **THE NOVGOROD SCHOOLS AND SOCIO-POLITICAL DEVELOPMENT OF THE ANCIENT RUSSIA AT THE END OF THE 10<sup>TH</sup> — 1<sup>ST</sup> HALF OF THE 11<sup>TH</sup> CENTURY**

In 988, according to the chronicle history, the Grand Duke Vladimir and his retinue embraced Christianity, they christianized Kievans and started to extend Orthodoxy in Russia. The Russian Primary Chroni-

cle: Laurentian Text and the Hypatian Codex of the Russian Primary Chronicle right after that noted the organization of the school system throughout the vast territories by the state power: “I nacha staviti po gradom cerkvi i popy, i ljudi na kreshhen'e privoditi po vsem gradom i selom, poslav nacha poimati ou narochitoe chadi deti i dajati nacha na ouchen'e knizhnoe, matere zhe chad sih plakahu po nih, eshhe bo ne bjahu sja outverdili veroju, no aky po mertveci plakahsja” [6, P. 113–119; 5, P. 103].

Vladimir, probably, expected to strengthen, firstly, by this action arising orthodox belief which inevitably would wither without the people, who are capable to read the Bible and the theological literature, and secondly, to create a layer of the formed people allocated with a talent in government management. The annalistic arches unequivocally specify that in the Vladimir schools they took “ou narochitoe chadi deti”, i. e. representatives of the notable families, and it testifies the limitation of the given reform of Vladimir. Nevertheless, its geographical scope was wide enough — the pupils were assembled not only from Kiev, but also from many other cities and villages, and from Novgorod as it has already started to be allocated for a long time among the other Old Russian city centers. It is important to notice, that this is the first education system reform in the history of Russia, according to the chronicler, it has been ambiguously apprehended by an Old Russian society — so, many mothers did not wish to give their children to schools, they cried for them as they were dead. It speaks about perception contemporaries of the measures which have been carried out by the Grand duke, as not ordinary, habitual relations breaking all system.

The second large education reform has been carried out by Yaroslav the Wise in 1030. The whole group of the annalistic arches informs on it: “V leto 6538... Ide velikij knjaz' Jaroslav na Chud', i pobedi ja, i postavi grad v svoe imja Juriev; i priide k Novogorodu, sbra ot starosty i popovy detej 300 uchiti knigam ” (the Tver chronicle) [9, P. 146]; “V leto 6538... I priide k Novogorodu, sobra ot starosty i popovy detei 300 uchiti knigam” (The First Sofia Chronicle) [8, P. 176]; “V leto 6538... I priide k Novogorodu. I sbra ot starost i ot popov detei 300 uchiti knigam” (The Fourth Novgorod Chronicle) [2, P. 113]; “V leto 6538... i priide k Novogorodu, i sobrav ot starost i ot prezviterov detej 300, i povele uchiti knigam” (Nikon’s Chronicle) [1, P. 79].

From these records, it follows that the organization of schools and colleges has been an integral part of the policy of Yaroslav on a north-west direction in the early 1030s. For example, in the Baltic States the

city of St. George was founded, and the local Chud recognized the power of Russia; along with it the action of quite peace character took place — the organization of the schools in Novgorod. Not founded on an idle whim of Yaroslav, but looking far ahead into the future, knowing that Novgorod — Northwest Russia citadel that soon will be needed not only soldiers, but also skilled diplomats, competent officials who will not only war, but also in other means to hold in obedience huge Novgorod ownership.

Thus, Vladimir's epoch (988) was marked by creation of the whole system of an elementary education across Russia, but only within the limits of certain estate — “narochitoj chadi”, i. e. feudal elite, and perhaps, a merchant elite.

Yaroslav's epoch (1030) has offered some new principles of the selection — in Novgorod 300 pupils “ot starosty i popovyj detej” were assembled, i. e. from the prosperous representatives of an urban population and a secular clergy.

While we had quite accurate annalistic certificates on the education system organization in Russia in 988–1030, no book of those times had been found, until recently. Till 2000 it was considered, that the most ancient dated book of Ancient Russia is Ostromir's Evangelium 1056–1057.

However on July, 13<sup>th</sup>, 2000 in Novgorod on the dig site Troitsk-12 “the unique finding has been found — the ancient book (code) with the text written on wax” [10, P. 47]. The Dating of this monument is based on dendrochronology: “last years of 10 — the first quarter of 11 century” [10, P. 48].

Given psalter proves, that creation of schools by Vladimir and Yaroslav yields immediate results in the form of the occurrence of the educated Russian people, and the occurrences of the educational and theological literature already on the boundary of the 10–11<sup>th</sup> centuries.

Why did the power undertake education reforms?

The first reason has a religious character as only a person capable of reading can acquire the basic establishments of a new religion. Not casually therefore, that the most ancient book — psalter, instead of the secular composition.

Not enough attention is usually paid to the second reason — and consequently it is necessary to focus our attention on it. The matter is that during Vladimir's epoch stamping of national currency — zlatniks and shekels have begun. The full arch of the specified coins is given in M. N. Sotnikova's catalogue [7, P. 160–171]. Especially for us it is im-

portant, that on coins there were inscriptions: on zlatniks — “Vladimir na stole”, “Vladimir, a se yego zlato”; on shekels — “Vladimir na stole”, “Vladimir, a se yego srebro”. These inscriptions on coins were, on the one hand, means of propagation of the princely power, with another inevitably became symbols of literacy and writing introduction in practice of an economic life of Russia.

Thus, in the end of the 10<sup>th</sup>–1<sup>st</sup> half of the 11<sup>th</sup> century:

1. The system of the Old Russian education as a whole, and Novgorod in particular, has not simply arisen, but progressively developed, evolved from simple forms to more difficult, covering more and more wide social classes.

2. There are the first books which have reached us serving the educational purposes.

3. The beginning of the stamping of a national currency had not only an economic and ideological, but also educational effect.

4. The occurrence of the Cyrillic inscriptions on the coins is the certificate of the national writing generated to this time, which were actively introduced in cultural and economic practice of the population by the authorities.

5. Creation of schools by Vladimir, and then by Yaroslav, was due to the need for competent officials, priests, and, undoubtedly, mint masters.

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## **THE PROBLEMS OF TEACHING THE CIVIL LAW IN THE SECONDARY PROFESSIONAL EDUCATION UNDER THE NEW EDUCATIONAL STANDARDS**

Legal education is a set of legal education and law training. The essence of the legal education is to form the legal installations, attitudes, activities in the field governed by law. It should begin at school. But the testing of the students on the knowledge of the basic concepts in the field of the law shows a low awareness of the former students in the specific branches of law, most “familiar to them are the constitutional law and human rights, and also criminal law. The observations, in particular, have shown that up to 50% of the students cannot provide answers to basic questions on the basics of law, only about 20% of the students indicated that they had studied law at the school.

The major institute of the legal socialization of the youth is the institute of legal education, which development and functioning is closely connected with all spheres of a life. The analysis of the new educational standards shows, that their maintenance, unfortunately, does not promote the realization of the major purposes of the preparation of the experts. The standards developers have lost sight that the educational institutes are the basic source of the legal knowledge for the various groups of the students.

The developers of the new educational standards have destroyed a unified approach to the studying of the disciplines of a legal cycle, probably, believing, that it will give the chance to reflect communication

with a received speciality most precisely. However, this did not happen, the analysis shows that the standards in the field of 080214 “Operating activities in logistics”, 00401 “Tourism”, 260807 “Technology of public catering”, 101101 “Hotel services”.

The study of a cycle of legal disciplines allows creating, in particular, such general professional competencies as:

GPC 3. Make decisions in standard and non-standard situations and: take responsibility for them.

GPC 4. Search and use the information that is necessary for the effective performance of professional tasks, and for the professional and personal development.

GPC 9. Orient in the conditions of the frequent changes of the technologies in the professional activities.

The standards of the discipline “Legal groundwork for the professional activities” for the specialties “Operating activities in logistics” and “Technology of public catering” are the compilation of such disciplines as “Fundamentals of Law” and “Legal groundwork for the professional activities” of the previous educational standards. If it was necessary to introduce elements of the institutes, it was necessary to focus on the issues of the action of the normative legal acts in space, time, number of persons, on the procedure of their enactment, which will allow the student to be ready to work with the new regulations in his career in an ever-changing legal environment. The standards are absolutely identical, they do not mention the logistics, public catering, there are no such topics as “Terms” “Civil law contracts”, which are most associated with those activities.

There is no legal discipline cycle for the standard for the specialty “Tourism”, so the development of the curriculum at the College of Tourism and Hotel service for the discipline “Organization of the tourist activities” gave a section of 40 hours (including practical studies 12 hours) on the legal regulation of the tourist activities, which includes the following questions:

- Normative and legal regulation in the sphere of the tourism.
- Subjects of a tourist activity.
- Tourist formalities.
- Contractual relations in the tourism.

This allows you to fulfill the requirements of the standard: “to be able to use the laws and regulations on the legal regulation of tourist acti-



vity”; “to know laws and regulations on the legal regulation of the tourist activities, on the tourism insurance and on the regulation of the tourist formalities”.

As the part of the professional module “Management of the functional division” the section “Organization of labor relations at the enterprise” was given containing 34 hours which includes following issues:

- General characteristics of the employment and labor law;
- Labor contract;
- Working and leisure time. Wages;
- Liability of the employer and the employee;
- Labor discipline.

The standard includes the requirement for the knowledge of the Labor Code of the Russian Federation. It seems that this requirement should be formulated in the following way: “to know the employment and labor law”, that all volume of sources of the labor right will most full allow reflecting.

For preparation of workers in sphere of hotel service the standard enters *обще профессиональная* discipline “Legal and documentary maintenance of professional work” which reflects specificity of the legal regulation of this kind of the service.

As the listed specialties are connected with the service sphere activity, it is necessary to fix legislatively obligatory studying FL “On Consumers Rights Protection” which observance will allow raising the legal culture in this sphere of business considerably.

In the modern conditions the foundation of the professional education should be not so much educational, as the formed professional competence. Competence — the willingness and ability of a person to work and to generalization. The volume of the received information is not important, the ability independently to find, acquire and use the necessary information in practical activities is important. The new law “On Education in the Russian Federation” fixed the need for a “certain level of competence and scope that allow to do the professional activity in a particular area, and (or) do the work of a particular profession or specialty” (item 12 article 2). The professional competence is formed both in the course of the studying of the disciplines of a general educational cycle, and in the course of the development of the professional modules.

The standards of the discipline “Legal groundwork for the professional activities” for the specialties “Operating activities in logistics”

and “Technology of public catering” have the competence which has no communication with the civil law. So for engineers such professional competences have to be formed:

PC 1.1. Organize preparation of meat and preparation of half-finished products for complex culinary products.

PC 2.1. Organize and do the preparation of the canapés, the easy and difficult cold refreshments.

PC 3.1. Organize and do the preparation of difficult soups.

PC 4.1. Organize and do the preparation of rich bakery products and festive bread.

This points to the fact; to increase the level of the legal training of specialists it is necessary to formulate the professional competence related to the civil law, we should include them both in general education and in professional modules.

Thus, the introduction of a legal cycle in the disciplines standards will allow generating the competent experts, capable to make the decision that comply with law, teaching how to apply the rule of law corresponding to a concrete case, preparing the expert who is competent in an independent search, application, and analysis of the legal information.

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## **NEW TRENDS IN PROFESSIONAL EDUCATION: TECHNICAL MANAGEMENT AS A TOOL FOR INNOVATION ECONOMY FORMATION**

In the conditions of the structural reorganization of the economic the accepted strategy of a long-term development of the Russian Federation is based on the innovative model of an economic growth. The strategy defines priority directions of the development of a real sector of the Russian economy, displacing accent from the raw branches on the markets of the hi-tech and intellectual services in the gross national product shares [3, P. 43].

The transition of an economy of the countries-leaders to the sixth technological way, a technological revolution in an efficient use of the

resources and an alternative power sharply raises a role of the technical management in Russia which basis of specialization in the world markets is made till now by the export of traditional power resources [5, P. 56]. The development of the alternative powers, the occurrence of the economically effective technologies of the extraction of the hydrocarbons from nonconventional sources can lead to reduction in the demand and the prices for the key goods of the Russian raw export, to reduction of a profitable part of the budget, the decrease in the importance of Russia in a world economic division of labor.

In these conditions there is a requirement to update a role of the technical management for achievement of the purpose of the increase of the competitiveness of the enterprise structures. The technical management is understood as the set of approaches and the mechanisms directed on the release of the qualitative safe and innovative production [4, P. 111–125]. The use of the tool of the technical management is a necessary condition for the increase of innovative activity of the business structures.

The experience of the Baltic States which have entered the European Union and the Eastern Europe has shown, that at occurrence of the national market in the international economy there is a necessity of unification of the specifications and standards of the activity of the leading branches of the national economy, at default of this condition loss of the state control over the whole branches is possible. Therefore at the state level it is necessary to develop the strategy and the concept of the technical management, and also the conceptual scheme of their realization at the federal and regional level for the purpose of an increase of the competitiveness of the country. Thus it is necessary to raise the quality of a business management, in particular, in such branches as: the food, pharmaceutical, chemical, automobile, air-crafting, easy and electronic industries, insurance sector, financial services and retail trade.

The basis of the competitive advantage of the international companies is made by a timely realization of the effective modern technical, industrial and administrative decisions [6, P. 34]. In this connection there is a requirement for working out of the methodical recommendations about updating of the business processes of the organizations taking into account requirements of the international organizations and directions of the development of the scientific and technical progress. At the moment in the Russian Federation exists more than 1 million of the

standard-legal documents regulating the activity of the managing subjects which lead to increase in costs, to duplication of the administrative functions, the formation of not optimum organizational structure of the control over activity of the enterprises.

The state influence on the economy focused on the innovative development, should be carried out by means of the mechanisms of not tariff and tariff regulation including the tax privileges, grants, standards and specifications. The technical management unites in itself both the mechanisms and forms new level socially-relations of the production. The elements of the technical management are the licensing, accreditation, standardization, certification of the products and services, and also the increase of the efficiency of the document circulation at all levels of the management.

In the introduction into the World Trade Organization and the joining to the Organization of economic cooperation and development of the Russian Federation it is necessary to carry out undertaken. At present one of the obstacles in a way of this process is not the conformity of the standard legal base to safety issues. It is necessary for us to pay a special attention to the industrial objects dangerous to a life. The decisions of the given problem probably by the introduction of the elements of the system of the technical management at the enterprise, reduction in the conformity with the European analogues the monitoring system and supervision, creation of the independent expert organizations in safety sphere, both the consumers, and the industrial personnel.

On the managing subjects operate the set of external factors: political, economic, social, technological. The technical management is the tool which concentrates the influence of external factors on a problem of the innovative development of the organization, carrying out the manufacture modernization. The political factors influence the enterprise through the regulatory legal acts regulating process of the production, its admission on the market, delivery of permissions to the enterprises on the sale of production and services, the state regulation of the market of finished goods and services; the social factors — through maintenance of the safe and qualitative production for consumers; the technology factors influence the organization through the technical management and the standards which application gives the chance to the manufacturers to introduce the innovative decisions, to improve the technological process, raising competitiveness of the production. Thus, the technical management creates a basis of the economic growth, in-

fluencing business structures through the procedures of harmonization of the regulations and standards according to the international norms, does system transparent, eliminates trading barriers, stimulates trade in the world markets, reduces transaction costs, the expenses connected with the production, inflation, taxes, but increases the volume of the receipts in the budget at the expense of the increase of the competitive advantages of the enterprises in the world market of the goods and services, raises investment appeal of the country, stimulates growth of innovative potential of the managing subjects at the expense of growth of the profitability of manufacture and increase efficiency of the use of the resource base.

Effect from the application of the technical management at level of the national system as the key tool of a state policy is defined by such indicators as resource intensity, energy conservation, labor productivity, quality of made production and services, a control system optimality. Taking into account that the members of the WTO had been signed the agreement on the technical barriers in the trade which has defined procedure of harmonization of the technical management of all member countries of the trading organization, within the limits of the agreement the decision on the creation of the favorable conditions of the standardization and certification for the goods imported from the member countries of the WTO was accepted [1, P. 1–10]. The economic globalization, economic barriers, rigid rules of the WTO demand at the given stage of the development of the Russian national innovative model to pay special attention to the technical management, having created system of the state planning and controlling over the procedure of its realization.

The most effective way to enhance the innovation activity of the business structures is the introduction of “modular approach, which means the responsibility of the manufacturer for the manufactured goods. The approach offers a choice of the quality compliance procedures, enabling not pass certification in the multiple EU countries. The international standards unify the production chain by setting certain parameters of the quality products [2, P. 1–12]. The technical management do not contain the detailed description of the requirements to the goods, manufacturing process can be changed in the connection with the tendencies of the scientific and technical progress. The technical management should be the complex tool of the development of the innovative system of Russia and other countries.

The received results of the research can be used by the international enterprise structures.

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## **NEW TRENDS IN PROFESSIONAL TRAINING: USE OF THE EURASIAN ECONOMIC COMMUNITY CUSTOMS UNION POTENTIAL FOR THE MEMBER COUNTRIES’ TRANSPORT INFRASTRUCTURE DEVELOPMENT ISSUES**

The common customs territory of the Customs Union are in Belarus, Kazakhstan and Russia, as well as the outside territories of the States — the members of this union, the artificial islands, installations, structures, and other objects in respect of which the state — members of the Customs Union shall have the exclusive jurisdiction.

Each member country of the union receives the dividends from this participation. Russia from creation and functioning of the Customs union can receive profit at the rate about 400 bln dollars, and Belarus and Kazakhstan — on 6 bln dollars to 2015 [4]. The full use of the po-

tential of the Customs union can lead to reduction of the terms of the transportation of the cargoes from China to Europe approximately in 4 times [5]. By the calculations of the scientists of the Institute of economic forecasting of the Russian Academy of Sciences, the creation of the Customs union of Belarus, Kazakhstan and Russia will allow to stimulate the economic development and can give in addition to 15% of growth of the gross national product to the countries-participants of this union by 2015 [4, P. 6–8].

On July 1, 2010 the Customs code as the basic document of the union has started to be applied in the territory of Russia and Kazakhstan, and since July, 6<sup>th</sup>, 2010 has come into force in all territories of the Customs union [12]. On April 1, 2011 on the border of Russia and Belarus the transport and customs control is excellent. It has transferred on an external contour of the borders of the Customs union [13]. On October 19, 2011 in St.-Petersburg at the session of the heads EurAsEC it has been declared about the joining of Kirghizia to the Customs union [15].

With the purpose of a maintenance of the functioning and development of the Customs union and Uniform economic space had been created the Eurasian economic commission (EEC) which became a heiress of the commission of the Customs union. By the chairman of the board EEC the minister of the industry and trade of the Russian Federation Victor Khristenko is appointed. One representative from the each member state at the level of the ice-premiers has entered into the EEC council. The commission board became constantly operating the professionally-executive office from nine members (three from each country). The rotation of the chairmen of the board of the times in four years is provided. It is necessary to notice, that formation EEC became one of the steps on a way of the transformation of the Customs union and EurAsEC in the Eurasian union.

The modern concept of the economic integration without the dependence from the integration form assumes, first of all, interaction between the economy of the states, their mutual adaptation and union in the decision of the tasks in view. The successful functioning of the transport system of the state is one of those. The transport system — is a major of the economy branches in any of the developed countries of the world also plays the absolutely special role in the course of the international union of the manufacture and consequently, the coordination of actions in this area always vital the states for any community. The involving of the transport system in the integration processes frequently meets the big difficulties. It is connected with the questions of

the technical management and the norms regulating a field of activity of the transport, and the various approaches in the management questions in the transport companies. Thus, the transport system remains one of the major components of the state, and the development of this system promotes country the development as a whole and growth to home market, bringing certain dividends.

The developed transport system promotes the effective moving of the goods, citizens of the states, promotes the economy development in the whole and separate commercial structures of the state. The globalization and integration processes, occurring in the world, force the states to agree about the conditions of the moving and people and the goods, and also to create the strategic unions for the decision of these questions as alone, by signing only bilateral negotiations to solve these questions became rather problematic and it is inefficient.

One of the major problems in these conditions is the maintenance of stability of the system of the movement in the future. The ecological safety, migration, limitation of resources of the fossil fuel, an urbanization and globalization are the key tendencies in a society which directly influence the movement system.

The accelerated introduction of the innovative technologies and full integration of the various types of the transport within the limits of the customs union are especially important component in the overcoming of the available problems. The member states of the customs union are interested in the distribution of the Eurasian transport policy for the limits of the union for the purpose of the maintenance of the further integration of the next states in this union. We will analyze the transport possibilities of the states of the members of the Eurasian customs union.

Within the limits of the huge Russian territory it is difficult to use only one type of the transport. The Russian territorial potential allows using all kinds of available transport. The huge spaces and a severe climate have predetermined the paramount value for Russia all-weather kinds of ground transport — the railway and pipeline. On them the basic volume of the cargo work falls. The sailing charter plays Russia considerably a smaller role because of the short navigating period. The motor transport role in the general turnover of the goods in the connection with the insignificant average distances of the transportations also is insignificant, in spite of the fact that by the motor transport is transported more than half of all cargoes. It is a question of the transportations within cities and suburbs, and also open-cast mining of the minerals and the areas of



the timber cuttings etc. The important feature of the transport system of Russia is its close interrelation with the manufacture.

The overwhelming part of a passenger turnover is necessary on the four types of the transport: air (30%), bus (29%), railway (29%) and underground (9%). Last years as shows the statistician, there is an increase of a share of air transport and a decrease in a share of the railway transportation [1].

The modern condition of the transport system is characterized by a low technological level of an industrial base of the majority of the enterprises and deterioration of the overwhelming majority of the vehicles that leads to decrease in the safety of their work, and also the absence of the investments for the overcoming of the given problems [12].

According to Federal Service of State Statistics the Russian Federations, as of 2011 in the inter-season period of 10% of the population of the country are cut actually off from the other territory of the country. People simply have no access to a network of the all-the-year-round maintained motorways and has no access to the railway stations and airdromes [3; 4]. The average mobility of the population of Russia (for 2011) — about 6300 km per capita in a year, while in the countries of Western Europe — 15–20 thousand in km, in the USA, Canada — 25–30 thousand in km a year [4]. A significant factor contributing to the territorial fragmentation of the country, is building its transportation system on the principle of a star-center in the capital [4].

The transport system of Russia has a difficult structure, it includes some subsystems (railway, automobile, sea, river, air and pipelines), each of which consists of the basic elements: the infrastructures, vehicles and management

In interests of the development of the deep territories of Russia development and integration of the automobile transportations, the railway transport systems, the cooperation in the field of the civil aircraft and sailing charter development, and also the overcoming of jams on the borders is important. All it is possible in the conditions of the action of the uniform economic policy in the interesting territory. The expansion of the economic space through the system of the regional cooperation is under construction in the same way. The cooperation between the members-participants of the agreement EurAsEC should be under construction without dependence from the sizes of the territory and level of the economic development of the country. The important element in the given situation is only the transit cargo involved in the union.

The huge territories of Kazakhstan (2.7 million in km<sup>2</sup>), the low population density, the dissociation of the centers of the industry and agriculture, and also the remoteness from the world markets forces to develop transport system of the country. In this country value the railway and motor transport is great. The Kazakhstan railways provide 68% of all turnover of the goods and over 57% of a volume of the passenger traffic of the country. Extent of railways in Kazakhstan exceeds 15 thousand in km. 15 division point (11 with Russia, 2 with Uzbekistan, 1 with Kirghizia, 1 with China) connect the railway system of Kazakhstan to the next states. The railway systems of Russia and Kazakhstan are extremely interdependent. Within the limits of the strategy of the development of the transport in Kazakhstan till 2015 it is planned to construct 1600 km of a new and to electrify 2.700 km of the existing railway sites [20]. The automobile highways of Kazakhstan, extent more than 96 thousand in km known all over the world. In 2009 in the territory of Kazakhstan building of the autobahn “The Western Europe — the Western China” which is planned to finish by 2013 the General extent of the road will make 8.445 km, of them of 2787 km on the territory of Kazakhstan. The thickness of the asphalt covering will make 80 cm, the highway service life — 25 years without the capital repairs, the maximum speed of the movement — 120 kilometers per hour. The project provides the road bridges through the rivers, the road maintenance complexes, the loading refuges, the enclosed bus stop, the cattle tracks, and the electronic boards. Simultaneously with the building will repair and build the roads to the areas located along a line [19–21].

Because of the big geographical extent of Kazakhstan the air transport plays a very important role and often has no alternative. In Kazakhstan there are 22 airports from which 14 serve the international transportations. The majority of the airports are under loaded throughput of the system of the airports of the republic has now more than a fivefold stock. The great value for the branch has the transit of the cargo and passenger air carriages between Europe and Asia. For realization conceived the large investment projects are provided. Because of the high prices for the air tickets in the country, the interstate development of an air transport restrains [22; 23].

The extent of the waterways of Kazakhstan opened for the navigation makes 3982 km. The waterways suitable for the navigation are the rivers Irtysh, Syrdarya, Ural, Kigach or Ishim and lakes Balhash and Zaisan, and also Buhtarminsky, Ust-Kamenogorsk, the Shulbinsky and

Kapchagaiski water basins. Through the Caspian sea Kazakhstan is connected with Russia, Iran, Azerbaijan, Turkmenistan. Through the rivers and a network of the channels of Russia — with the Black and the Baltic seas and further with the countries of Western Europe.

The port Aktau is a unique nonfreezing seaport of Kazakhstan and a strategic point on the international routes. In 2007 the Kazakhstan party has suggested Russia to consider the possibility of the creation of the direct water transport connections of Caspian sea and the Azovo-Black Sea pool which is passing on the Russian territory — so-called channel “Eurasia”. In the case of the project realization Kazakhstan can get by means of Russia a direct access to the international sea communications and to become the sea power.

The transport infrastructure of Belarus is interesting. The state union the Belarus railway (BR) carries out 75% of all carried out cargo in the country and more than 50% of the passenger transportations. On the BR work about 110 thousand persons. [25] This road borders on the railways of Ukraine (Українські залізниці), the railways of Poland (Polskie Koleje Państwowe), the railways of Lithuania (Lietuvos Geležinkeliai), the railways of Latvia (Latvijas dzelzceļš), the railways of Russia (RR) [26].

The country territory is crossed by the two Pan-European transport corridors designated in the international classification by the numbers 2 (West-east) and 9 (North-south) with the branch 9b [26].

In Belarus the reorganization of the Belarus railway providing creation of the uniform legal person is spent. This reorganization allows optimizing the management of the financial streams and the transportation process of a trunk-railway and as much as possible to lower the costs caused by the structure of the administrative personnel of the divisions of the BR. Reforming of the Belarus railway assumes the updating and the further development of the existing park of a rolling stock, and also the updating of fixed capital of the BR [25].

As through the territory of Belarus deliveries the Russian gas and oil to Poland, Germany, Czech Republic, Slovakia, Hungary, Latvia, Lithuania, Ukraine, and also in the Russian Kaliningrad area are carried out, for this country the huge value has the pipeline transport. In the territory of Belarus the oil pipeline “Friendship”, and also an oil pipeline called Yaroslavl — Polotsk which goes to the Baltic ports continues to function. It is necessary to notice, that Belarus during Soviet time was considered by the basic export corridor of the delivery of the Russian oil to the central Europe.

Considering the history of the development of the petro wire system, the development of the pipelines is the major component of the development of all EurAsEC member states.

Through Belarus there passes a site of the main gas pipeline “Yamal — Europe. It belongs to “Gazprom”, however is in an operational administration Belarus “BelTransGaz”.

The share of the Belarus transit in the maintenance of the deliveries of the Russian gas to Europe last two years has considerably grown in the connection with escalating of the capacity of a gas pipeline “Yamal — Europe”. So, in 2005 through Belarus 27% of the Russian export of gas, in 2006 — 29% have been transported, in 2007 the share has made more than 33% [28].

Besides in the republic territory the network of the oil pipelines connected with Russian product pipelines and having an exit to the Western Ukraine and in the port Ventspils are created.

One of the alleged leaders of the EurAsEC objectives of Community action in the field of the economic policy is to create a common market of transport services and an integrated transport system. The achievement of this problem probably only in the conditions of the united transport space (UTP) which is understood as the set of the transport systems of the EurAsEC member states, for the unobstructed moving of the passengers, luggage, cargoes and the vehicles, providing the technical and technological compatibility of the transport processes, the harmonized legislation in the field of the transport and uniform rules of a competition. UTP covers activity of all types of the transport and extends on the suppliers of the transport and auxiliary services connected with the organization of the transportations, all patterns of the ownership, without dependence from the establishment country.

For the uniform understanding of the purpose, the problems and an operations procedure, the development of the uniform approach of the states of the Community to an order of an integration of the united transport system in the conditions of the formation of the general market of the transport services there was a necessity for working out of the Concept of formation of Uniform transport space of the Eurasian economic community, accepted in Moscow on 25.01.2008.

In the Concept following basic positions and the installations following from the laws of the development of the transport systems and the analysis of a condition of the transport branch in the EurAsEC member states, the positions of Agreement 1998 on the formation of the Trans-

port union, the decision of Interstate council EurAsEC, the experience of the formation UTP and the transport integration within the limits of the European Union (EU), the North American Agreement on free trade (NAFTA), Andean Community and other integration unions are considered:

The idea of the economic integration of Kazakhstan, Russia and Belarus has found an embodiment in the first joint project of “three”, creation of the united transport and logistics company (UTLC). The experts are convinced that this step will allow increasing the profitable base of all national railway carriers of three countries, and will provide the present jerk in the development of the logistics of the countries-participants of the Customs union. Creation of the united transport and logistics company (UTLC) is planned in 2013 [28].

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*Prigon M. N.*

## **THE MECHANISM TO ENSURE REALIZATION AND DEFENCE OF RIGHTS, FREEDOM AND LEGAL INTERESTS OF PEOPLE ENGAGED IN BUSINESS ACTIVITY**

Nowadays one cannot be surprised with a high-speed access to an Internet network. Internet providers offer a broad spectrum of services to citizens whereas having different possibilities, as a rule, to choose from several operators.

Business activity of communication service providers, including internet providers, covers a wide range of problems. One of the major problems which providers face with is allocation and operation of the equipment meant for securing networks communication.

A possibility to connect a home computer to an Internet with a high speed of information interchange is provided with the use of modern fiber-optic cables of communication. Such cables are got underground in special cable-line infrastructure units, or “placed” in air with the use of building roofs as a support.

The federal law defines the right of a provider to carry out construction works regarding communication infrastructure units under a contract with an owner of a building. But such a right does not impose any obligations on an owner of a building [3, art. 6]. At the same time an owner of a building has the right to demand a communication providing company to make a reasonable payment for using its property unless otherwise stipulated by the federal laws. As it was again and again confirmed by judicial practice, making a contract with a provider is the right, and not a duty, of an owner of a building. Thus, a real estate owner has the right to refuse from making a “transit communication line”.

Legal defense of the communication lines laid underground is ensured by the legislation much better, if to compare with “air” communication lines. Such a difference can be mainly explained by the fact that the “underground lines” are defined as cable-line infrastructure units of communication which are the subject for the state registration. Consequently, if a provider is willing to defend the rights for use of “un-

derground” connecting lines, he/she needs to make an agreement with an owner of underground communication infrastructure, being already registered, and lay the cable.

Absolutely another defense of the businessmen’ rights is required concerning the communication lines passing “by air” — over the streets, partly covering roofs of inhabited and uninhabited buildings. Such communication lines are not cable-line infrastructure units if to speak strictly, and hence, the state registration is not secured regarding such “air” lines. The “closed” content of the term of a cable-line infrastructure units of communication applied for the state registration purposes is defined in item 3 of the Governmental Order of the Russian Federation dated 11.02.2005 No 68 (as amended dated by 10.03.2009).

As an example we will analyze an actual problem of one of the communication providers operating in Saint-Petersburg. This provider has asked an author of this article for a consultation re regarding possibility to defend the rights for the “transit” communication lines. It should be noticed that such a situation is typical for the telecommunication companies in St.-Petersburg.

In brief, in order to connect a dwelling house to an Internet network, the company has conducted an optical cable to this house. The cable was suspended on the special racks fixed on the roofs of the other several dwelling buildings right before the entrance of the building above mentioned. Allocation of such “transit” racks was stated by an agreement made between a communication provider and the relevant housing managing company.

After a while when a provider started to render Internet services, tenants of the house have chosen a new housing managing company which has demanded the provider to remove all the cables from a roof, otherwise the new housing managing company would remove the equipment on its’ own. As an alternative option, the communication provider was offered to pay compensation and, of course, at a higher price to the new housing managing company for the entire period passed starting from the moment of change of the managing company.

To resume the situation described herein the mechanism of realization of the communication provider’s rights defense should consider the general requirements of the civil legislation, special norms of the legislation concerning communication, and also the norms of the housing legislation. The main legal problem for a communication provider stems from the Housing Code of the Russian Federation and the defining procedures related to the usage of the general property of an apartment house.



According to the part of the article 36 of the Housing Code of the Russian Federation [2], the apartment owners have ownership of the common property of an apartment house, including roofs, enclosing supporting and non-supporting frameworks in accordance with the common share ownership.

As such according to the point 3 of the article 44 of the Housing code of the Russian Federation, there are the following competences of the general meeting of the apartment house owners as to make a decision concerning usage of the common property of the apartment house owners by others, and also to make agreements on the installation and operation of an advertising structure in the case when usage of the common property of the apartment house owners is assumed. In such a way, a legally formulated decision of the general meeting of the apartment house owners in regard of the usage of the relevant part of a roof is required to be made to ensure the installation of the “transit” anchors to fix a fiber-optic cable over a roof of an apartment house.

From the provider’s point of view such a requirement is unjustified, as nothing else is placed on the roof except for the anchors, a cable doesn’t go through an apartment house and there is no equipment set on the roof. It’s for sure that a provider does not argue with a reasonable desire to keep the roof safe and secure anchors’ reliability, and moreover, if necessary, it is likely to move anchors to another place of the same roof.

Legal precedents confirm that it’s necessary to state legally the decision of owners to place anchors on a roof. According to the point 7 of the Decision of Plenum of the Supreme Arbitration Court of the Russian Federation dated 23.07.2009 No 64 [5] under the agreement on the common property owners (owners of the apartments of a house) it is allowed to transfer separate parts of a building for exploitation purposes. For example, an agreement to exploit a supporting wall or a roof of a house for outdoor advertising purpose can be made. The Supreme Arbitration Court has explained, that the party of such an agreement allowing its’ property usage, is to be represented by all the owners of the common property of a building, which form plurality of people in accordance with the current legislation.

Consequently, one of the ways to solve this problem to ensure the provider’s rights defense in regard of placing a cable “by air” may be an agreement made with the owners of the common property of a building. Despite such a decision is legally accurate, business practice shows it’s impossible to achieve desirable results. An ordinary housing managing company or housing cooperative is not inclined to organize a general

meeting among the owners in order to approve a small monthly payment from a part of a communication provider.

As a practical matter a fee-based service contract between a housing managing company and a communication company should be concluded. Under such a contract, for example, a managing housing company allows to install anchors on a roof and make it possible for a communication provider to exercise technical maintenance of a cable giving an access to a roof on a fee basis. From the above reasoning and the statements of the Housing code and the norms of the civil legislation, such a contract may be considered as an invalid transaction if there is no approval of the apartment house owners of the common property.

Let's consider another way to secure defense of the communication provider's rights mentioned herein by the Supreme Arbitration Court Presidium. According to the item 6 of the letter of information of Presidium of the Supreme Arbitration Court of the Russian Federation dated 15.01.2013 No 153 [6], satisfying the needs of a district inhabitants to provide an access to an Internet network cannot be based on any violent penetration into property area of another person and infringement of its property right. At the same time, as the Court has noted, the party in interest may request establishment of servitude under appropriate conditions.

Let's define principals of legal regulation of such servitude. According to the article 277 of the Civil code of the Russian Federation [1], an encumbrance on buildings and construction with servitude is possible. With reference to the rules stated by the articles 274–276 of the Code, buildings and other real estate can be burdened with servitude in the case of limited using if there is no necessity to exploit land plot.

Servitude regulation is stated in the article 274 of the Civil code of the Russian Federation, where servitude means the right to exploit someone else's land plot to a limited extent. According to the Code, servitude can be established to provide a pass for pedestrians and cars through an adjacent land plot, develop and operate electric transmission lines, communication lines and pipelines, provide with water supply and land amelioration, and also satisfy other needs of the property owners which cannot be implemented without a servitude establishment.

Servitude, as a rule, generates an economic profit. So, according to the part 5 of the article 274 of the Civil code of the Russian Federation an owner of a land burdened with servitude, has the right, unless otherwise stipulated by law, to demand a reasonable fee to be paid for land using by people in whose interests servitude is established.

Using servitude in business activity is convenient, as it remains after the rights to transition of the rights to the ground area, and the same regarding other kinds of real estate with servitude established. Besides, according to the article 276 of the Civil code of the Russian Federation, servitude can be terminated upon the request of an owner of a land plot burdened with servitude due to failure of consideration which was a ground for its' establishment. Therefore as long as there are grounds for servitude, and the grounds are connected with business activity for which servitude was established, the one continues to exist.

To ensure the rights of businessmen using servitude the state registration of servitudes should be done. According to the part 1 of the article 27 of the Federal law No 122-FL [4], the state registration of servitudes is conducted in the United State Register of the Rights on the basis of an application of an owner of real estate or a person in whose favor servitude is established, having an agreement about servitude. Servitude comes into force after its registration in the United State Register of the Rights.

Certainly, servitude is legally applicable, but in practice its registration creates problems for a communication provider. One of the problems is that an owner of a building is unlikely to agree to establish servitude on his/her free will; hence, it is required to go to law. When applying to the court it is necessary to prove, that an option offered to line a communication cable is only one, but in practice there are more technical possibilities. Therefore the registration of servitude has a little practical use for a provider.

Based on the above we may resume that there is a lack of legal regulation meant for air transit communication lines allocation in settlements. Existing standard regulation does not allow providing communication providers with effective defense from misbehavior of the real estate owners and managing companies in terms of "transit" communication lines allocation. The author believes one of ways to solve a problem — extension of the term "cable line infrastructure" by adding "air" communication lines.

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## **INNOVATIVE ASPECTS OF USING THE ELECTRONIC TEXTBOOK**

As to certain problems of information support of teaching and pedagogical activity among teaching staff and experts a great deal of scientific discussions are held.

A process of searching and introducing of new innovative educational technologies is closely connected with development of nonconventional forms, methods and teaching aids based on the advantages of the computer technologies. It can be distinguished by a variety of theoretical views and experience regarding pedagogical innovations introducing.

An electronic textbook features an original author's concept of a new generation manual based on the contemporary information technologies in educational process. It reveals a new approach to the management of education process targeted at students, which contributes to considerable increase in productivity and efficiency of activity for both teaching staff and trainees.

Development and wide application of electronic textbooks will help to provide technologically an individualization process of training, to solve a number of problems of remote education and reveal prospects for a new stage of information support of educational process in higher schools of Russia. An electronic textbook represents an electronic version of learning and teaching experience accumulated by teachers in the course of teaching of a certain subject matter.

An electronic textbook contains basic learning and teaching materials, which are necessary for teachers to prepare and carry out all kinds and forms of studies according to standard requirements. Besides, it gives broad opportunities for self-independent learning of educational themes, training and extracting of supplementary information and reference data on certain theme subjects. An electronic textbook allows students to solve problems of self-checking of digesting process of the materials on different subject matters, and it helps teachers to execute an objective current and total control of the trainees' progress.

With the help of an electronic textbook while educational process the following is possible:

- To receive data on academic program and thematic subject syllabus, the logics how to learn subject and information coherence;
- To carry out all the forms and types of studies on a course unit in humanities with the use of computer technologies;
- To revise, study and repeat educational, methodical and information and reference materials on an individual basis;
- To provide with didactic materials and visual aids;
- To carry out self-checking on an automatic mode;
- To receive the information on the recommended educational, scientific and methodical literature;
- To have an access to the knowledge base of the legislation acts and guidelines.

In such a manner an electronic textbook allows to raise efficiency of teaching of a subject matter to a significant effect if to compare with conventional forms, methods and tools of teaching and learning maintenance.

The whole complex of positive features which an electronic textbook has, it is possible to narrow to the following three basic advantages, which allow to increase an overall performance of the teacher and training process as a whole significantly:

- Higher technological development and operation;
- Higher level of teaching and learning materials structure;
- More various functions, and, consequently, and possibilities of an educational process.

More over an electronic textbook enables to make all the functions of current and total control of knowledge fully automotive. It will inevitably raise efficiency of individual grades of students and will increase productivity of a teacher's control functions. While estimating individual knowledge of an electronic textbook is capable to give some personal me-

thodical recommendations to trainees automatically, that is especially important for self-independent studies of any materials of a subject matter.

From a software standpoint an electronic textbook elaborated represents two interconnected groups of the software and text files. The first group contains a specialized databank which is in fact an automated information and reference system. It consists of three databases — didactic, methodical and information and reference materials, and also it includes a control system of databases.

The second group of the data which makes up the software of an electronic textbook represents software applications packages. With the reference to teaching and learning tasks they enable to produce, update, revise, remove, export and import of data in the text files containing the text and graphic information, tabular data on a subject matter.

There is an original controlling program intended for the current and total control of the knowledge acquired by students in the software applications packages. It allows automotive estimating of a personal level of the knowledge of both certain subject matter and whole course of study. Besides it gives to trainees the recommendations on additional teaching and learning materials according to the students' knowledge estimated (if an estimated grade was less than “excellent”).

Thus with the help of software of application packages an organization of work with a user, printing out of the materials from databases, their updating or removal, and also control of the knowledge acquired by students is carried out.

From a brief revision of the software features of an electronic textbook it is possible to make the following conclusions.

Firstly, the software of an electronic textbook is relatively simple and convenient for users that are especially important for the trainees who are not very skilled while working with personal computers at an initial stage of training.

Secondly, the software of an electronic textbook enables to work with both out-of-dated to modern types of personal computers that increase its universality and adaptability in terms of application in educational process in auditoriums with various levels of material and technical equipment.

Thirdly, the software of an electronic textbook enables to update and accumulate teaching and learning and reference information in a database that make an electronic textbook open for on-going improving.

Fourthly, the software of an electronic textbook allows using a complex of teaching and learning as well as information and reference mate-

rials on a subject matter that raises quality and efficiency of studies to a significant extent.

Experience of an electronic textbook applying figures out that an automotive software allows to overcome such conventional problems of controlling knowledge acquired by trainees as subjectivity of teachers while executing supervising current and total control, low productivity of a mentioned type of teaching activity, random and non-system approach of individual estimations.

*Ratnikov A. S.*

## **STANDARD BASE OF ACTIVITY OF THE INTERNATIONAL CULTURAL FUNDS IN CONTEMPORARY RUSSIA**

Activities of the international cultural funds in contemporary Russia, as a whole, has a number of features to compare with activities of the cultural funds which founders are represented by organizations and/or citizens of the Russian Federation. However the general principles of the activities of such funds all-in-all, belong to the national legislation which regulates activities of the “third sector” in whole and non-commercial organizations in particular [8, P. 12–14].

The Constitution of the Russian Federation [1] — the basic law of the country — states the grounds of the legislative enforcement of the rights of the “third sector” for participation in order to solve the problems by the state connected with the purposes of the activities of non-commercial organizations. According to its standards Russia is the social state, which policy is targeted on ensuring the conditions for a worthy life and free personal development. Everyone has the right to make associations. Citizens of the Russian Federation have the right to participate in state administrative office affairs as explicitly, as implicitly through the representatives, to make personal and collective applications to the state bodies and local governments.

Norms of the Constitution are defined and revealed in the federal laws. The basic federal laws establishing legal standards are the following:

- Federal Law “On noncommercial organizations” [5];
- Federal Law “On public associations” [6];
- “On charity activities and the charitable organizations” [3].

Apart from these three laws, the standards that regulate interaction of the government and noncommercial organizations, are contained and in

special laws regulating certain spheres of a public life, kinds of activities or activity of the certain types of the organizations and in acts of certain federal authorities (the government, the ministries, administration authorities, etc.), and also in the Civil Code of the Russian Federation [2].

In summary it is defined by the legislation of the Russian Federation that the fund is a noncommercial organization without a membership founded by citizens and (or) legal entities on the basis of voluntary assets contribution, pursuing social, charitable, cultural, educational or other socially significant purposes (article 7 of the Federal law No 7-FL dated 12.01.1996 “On noncommercial organizations”, article 118 of the Civil Code of the Russian Federation).

However it cannot be said that a normative legal base of the activities of noncommercial organizations in whole and international cultural funds in particular, is defined only by the federal legislation.

A relatively large file of the legal acts regulating issues of interaction between the government and noncommercial organizations was approved in the subjects of the Russian Federation and certain municipal unions of the Russian Federation. These acts are entirely devoted to the regulation of this process as, for example, the Law of Moscow dated July 12, 2006 No 38 “On interaction between with the authorities of the city of Moscow and non-state noncommercial organizations” [7], or contain certain relative standards. Certainly, the major part of such acts implies interaction with noncommercial organization in the formats, which were already named in the regulatory legal acts at a federal level.

A great number of the acts regulates issues concerning establishment and activity of public advisory councils affiliated with executive authorities of subjects of the Russian Federation and local municipal governments, and also carrying out of joint actions, including fairs of software and projects of noncommercial organizations, tax exemption, grant-making or social orders and others, but new formats of interaction can be assumed and entered and new in regions.

The current legislation distinguishes the noncommercial funds which order of activity is regulated by the Federal law “On noncommercial organizations” and public funds on which action of the Federal law “On public associations extends”. Besides the procedure of establishment and activity of the funds is regulated by the Civil Code of the Russian Federation, the Federal law dated August 11, 1995 No 135-FL “On charities and charitable organizations” and other special laws.

The meaning “foreign noncommercial non-governmental organization” is used in the Russian legislation with reference to the noncom-



mercial organizations established outside the territory of Russia according to the laws of the foreign state, which founders (participants) are not the state bodies. Foreign noncommercial organization can operate within the territory of Russia by means of the structural divisions (branches, subsidiaries, rep offices) [9]. The Russian legislation was liberal enough in relation to activity of the international funds in Russia until recently; however lately this policy has been reconsidered with regard to approval of the so-called “act about foreign agents”.

So, on July 3, 2012 the State Duma has approved amendments to the law “On noncommercial organizations” [4]. According to this law a status of a foreign agent was assigned to the noncommercial organizations, which:

- Are engaged with “political activity” within the territory of Russia (“political activity does not assume activities in the fields of science, culture, art, health care services, preventive health care and public health protection, social support and protection of citizens, protection of motherhood and childhood, social support of disable people, healthy lifestyle promotion, physical training and sports, protection of flora and fauna, charities);
- Receive “monetary funds and other assets obtained from the foreign states, international and foreign organizations, foreign citizens and stateless people”.

Whereas the meaning “foreign agent is not applied to:

- Foreigners working as a part of the Russian union of industrialists and businessmen, Commercial and Industrial Chamber and other business associations;
- Religious organizations which are registered;
- State corporations and state companies, and also noncommercial founded by them.

According to the law foreign agents should be registered as the mentioned ones in the Ministry of Justice and indicate the status in all mass-media publications and on the Internet.

We should notice that the amendments mentioned have caused a wide public resonance both in the Russian society and international community [10]. Thus a discriminatory nature of this law has been mentioned many times. However, as to this article, one is not going to set oneself a task to somehow comment on actions of the legislator.

The only thing that should be mentioned is that with these amendments approved an important part of the standard-legal regulation of activity of the international cultural funds in Russia consists in their obligation to submit annual information to the territorial bodies of the Ministry

of Justice of the Russian Federation (in the event that they receive “monetary funds and other assets from the foreign states, international and foreign organizations, foreign citizens and people without citizenship”).

Point 3 of article 32 of the Federal law dated January 12, 1996 No 7-FL “About noncommercial organizations” stated an obligation of noncommercial funds to submit to an authorized body the documents containing the reports on their activities, on executive management staff personalities, documents confirming purposes of money expenditures and use of other assets, including obtained from foreign sources, and the noncommercial organizations executing functions of a foreign agent are obliged to submit an audit report. Herewith the documents represented by the noncommercial organizations executing functions of a foreign agent should contain information on the purposes of expenditures of monetary funds and usage of other assets obtained from foreign sources, and also on their actual expenses. Forms to submit the documents specified (except for an audit report) and terms of their submitting with due regard to the terms stated in the second paragraph of this point are to be defined by the authorized federal executive authority.

The noncommercial organizations executing functions of a foreign agent, submit to an authorized body the documents containing the reports on their activities, on executive management staff personalities once in half a year, documents confirming purposes of money expenditures and use of other assets, including obtained from foreign sources — once every three months, an audit report — annually.

Besides, funds corresponding to the point above mentioned, are obliged to post on the Internet or to give to mass media the report on the activity as big as it is made for Administration on an annual basis.

There is one more annual obligation of funds stated by paragraph 2 of point 2 of article 118 of the Civil Code of the Russian Federation and the paragraph 2 of point 2 of article 7 of the Federal law dated January 12, 1996 No 7-FL “On noncommercial organizations” namely: to publish reports with information on use of their assets.

As a whole, summarizing all said above, we can notice that the general principles of the activities of the international cultural funds in Russia, all-in-all, belong to the national legislation which regulates activities of the “third sector” in whole and non-commercial organizations in particular. However there was a range of innovations, first of all, connected with coining the term “foreign agent” for the last months regarding regulation of the activities of such organizations. Thus since these changes were made little time have passed. This does not allow with full

objectivity and with a support of law enforcement practice to estimate deep nature of the changes occurred. The only thing that can be ascertained with confidence is that the is standards legal base of the activities of the international cultural funds in Russia (as well as other noncommercial organizations) is in the process of considerable reforming.

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## **THEORETICAL ASPECTS OF INNOVATIVE DEVELOPMENT OF ORGANIZATIONS**

Strategy of a long-term development of the Russian Federation, based on innovative model of economic growth, implies gradual reduction of a share of gross national product from raw materials export and

assumes development of the high technologies industry and intellectual services [1].

Rapidly developing economy makes contemporary companies aiming at business success evolve constantly. Dynamism of environment leads to its conflicts with prevailing concepts of management. Ability of the companies to make necessary changes in the basic subsystems in due time ensures success of their strategic development. Thus, against the background of increasing dynamism of environment problems of strategic development of the companies are to be considered in combination with problems of innovative management.

Innovations are a necessary condition to succeed in competitive battle, i. e. level of competitiveness of a company directly depends on level of innovations. Innovations in business can be connected with new technologies and the goods or services. But success of a contemporary company first of all depends on how efficient its management system is. The standard purposes of the companies are to take leading positions in the market, to secure capitalization, a long-term survival, high profit in modern conditions, which are hard to achieve without innovations in management.

According to the data of Federal State Statistics Service a small growth of the general innovative activities of the domestic organizations is observed — from 9.3% in 2009 to 10.4% in 2011. At the same time a relative ratio of the organizations which have been carrying out administrative innovations for the last years does not grow and varies at a low level of 3.2–3.3%. There is an actual challenge is to elaborate instruments of innovative development of management systems of the companies of economic sectors.

In accordance with the Federal State Statistics Service data St.-Petersburg is a leader among the regions of the Russian Federation comparing the shares of innovation-oriented companies [2]. However the share makes accounts for only 18.9%. The share of the companies which are carrying out administrative innovations amounts to 7.2% being also the largest one in the Russian Federation [2]. With joining of the Russian Federation to the World Trade Organization it is very important to realize insignificance of this figure. Existing rates of growth of innovative activity of 1.5–2% cannot secure achievement of the purposes of innovative economy reorganization set by the state. One of the numerous problems of innovative development of domestic economy is that managers and civil servants are insufficiently aware on effective methods of such development and frequently fully illiterate in economics. It under-

lines how important it is to work over the analysis of theoretical grounds of the theory of innovative development of the companies.

With development of the theory of innovations the number of the scientific works on this problem grows from year to year. The term of innovation has strongly come to a common use in the economic theory; however ways of its interpretation are various.

Contemporary researchers systematize, as a rule, two ways of this term interpretation existing in the scientific literature — as to object and as to process. There are the following supporters of the “objective” approach, in which the nature of innovations reveals as a product, idea, result or means: such as P. Lemerl’, R. A. Fatkhutdinov, A. V. Surin, O. P. Molchanova, A. S. Kulagin, A. B. Titov, M. M. Shabanova, A. D. Shadrin, P. Druker. Among the scientists who consider an innovation first of all as a process or change there are the following names: Y. Shumpeter, La Pyerre, L. S. Bljahman, A. I. Prygozhin, P. I. Vaganov, V. Thompson, B. Tviss, V. G. Medynskiy, V. N. Lapin, E. T. Grebnyev, G. L. Taukach, A. P. Galen, N. A. Lyfintsev, F. V. Shutilov, G. V. Getmanova, Yu. V. Jakovets.

In some scientific works the nature of innovations is revealed both as process, and as result of innovative activity.

The regulatory document of the Organization of economic cooperation and development (OECD), named as the “Management of Oslo” [3] renders innovations only as a process, and not as result of innovative activity.

According to the results of All-Russian Public Opinion Research Center [4] for the majority of interviewers does know what innovation means. The scientists note that confusion in terminology promotes contributes to of pseudo-innovations and makes a negative impact on innovative development progress rate [5].

Ways can be different depending on what should be considered as innovation from the point of view of potential meant for an object. Many scientists consider the terms of innovation and novelty to be equal.

One of the broadest definitions: “an innovation — approval of an idea or a course of action (a system, a program, a device, a process, a product, a service) which appear to be a newness to an approving organization” [6]. This definition outlines the field of activity of a company aimed at its innovative development in the best way, but does not reflect the full significance of an impact on object rendered by an innovation.

An approach to interpretation of the term “innovation” of the founder of the scientific discipline qualimetry of G. G. Azgaldov is

also interesting. He gives the following definition in his researching works [5; 7]:

“Innovations are such novelties in any sphere of the human activity, representing a process (or result of process) meant for necessary and sufficient performance of the following conditions:

- Copyrightable work objects and/or a know-how (i. e. protected by patent, and/or author's, and/or the information law) are used partially or completely; and/or
- Release of copyrightable goods and/or services is secured; and/or
- Such work subjects and/or a know-how are used, and/or such goods services and/or are released, which are recognized comparable with world's level in accordance with the standards stated under cost estimation methodology; and-or
- Release of the goods and services, which quality (or which properties composing this quality) are recognized comparable with world's level in accordance with the standards stated under qualimetry methodology; and-or
- While consuming an effect (not necessarily only economic), which is not less than a standard value stated before, is achieved”.

G. G. Azgaldov coins a term “pioneer novelty which denotes a challenging and revolutionary novelty for an object. From the scientist's point of view not all the novelties may be considered as innovations, but only “new revealing challenges, sometimes even — revolutionary ones” [5].

The author of the thesis work offers his own definition of the term “innovation” with applying the meaning entered by G. G. Azgaldovym “pioneer novelty. Besides in his rendering the author underlines an importance of the pioneer novelties in the ways of work management. Innovations are such pioneer novelties in the sphere of any human activities representing a process (or result of a process), connected with a release of such goods/services and/or use of such work subjects and/or ways of its management which are targeted on achievement of a positive economic or social effect.

Expansion of the novelties in various spheres of an economic life is the reason of economic dynamics. This hypothesis of the Austrian and American economist and sociologist Joseph Shumpeter appeared to be a start of the development of the theory of innovations at the beginning of the 20<sup>th</sup> century. The basic drivers of economic dynamics according to Shumpeter are the “new combinations: promotion of new benefits, application of new methods of promotion or use of the existing benefits,

development of new market channels, procurement of new sources of raw materials, industry-based reorganization” [8].

With development of the theory of innovations various typology of innovations have appeared, among which the three most popular can be mentioned here. The classifying grounds for the first typology are the kinds of business activity. Consequently there are two main classifications of the innovations: products and services. Product innovations are connected with direct changes in the nature of products and services. Process innovations are connected with processes of the companies functioning and targeted on development of the new or advanced production methods or, change in the equipment or the production management, or a combination of both. Thus management innovations fall within the scope of the process innovations category.

The second classifying ground for innovations is belonging to social structure or to technology. Consequently there are two main classifications of the innovations: administrative and technological. Administrative innovations are related to the changes in organizational structures and management processes. Technical innovations include products, processes and the technologies applied to manufacture of the goods and rendering of services [6].

The third classifying ground is the extent of changes executing while innovation introduction into processes and organizational structures. Consequently there two main classifications of the innovations: radical ones which cause fundamental changes in management of a company, and incremental ones, i. e. minor alterations.

Innovative processes in the organizations are complex. Implementation of the complex of technological, administrative and social and cultural changes organizations ensures development of the companies. Statistical data concerning scientific and technical development taken from the first researches in 1960-70th of the last century have shown an importance of researches of nontechnical forms of the innovations, which promote increase of the companies' productivity to a significant extent.

Scientists give a detailed description of an interaction between scientific and technical progress and management innovations [9] in the development of the concept of the scientific and technical progress revealing nature of innovations as the basic drivers of economic growth. Scientific and technical progress is an accelerator of the industries development. At a certain moment contradictions between a level of industrial development and management practice applied may appear that

demands a change of traditional structures and management principles, i. e. development of the management innovations. At the same time scientific and technical progress ensures development of the means of perfection of management innovations (electronic and computer technologies, information management systems etc.). The figure 1 shows an influence of the scientific and technical progress on development of the management innovations in a schematic form.



Fig. 1. The scheme of influence of the scientific and technical progress on development of the management innovations

Despite the large amount of empirical materials and plenty of hypotheses the scientists believe that the general theory of the management innovations is currently being formed [6].

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## **CORPORATE CULTURE AS A COMPETITIVE ADVANTAGE OF THE COMPANY**

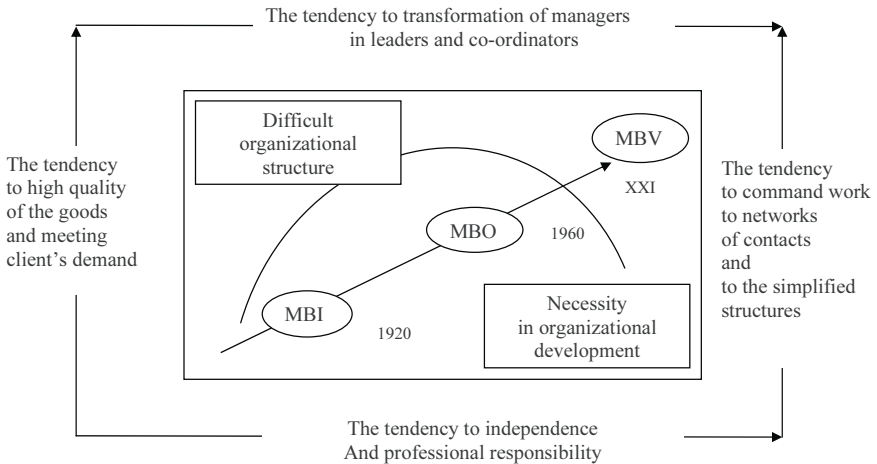
Many Russian companies have reached such stage of development when the lack of attention to questions of corporate culture and, in particular, formation of values in the organization can become a serious obstacle to the further growth and increase of the effectiveness. The basic idea is that the correct use of corporate culture of the organization makes much bigger impact on high profitability of investments, than the new technologies, competitive strategy and quality assurance.

Increasing complexity, uncertainty and precipitancy of changes, characteristic for the business world, have caused evolution of organizational management. The traditional approach of management by instructions (MBI), dominating in the beginning of the 20<sup>th</sup> century, in the 1960s was replaced by still popular management by objects (MBO). Now the approach — management by values (MBV) is becoming the most popular and interesting.

The companies, which wish to survive and compete in modern economy, should recognize not an acceptability of industrial models of management. The modern competition demands constant addition of value to process of manufacture for full satisfaction of clients concerning quality-to-price ratio.

In fig. 1 the scheme of transition from MBI to MBO and MBV is presented. This development became a consequence of organizational changes which have pushed the companies to adapt to new conditions, to remain competitive in the new and unpredictable markets.

Each of four interconnected tendencies complicates organizational processes and strengthens uncertainty. It is shown in fig. 1.



*Fig. 1.* Development of three approaches to management of the company: by instructions, by objects and by values [2, P. 35]

The curve of complexity of the organizational structure, rising upwards, starts to fall in the right top part of the schedule, specifying that MBV reduces consequences of growing complexity. That is the company with accurate and general values for all employees can apply much more effectively creative methods of work, having got rid from difficult structure and an ambiguity.

It will surpass competitors who only aspire to execute specific targets or follow instructions and managements.

Three approaches to management — MBI, MBO and MBV — differ from each other according to 14 criteria (see Tab. 1 on P. 330).

MBV offers three-dimensional model of management by values, leaning against definition of “a corporate basis” (key organizational values) and creation of the culture corresponding to these values and strategic problems of the company.

Corporate culture is a difficult complex of the assumptions unsubstantially accepted by all members of the concrete organization and setting the general frameworks of behavior, accepted by all members of the concrete organization; it is shown in philosophy and ideology of management, valuable orientations, beliefs, expectations, norms of behavior;

*Table 1*

**Basic characteristics of MBI, MBO and MBV [2, P. 45]**

<b>Criteria</b>	<b>MBI</b>	<b>MBO</b>	<b>MBV</b>
Situation	Daily work or state of emergency	Moderate complexity. Rather standardized manufacture	Requirement for a creative for the decision of complicated questions
Average level of professionalism of the employees of the organization	Management of executors	Management of employees	Management of professionals
Type of the leader	Traditional	Concentrated on distribution of resources	The leader of changes (promoting transformations)
Image of the client	The consumer-buyer	The consumer-client	The client uses a freedom in choosing
Type of the commodity market	The monopolised standardised	Segmented	Diversified, dynamical
Type of organizational structure	Multilevel pyramid	Pyramid with several levels	Networks, functional associations, design commands
Requirement for ability to adapt to uncertainty	Low	Average	The high
Market type	Stable	Moderately changeable	Unpredictable, dynamical
The social organisation	Capitalist industrial	Capitalist postindustrial	The postcapitalist
Management philosophy	Management from top to down, the direct control of activity	The control and encouragement of personal achievements	Self-checking encouragement
The organisation purpose	To support manufacture	To improve results	To improve the process constantly
Scale of strategic vision	Short-term	Intermediate term	The long-term
The basic cultural values	Quantitative manufacture. Loyalty, conformism, discipline	Estimation of results. Rationalization, motivation, efficiency	Participation of employees in process, constant training. A creative, mutual trust, fidelity

egulates behavior of the person and gives the chance to predict their reactions in critical situations [6, P. 155].

Culture of management is the difficult phenomenon, a special social and economic phenomenon, the integrated characteristic of administrative work. On the essence the culture of management in social and economic systems is presented in the form of business and organizational culture. The basis of the first is values which will be organized in the system named us “system of valuable orientations”. Through these values the director (leader) perceives the business world surrounding it.

Thus the special importance the following ones have:

- The base values similar for all people;
- The values generated in the given civilization (individualism in the western or collectivism — in the eastern);
- The values generated by features of given region or the country;
- The professional values fixed not only in the form of formal instructions, but also in professional ethical codes.

The carrier of business culture in any social and economic system, first of all, is its head. It is a question of style of a management, external features of behavior, speed of decision-making, target orientations. All is external characteristics of business culture (in a counterbalance internal — psychological “kernel”). By business culture we mean leader’s attitude to systemacity, safety and missions of the organization headed by them, and also to possibility of organizational changes for the purpose of competitiveness increase.

Carriers of business culture are also other representatives of social and economic systems. And if their approach to achievement of business success disperse, in social and economic system presence of the various subcultures which “force depends on leader qualities of their representatives is possible.

The organizational culture can be defined as a set of base values, rules of behavior, private agreements and norms concerning motivation of labor activity, relations of distribution of the power in social and economic system. It also, a set of the collective base representations found by collective (or the separate group having the subculture) at the decision of problems of adaptation to changes of an environment and internal integration. The efficiency of these representations appears sufficient to transfer to their new members of group as a certain set of values.

It is necessary to distinguish two approaches to an estimation of the importance of culture of management: cultural urological and economic. From the point of view of the first approach — culture is the pur-

pose, and the second is means of achievement of the purpose. In other words, the culture of management can be function and the factor influencing business success. In the latter case the culture can have the negative importance if such success is not achieved.

Culture of management, according to the author, is not only a part of the general culture “a special social and economic phenomenon, but also branch of knowledge new for economy. Variety of social studies, such as sociology, cultural science, philosophy, etc., basically pay attention to the culturological approach to culture of management. It is first of all: behavioral culture of management of image of the organization, culture of the international business communications, culture of management of business dialogue.

Culture of management is the complex (generalizing) characteristic of administrative work reflecting its qualitative lines and features. It includes set of specific knowledge, their structure, depth, morally-ethical standard and rules of behavior, skills in organizational sphere necessary for increase of efficiency of activity of social and economic system and reliability of its functioning.

The corporate culture is a basic component in performance of the basic mission of the company and achievement of main objectives by it, increase of efficiency of the organization and management of innovations [3, P. 60].

Development of innovative activity and increase of competitiveness of the company is possible at the expense of formation of corporate culture and a favorable innovative climate at the enterprises. The corporate culture can act as the integration environment reflecting set of everything, including innovative processes occurring at the enterprise.

Scientists in the field of innovations agree in opinion, that absence of innovative culture of a society promotes delay of rates of development of innovations as a whole. Formation of a control system by innovations with use of bases of corporate culture, will allow not only to raise innovative activity of the enterprises, but also will promote formation of innovative culture of a society.

Development of innovative activity of the enterprise is one of the most demanded areas of management. However, despite a significant amount of practical workings out on optimization of innovative activity, the majority of researchers mark increasing requirement for working out of a complex control system by innovations and increases of the competitiveness focused on strengthening of an involvement of shots of the enterprise in innovative activity.

The involvement of shots of the enterprise into innovative activity is reached at the expense of influence of a control system by development of innovative processes by means of functions of management by the personnel: reception of employees, socialization, training, motivation, planning, the control, coordination, career construction.

Now at research of corporate culture the wide distribution to domestic and foreign practice has the approach connected with the analysis of developed corporate culture of the operating enterprises.

However as method of development of innovative activity and competitiveness increase, first of all, it is necessary to make the analysis of personal potential of innovative activity of proprietors of the company for formation of corporate culture and managers of a highest level of management. It is caused by that fact, that corporate culture, being an embodiment of models of business of managers of a highest level of management, becomes the carrier of the coded information on stages of development of the enterprise, the innovative policy, an infrastructure of innovations and the relation to innovations of employees of the enterprise. Decoding of the given information allows to warn many destructive situations, to make the innovative policy of the enterprise more adaptive and, accordingly, considerably to affect economic growth of the enterprise.

The algorithm of formation of the corporate culture, which is internal structure of a control system by innovations, includes six stages. Each stage consists of certain sequence of actions which are defined as a stage of process of formation of a control system by development of innovative activity of the enterprise and increase of competitiveness.

The algorithm includes stages: a methodological substantiation of innovations, inventory of objects of culture of management, decoding of culture of management, planning of actions on formation of culture of management, the activity organization on formation of culture of management, control function of formation of culture of management. All these stages are definitely connected with each other, and also with two blocks indirectly influencing considered changes: tool support of change of culture of management; the coordination with an ethical estimation of culture of management.

At the heart of algorithm from positions of the resource approach on the basis of interrelation of labor, financial, innovative and social potentials theoretical and practical workings out on development of culture of

management with a view of attraction of resource potential of culture of management as powerful strategic tool of increase of competitiveness and maintenance of a sustainable development of social and economic systems lay. The offered algorithm of formation of culture of management in social and economic systems, will allow to consider all features of this process and to become a basis of the theoretical-methodological concept of development of culture of management of social and economic systems.

Except the algorithm of formation of corporate culture of management process of change of corporate culture is important.

Changes of corporate culture is a creative process as it is inimitable (it practically cannot be copied from “the excellent companies” having the highest productivity, efficiency).

Besides, it possesses a rarity (has special signs and characteristics) and value from the point of view of influence on the general results of economic activities.

Management of changes of corporate culture can be carried out by two ways: 1) management “from below” — tracing by company management of that in it occurs and on the basis of the available information to regulate development of corporate culture, to give it the certain form; 2) management “from above” — implementation of the changes of corporate culture conceived by a management by evolutionary or revolutionary ways.

It is possible to offer the following variants of change of corporate culture: change of accents in personnel selection, a redesign of roles, change of corporate symbolism and figurativeness. It also changes of criteria of stimulation, objects and subjects of attention from a management of social and economic system, management style change (for example, transition to enterprise type of management).

Thus, the corporate culture developed in the company can promote directly to development in the company of innovative activity and to increase of its competitiveness.

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## **THE ROLE OF ECONOMIC EDUCATION IN TRAINING OF FUTURE MANAGERS**

In formation of the professionally competent manager the special role is taken away to higher schools.

In psychological researches professional competence is treated not only as possession of knowledge, skills, but also as a combination of mental qualities as the mental condition, allowing to operate independently and responsibly as ability to carry out certain labor functions.

I. A. Zimnyaya allocates competence types as relations:

- To ourselves as personalities, as to object of ability to live;
- To interaction of the person to other people;
- To the activity of the person shown in all its types and forms.

In scientific researches it is allocated five main components of competence:

- The gnostic or cognitive component characterizing presence of a necessary professional knowledge;
- The regulative component, allowing to use available professional knowledge for the decision of actually professional problems;
- The reflective-status component granting the right at the expense of a recognition of authoritativeness to operate in this way;
- The standard component defining a circle of powers, sphere of professional conducting;
- The communicative component, which necessity caused by that many kinds of professional work is always carried out in the conditions of business dialogue and interactions.

Professional competence in the sphere of administrative activity has following components: communicative, information, social-psychological, economic, conflictogenic and others.

In this article the accent is made on development communicative competence in students of economic specialties — the future managers.



The Value of communicative competence is difficult for overestimating, as any administrative activity is carried out in the conditions of constant dialogue.

Communicative competence acts as system of special knowledge, abilities of the skills providing effective interaction with other people. It assumes ability of the manager to adjust and keep in touch with interlocutors, to express the relation to an event.

In system of the abilities representing operational components of communicative competence, are allocated: ability to form the purpose and problems of activity and to achieve their realization, ability to operate dialogue, is given reason to prove, inspire, possession of technics of oral and written speech, ability to communicate by phone, to resolve conflicts and others. Communicative competence assumes skills of carrying out of meetings, negotiations, business conversations, skills of use of attraction for the purpose of a trust gain, knowledge of processing methods of the latent management.

In system of communicative preparation we give great value to the speech competence. It is understood as the integrated property of the person based on the value-focused relation to administrative activity. At formation of speech competence we acquaint students with rhetoric bases, we learn to address to an audience, to conduct polemic, to put questions, to use receptions of a discharge of negative emotions, we train in technics of the argument and a refutation of arguments of the opponent, the technician psychological aikido.

Last years as supervision and scientific researches testify, growth of conflicts in different spheres of life of a society is marked. Destructive conflicts worsen a moral and psychological climate in collective, forms psychological barriers in dialogue. Therefore the major line of professionalism of managers is conflictogenic competence. On special course employment "Ethics and psychology of business dialogue students receive knowledge, skills about the reasons of occurrence of conflicts and laws of their course, ability to carry out preventive maintenance of conflicts, master various receptions of the resolution of conflicts on examples from life.

Formation of the favorable environment of high school is one of the major components of development of communicative competence. In WKSU named after M. Utemisov the big attention is given to formation of corporate culture as teachers, and students. Ethical codes of honor which promote observance of comprehensible ethical standards of regulation of behavior are accepted.

Same student's self-management, as the special form of initiative, independent public work of the students, directed on decisions of the major questions of ability to live of collective in many respects promotes. Self-management in our high school promotes involving in public work of socially-active students, creates a healthy psychological climate in student's collective, brings up the future experts in the spirit of tolerance, intolerance to antisocial conducts, promotes the statement of a healthy way of life. Taking part in management of teaching and educational process, students in practice receive skills of the administrative competence. The big help is rendered to them in this respect functioning in university on a constant basis by School of a student's active.

Modeling of the maintenance and dynamics of administrative activity mastered by students is carried out by means of technology of contextual training. Contextual training is characterized by that mastering abstract inherently knowledge “is imposed on an outline” is professional-administrative activity that provides their judgment and mastering by students.

The special attention is given by teachers to the analysis of concrete administrative situations. The analysis purpose is a search of the best decisions taking into account individuality and originality of persons participating in the conflict. The case-study opens possibilities for training approach to real practice, for development at listeners of skills of use of theoretical positions for the decision of the problems connected from the future work.

During carrying out of studies and educational actions the importance of the communicative competence of administrative activity is shown, motives and valuable orientations to effective communications are formed.

As our experience of the competent approach to educational process has shown, purposeful work on formation communicative competences has influenced fruitfully on development of a socially-psychological climate in collective. During work we managed to improve mutual relations between teachers and students, mutual relations of students among themselves, to impart to students a keen interest to problems of psychology and ethics of business dialogue.

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## **THE POTENTIAL OF THE CONSTITUTION OF THE REPUBLIC OF KAZAKHSTAN IN INDIVIDUAL FREEDOM GUARANTEEING**

In the message to the people of Kazakhstan “Kazakhstan — 2030” president N. A. Nazarbayev, speaking about carrying out the large-scale social, political and economic reforms, marks: “It is deeply comprehend the situation, analyze our development from the point of view of world experience and compare degree of realization of our reforms and the formation of new institutes to the best world experience”. It is equally important to soberly assess their strengths and weaknesses and then develop its own strategy. An essential tool for reforming Kazakhstan is the Law Institute. To create, finally, legal conditions for well-being and welfare, security, prosperity and creative development of each individual, each member of a society and his family is the high humanistic problem facing to us. After all to regulate public relations is by and large does not only serve the collectivity, society, the State, but first of all to the person. Thus to describe, explain, predict right interaction as complete social institute and person — becomes objectively necessary.

One of the fundamental attributes of statehood is Constitution presence is the basic law regulating activity of the state, its citizens and the bodies, defining the rights and freedom. An important point is also that the Constitution does not take under protection the separate nation or a nationality, and citizens of all nationalities living in territory of the state. This is all the more important in the present circumstances, when in the territory of the Republic, for reasons beyond their control, the citizens-Kazakhs. Also it is necessary to underline, that any state applying not to be considered democratic, should write down in the Constitution the certain list of human rights. Thereby human right gets

the legal form and becomes the most important institution of constitutional law.

The legal distinction between the right (subjective) and freedom to spend are difficult enough. There is a close interrelation between the rights and freedom of the person and the citizen, on the one hand, and its responsibilities towards other people, society, the State — on the other.

On the basis of told it is necessary to notice, that in today's Kazakhstan society, which one State enters another high quality, changes accordingly both the relation to the rights and personal freedoms, to assess their place and role in the development of society and release it on a new stage in its evolution. The process of versatile reforming of social life in Kazakhstan today is increasingly on the agenda raises the issue of the need for significant change in the law. It objectively is supposed results of the previous reforms and the previous process of the Republic. The legal reform, whose tasks is to ensure the rights and freedoms of the individual in their modern interpretations, in turn, would serve as a basis for the further steady development of our multinational and multi-structural society for the establishment of the rule of law and civil society, as stipulated in the program “Kazakhstan — 2030” strategy “Kazakhstan — 2050: a new political course of the State”.

The Basic Law of the Republic of Kazakhstan establishes the priority of general human values, especially the life of man and of the citizen. This Constitutional norm defines the legal priorities, allowing searching for ways of disposal of a society from those social illnesses which existence dooms him to degeneration, degradation, and possibly death.

Declared in the Constitution of Republic Kazakhstan the aspiration to creation of a constitutional state and civil society assumes, that this blessing to the State is reviewing the individual, ensuring the protection of life, honour, dignity, respecting and recognizing its value.

What is the rights and freedom of the person and the citizen, characterizing a personal freedom? They originate from the time of the French Revolution, and at the present stage is defined as the objective conditions, the possibility of life without which there can be the same person. The rights of the citizen unlike the rights and freedom of the person are those rights which in the different states, “are granted to the citizen formally, i. e. by fixing the law: the right to work, to housing, to social security, and so on. But this distinction in modern conditions loses its legal value. Fundamental rights and freedoms are the main core of the Constitution. And as the Constitution is an act of direct action, the fundamental rights and freedoms are the same as other,

positive rights, by ordinary legal means. Therefore it is possible to assert, that the division of the rights and freedom into the natural and positive loses nowadays loses now its legal meaning, the merging of all rights and freedoms in a normal human life. Thus there is a constant enrichment of rights and freedom. What are the general principles, the fundamental rights and freedoms are if summarized the history of their emergence and development. The major is inadmissibility of use of the rights, freedom and legitimate interests in a manner that violated the rights and freedoms of other persons: the limit of their use — freedom of the person of another. The following principle is the equality of the individual irrespective of race, nationality, sex, religion, place of residence. A combination of the rights, duties and responsibility is one more principle in this area.

Development itself is defined as the rights and freedoms of all new generations of rights, their mutual supplement and enrichment. This process is accurately reflected in the international and interstate regulatory legal acts. Acts such as the Universal Declaration of human rights, the Constitution of the Republic of Kazakhstan, International pacts on civil and political rights, of social, economic, cultural rights, the Convention on the rights of the child, the political rights of women is a bright marks the evolution of the rights and freedoms of the individual evolution, respectively.

The analysis of interaction of the right and persons leads to one more aspect, namely the review of the legal status and actual situation of the individual in society. Because all the previous arguments about personality liberty were in keeping with the formal, legal of a set of rights and freedoms. But in addition to these formal characteristics of individual liberty, there is the question of the real providing the freedom and its existence. The gap between the formal and actual state of individual arises because of the extralegal factors and as a result of imperfections in the legal system, for example, when the laws are deformed by-laws. Forms of violation of the rights and freedoms that define the actual situation of the individual, the most diverse. The most odious of them: extrajudicial reprisals, restrictions on professional activities, illegal privileges, invasion of privacy, violation of privacy, interception of letters, etc.

The State must ensure the protection of the rights and freedoms, and in this sense it is the servant of the people, not the other way around. Therefore, the main strategic goal of the State in ensuring the rights and freedoms of mutually respectful and obligatory relations between the individual and the State is the establishment of the legality mode and the

maintenance of law and order. Legality is defined as a requirement for continued compliance by all citizens, officials, government bodies, public organizations. The rule of law is defined as the total result of legality, i. e. compliance with all legal requirements in the community. And the legality, law and order characterize the State of society, the relationship between the individual and the State. These categories are not only legal processes, for example, law enforcement activities, but characterize and socio-political relation of the society, its members, the various structures of law and its implementation. In other words, legality maintenance is a care not only legal establishments, it is large socially-political problem of all citizens, the officials and all social structures.

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## **THE SOCIOLOGICAL ANALYSIS OF SOCIAL RESPONSIBILITY OF GLOBAL STANDARDIZATION IN THE LABOR FIELD**

Since the 1990s the problems of insufficient regulation of social relations as a whole, and social and economic, social and working relations in particular, has begun to fall outside the workers limits interaction and an organizations administrative superstructure in. The widest question of insufficiency regulative society interventions in economic and even, more narrowly, financially-enterprise expansion includes anti-and alter-global social initiatives, as in a form of violent actions (the well-known demonstrations in 1999 in Seattle), and in the form of development alternative regulation models (alter-globalization).

An aspiration to regulative systems harmonization is expressed in particular in formation legal and legal regulation forms of companies'

activity due to a sociological analysis of labor relations. Boycott of investors or production buyers provided with scales of modern global social and economic system is used as legitimization activity at an intergovernmental level and initiative movements forming as violent pressure upon organizations in a form of its activity blocking, and nonviolent forms of pressure, for example. Thus corporate social responsibility shows a pressure form of societal business systems to establish minimum comprehensible social standards for workers. For example, the well-known boycott of the goods firm Nike in 1998 began with a cases revealing the use of children's and the young hands at Chinese and Pakistan factories making clothes and footwear for global concern Nike, reflecting a society requirements to observe the law letter, limiting child labor operation (they did not outrage in a strict meaning).

Today the world regulative system gives a set of a regulation examples not fixed in legal (legislative) documents among which it is possible to allocate the whole group of standards and documents on corporate social responsibility and the reporting. We will consider only some of them concerning regulations of workers labor in organizations.

Obviously corporate social responsibility represents a form of a problem decision which cannot be solved within the limits of management and traditional administrative theories and in practice from sociological positions.

Employment is a specific way of a hierarchy establishment between economic agents in a market economics based on possession and an exchange by property rights. For Saymon G. employment means to hand over power of a decision-making from agents to other ones owing to a difference of their position in environment. Employees for a wage refuse entirely or partially right to make a decision and hand it over to their employers inclined to risk more, in exchange for a guarantee (though relative) to get a stable income, i. e. salary.

Unlike G. Saymon, A. Alchian and G. Demsetz denied influence of a power and hierarchy in the employee-employer relationships. Employment for people is only contract relations and nothing different from other contracts concluded market ones.

According to this there is one of the major elements of a problem field of the sociological labor analysis of the post-Soviet territory — legitimization administrative decisions from the point of view of labor behavior: labor sale by a worker means the consent to performance of those functions which are fixed in a labor contract. Standards and statutory acts of

the International labor organization define “forced labor cases” when a worker are forced as to carry out those functions which were not registered in duty regulations or a labor contract.

In a contract theory this collision is made on the basis of compensatory management as a signed labor contract legitimates mutual obligations coordinated by the parties, and also additional compensation of obligations not coordinated by the parties is supposed.

Nevertheless, there is a sociological and socially psychological collision — on the one hand, a worker voluntary agrees to enter organizational relations, on the other hand, an organization as a strength is capable to impose it performance of other functions, after a worker gets in an organizational process and organization functioning. Thus, if an organization is capable to impose to new requirements which were not coordinated voluntary to an employee, a worker is economically deprived of such possibility considering all complex of social mutual relations which a constant basis is included on. In this case stability of wages is a key tool of pressure as social communications of an employee carry long-term character (sometimes for all ones’ life), and an organization has a possibility to solve an employee salary payment problem for a week or month.

The global regulative system developed another mechanism for this purpose: if the ILO Conventions is either ratified or not by the national states, the international standards of Social responsibility in a labor field are a voluntary tool allowing to companies to work effectively in global markets. So the observance certificate of Corporate social responsibility and the reporting “Social Accountability 8000 : 2008” standard is not obligatory, however essentially facilitates occur in a world economics space. Russian company “RusAl”, a global giant of an aluminum manufacture, in the 2000s, faced counteraction of the national states (in particular, natural alumina possessing stocks as raw materials for an aluminum manufacture), was compelled to enter in so-called. The global contract (Global Compact) thereby confirmed its loyalty to principles of social responsibility.

So, standard SA 8000 (Social Accountability, i. e. in an adequate translation on Russian — Social responsibility) reflects considerable volume of minimal requirements to labor organization in enterprises in its operating version 2008. This standard is applied to an estimation of social aspects of management systems in any organization in developing and industrially developed countries, both for small and large enterprises and also for public organizations.



Due to the basis the United Nations Organization Convention by the children rights and the World declaration of human rights put a conception of the International labor organization. The given standard is created by the Social Accountability International company whose mission consists in advancement of human rights for employees all over the world.

According to standard requirements a company also should respect principles of following international documents:

The general declaration of human rights.

The convention of the United Nations on the children rights.

The convention on liquidation of all discrimination forms concerning women.

The ILO Conventions No 29. The convention on compulsory or obligatory work.

The ILO convention No 105. The convention on forced labor abolition. It is created taking into account positions of the Convention of 1930 about forced labor, the Convention of 1926 on slavery and the Additional convention of 1956 on abolition of slavery, a slave-trade and institutes and customs similar to slavery, and also the Convention of 1949 on wages protection.

The ILO Conventions No 87. The convention on associations freedom and right protection for uniting labor unions.

The ILO Conventions No 98. The convention concerning an application of an organization rights principles and a conclusion of collective agreements.

The ILO Conventions No 100. The convention on equal compensation of men and women for an equal value labor.

The ILO Conventions No 111. The convention on discrimination in a labor field and employment.

The ILO Conventions No 135. The convention on protection of the rights of employees representatives at enterprises and given possibilities to them. It is created taking into account positions of the Convention of 1949 about an organization right and conducting collective negotiations.

The ILO Conventions No 138. The convention on the employment minimum age.

The ILO recommendation No 146. The recommendation about the employment minimum age.

The ILO convention № 155. About labor safety and hygiene and an industrial environment.

The ILO recommendation No 164. The recommendation about labor safety and hygiene and an industrial environment.

The ILO Conventions No 159. The convention on professional rehabilitation and employment of invalids.

The ILO Conventions No 177. The convention about home-work.

The ILO Conventions No 182. The convention on prohibition and immediate measures on eradication of child labor worst forms.

Thus the purpose of standard SA 8000 consists in maintenance of a working conditions improvement and a standard of employees life.

The certificate of a world standardization of global responsibility is an effective tool of harmonization of relations between social and economic subsystems of a society (according to T. Parsons's concept), acts the fact that practically all global concerns which are market leaders in branches and niches got a certification according to the standardization systems.

They are compelled also by one more important element of a civil society — free press acting as “4<sup>th</sup> branch of power, and a society receives an information on application children's either a slave labor in Asia or Latin America, about “bloody diamonds in the republic of South Africa and Congo, about discrimination of female labor in Muslim countries according to independent journalistic investigations.

Thus a modern social regulation in a labor relations field has a specific character and showed the ability to put pressure even when is standard-legal regulative system does not show an ability to oblige a company to social standards observance. So even when global concerns find a possibility to leave from under more rigid legal regulation in countries, consumer reaction appeared more effective and powerful tool of harmonization than national state methods of regulation.

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## **INFORMATION COMPETENCE AS A NECESSARY COMPONENT OF THE EXPERT'S PROFESSIONAL COMPETENCE**

“Strategy of innovative development till 2020” [7] is not the first document of innovative development of the Russian Federation: thus in 2005 the “Basic directions of Russian politics in the field of innovative system development for the period till 2010” [5], and in 2006 — “Strategy of a science and innovations development till 2015” [8] were accepted. Within the limits of these programs bases realization of operating national innovative system are put in pledge, essential efforts on development of researches sector and workings out, and also developed innovative infrastructure formation are taken.

Transition of Russian economy to an innovative way of development demands change of the settled approaches to education system construction, both on the scale of the state and in each educational institution. V. A. Gnevko, the rector of the St.-Petersburg University of Management and Economics, the Doctor of Economics, the professor, the academician of the Russian Academy of Natural Sciences, the honored worker of a science of the Russian Federation considers, admitted that “innovative formation builds educational process in a way that a graduate could not only know essence of processes and the phenomena, to understand ways and methods of the decision of professional problems, but also to trace a change dynamics of a professional work quality” [6, P. 4].

The concept “innovative formation” emerge is inseparably linked with a strategy of innovative development of our country economics which in turn is caused by a competition growth in global markets. The volume of information which our civilization owns, doubles each five years. Traditional formation as a system to obtain knowledge lags behind real requirements of a modern science and manufacture today. It is possible to express an essence of innovative formation by a phrase: “Do not chase the past and create the future” [3].

The understanding of essence and specificity of innovative formation will be incomplete without the conditions in which it should develop. It is a question of those requirements which are shown to a nowadays person by an information society. Modern dictionaries treat an information society as follows: “Information society is a postindustrial society

concept; a new historical phase of a civilization development where information and knowledge are the main products of manufacture” [4].

Knowledge and the information becomes a basis and motive power of an information society development that is formed in modern conditions. Information is a main social and cultural resource as only it can help to adapt a person a life in constant changes condition. Creative and self-creative activity of a person and society is impossible without information when it is an essence of a nowadays welfare activity. In the 21<sup>st</sup> century an information stream promptly increases becoming complicated qualitatively one, and skillful use of this richest resource will define prospects of a mankind development.

Foreign scientists D. Bell, O. Toffler, A. Turen, A. D. Ursul, etc. allocate the basic lines and features of an information society: priority value of information in comparison with other resources; presence of the global information system covering all spheres of a people life (manufacture, life, education, leisure, etc.). A basic positive tendency of an information society development is its movement to “a knowledge society”. “Societies of knowledge” concern number of the most essential lines: 1) information and knowledge are the main reformatory force of a society where information resources are strategic resources of a society; 2) global information, prompt development of information-communication technologies — a basis of new economics, knowledge economics; 3) novelty, transience, acceleration are the most typical lines of a life; 4) turnover cycles both industrial and social technological with a six-eight years duration, advancing rates of generation alternation [3].

Increase of information importance, its transformation into a strategic resource of society development, dependence of organizations activity success and each person from knowledge level of each person dependence — all these ideas in sciences about a society, person, culture are now standard. The given innovations complex causes the necessity of development of young students information competence which are an intellectual resource of a society, to be exact, they are an intellectual human capital.

The information priority, in comparison with other blessings and values, is defined the same way that in any field of activity including economic, political, social, advantages those who possesses completeness of access to the information and corresponding means of its reception, processing, distribution and storage own.

An information value is always subjective and defined by a respondent possibilities, ones purposes, problems, level of a susceptibility and

knowledge degree. Information is one of key concepts of a modern epoch, concepts “an information society”, “information culture” became its consequence. Now there is a reality formation where information gets a role of a development priority resource. Information is a basis of cultural evolution, a nutrient medium for creativity. In these conditions the complication of information availability is more become a question of the hour. Information is a force capable to transform considerably not only a way of life and views of people, but also to give a new system quality to a society as a whole.

The purpose of a formation new paradigm is new generation education of innovative methods of independent search and knowledge obtaining, their processing and application in practice by means of electronic communicative means. Qualitative mastering by students professional work is impossible without information competence in modern conditions.

The important problem of an information competence formation is a place definition of the information various sources in an educational process and spiritual development of a person, finding-out of a role of traditional “book culture” and “culture screen”. Active inclusion in educational process of new information technologies does not exclude, but assumes book culture preservation. A book is included and in an information context as a knowledge source, and in social culture as means of a personnel socialization. A book is a concentration of human intelligence and aesthetic feeling; means and a product of an information transfer manufacture; a book is the fact of a culture existence and a mechanism of its realization in a way of inheritance of cultural values from generation to generation. In modern conditions all news media co-exists with each other. They supplement each other with the possibilities in different situations. Book materials often act as optimum means for an educational process, but it is possible to learn history according to good truthful films with painting to get acquainted with a help of CD for languages studying in a cartridge, meanwhile a textbook is better, it is easier to understand music by means of a compact disc with carefully thought up comment. It is not necessary to oppose a computer and book culture. Their parallel existence is a reality of a new century. The problem of teachers is to generate a rational relation to various information means to all students, to help them to develop culture of interaction with information [2]. So to help in an educational process a reading-room of electronic resources (ERR) in the SPBUUE was created on a library basis of the Altay Institute of Economics, and now opens possibility not

only to use the electronic catalogue but also a free access to following electronic resources:

1. *Scientific electronic library eLibrary.ru* <http://elibrary.ru>. The largest Russian information portal referring to science, technologies, economy, managements and the formations containing abstracts, and there are full texts of more than 12 million scientific articles and publications including electronic versions more than 1900 Russian scientific and technical, economic, humanitarian magazines accessible. More than 900 magazines in an open access. Access to pdf-documents is possible only from computers of a university and after registration passage on a site e-library.ru.

2. *Electronic library of the publishing house "Grebennikov"* <http://grebennikon.ru/>. Contains articles published in specialized (marketing, the finance, management of the personnel, management) magazines ID "Grebennikov in pdf. The resource is accessible only from university computers.

3. *Electronic library system "ibooks"* [www.ibooks.ru](http://www.ibooks.ru). The project is created by leading Russian publishing houses of the educational, scientific and business literature including advanced textbooks and grants of the basic subject matters. The collection of electronic library is replenishes constantly and updated. The resource is accessible only from university computers.

4. *The Russian State Library (the RSL)* <http://www.rsl.ru/>. Includes more than 750 000 text-through dissertations and author's abstracts of the dissertations protected in Russia for last 10 years. Access is opened from computers of a scientific reading room.

5. *Information portal "Informmio"* <http://www.informio>. "Modern media — of technology in education and culture" theme. Legal documents are represented there. Federal laws, orders, the governmental orders and other accompanying documents connected with educational process are included.

6. *Database of economics and the right "Plenipotentiary"* <http://polpred.com/>. Contains the text-through information in following thematic directions: economics of Russia and foreign countries: 235 countries, 42 branches; the industrial politics of the Russian Federation and abroad; investment and external economic events in the Russian Federation and abroad. Press reviews with full texts of leading news agencies messages are presented. Documents of analytics and press reviews join simultaneously in industry and countries resources. Search in a set of keywords on POLPRED.com gives out mentions in a context.

7. *Information-legal system “Garant”*. The information bank volume of a system “GARANT” makes more than 14 million documents (regulatory legal acts, judgments, consulting materials, typical forms etc.). Users get an access simultaneously to federal laws, documents, subjects of federation, to certificates of local governments. For users — interactive encyclopedias, schemes and guidebooks, a unique collection “Classics of the Russian legal heritage” (more than 4000 books).

Possibilities of the Electronic Resources Reading-room allow to form a volume database which is fuller, and to carry out inquiries of university students and teachers to an up-to-day level, especially in remote regions, association of various information resources, scientific and educational character is necessary for many complex problems connected with development of Russian vocational education system. Internal information resources are formed in many educational institutions (universities, academies, institutes) and used basically “in” this educational institution. But practice shows that exactly these resources represent considerable public interest because there can be a source of the information for other high schools, their students and teachers.

Thus information in its forms — knowledge, values, facts — is a determinative defining development of a society as a whole. Nowadays labor market makes demands not to concrete knowledge, but to workers competency in amore degree. Especially this tendency is shown in those areas of professional work which current business practice demands constant, literally everyday tracing of changes in external and internal environment [3]. Professor M. A. Ariarsky spoke about an expert so: “Today an expert should independently define an essence, a direction, a problem purposes, means, methods, forms, etc. parameters of a cultural and educational politics, within competency limits” [1].

Various authors include in information competence such components, as knowledge and abilities in the field of computer science bases; orientation in the basic types of documents and kinds of editions in a sphere of education; possession of the formalized methods of analytic-synthetic processing information; possession of information search ways according to professional information requirements; ability to interpret and adapt an information to education problems; ability to recite a school information; abilities connected with gathering, processing, search, storage and representation of an information with use of new information technologies and the Internet networks; ability to use competently new information-communication technologies in an educational process to increase its efficiency. The majority of authors take a look

upon a structure of expert information competence only in a connection with new information technologies. Such approach is seemed wrongful to this article author as information competence is connected not only with abilities to use new information technologies to be able to work with information, but also with abilities to carry out an information work with a traditional (paper) technologies usage.

Information competence provides both mastering of the systematized knowledge and acquisition of skills and abilities mastering by them, which forms ability to a new knowledge reception with a use of information technologies skillful combination. Information competence forming is a process having the stages: motivational, cognitive, active.

1. Motivational stage is formation of systems of values formation, belief and responsibility of the person in a social information sphere, readiness of a person to get and realize the information competence.

2. Cognitive stage is a possession of data work methods and technology, acquisition of searching, transfer, processing and a data analysis skills, its creative usage for a decision of a formation problems and professional work.

3. Active stage is an ability to react operatively to inquiries of dynamically varying validity, to carry out effectively professional work on knowledge constant perfection basis in the field of information processes in a society to get an ability to decide practical problems of an additional education and self-development.

Formation and development of information competence is a complete system in a bilateral process which is authorized on a basis of a theory and practice unity principle. An interrelation of theory and practice in the course of an information competence formation is realized through the purposes, problems, maintenance, methods, education forms among which there is a certain natural communication. Without this communication it is impossible to model and carry out an effective process of information competence formation of a complete educational system. Information competence can increase an accumulation of experience in process and can decrease, if a person stopped his development and uses only earlier saved up knowledge and representations.

Thus an information competence is considered as a necessary component of an expert professional competence. A competence nature is that it can be shown only in an organic unity with personnel values, i. e. under condition of deep personal interest in the given kind of activity. Therefore besides cognitive (knowledge) and operationally-technolo-



gical (abilities, experience) components, an information competence assumes that a person has an internal motivation to realize information work qualitatively and treat this activity as values.

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## **SOCIAL RESPONSIBILITY OF THE HIGHER SCHOOL**

In the conditions of Russia's entrance into the world the questions connected with corporate social responsibility are often discussed in sphere of higher school education. Attention at introduction of corporate social responsibility (especially external) principles is connected with imperfection of legislative base which practically does not motivate

to allocate means for financing of social programs and realization of social projects in higher school.

The Internet forum “Business for social responsibility” defines concept of corporate social responsibility as achievement of success by ways which appreciate ethical principles and respect people, communities and environment [12].

Thus for the higher school corporate social responsibility represents a set of the positions defining responsibility for influence of its educational and out-of-class activity on a society and environment. Transparent and ethical behavior:

- Promotes a sustainable development, health and well-being of a society;
- Considers the parties concerned;
- Corresponds to the applied legislation and considers the international norms of behavior;
- It is integrated into activity of the organization and is realized in practice of mutual relations [9, P. 28–45].

Economic practicability of corporate social responsibility is proved by:

- The reputation of a higher school raises — influence on opinion of higher school community;
- Unique image of ethically focused higher school that influences the attraction and preservation of the professorial and teaching staff in the competitive market as well as graduates of higher schools is formed;
- The risks connected with corruption are minimized;
- Checks from fiscal services are reduced [3, P. 15].

The concept of corporate social responsibility in higher schools divides corporate and social responsibility. Corporate responsibility includes:

- Corporate ethics;
- Principles and approaches to a corporate governance;
- Questions of the rights of students and their relation with teachers and the personnel observance.

Advantages which are received by higher school from realization of corporate responsibility consist:

- In the timely notification about problems which can appear and take higher school aback;
- Increase brand value;
- Increased students satisfaction;

- Reduction in staff turnover.

The policy in the field of social responsibility can be divided depending on influence of internal and external factors.

The internal social responsibility includes business practice concerning everything concerning development of the higher school teaching staff level. Such directions are marked:

- Stable wage payments;
- Maintenance of socially important wages;
- Additional medical and social insurance;
- Development of the teaching staff through training programs and improvement of professional skill;
- Moral and material aid in critical situations.

External social responsibility is regulated by existing traditions:

- Sponsorship;
- Charity;
- Interaction with executive and legislature bodies;
- Readiness to promote higher school community [6, P. 37–38].

Social responsibility in higher school means rational combination of educational, information, sports and health-improving activity, and also a civil responsibility for the given possibility of high results achievement in all these directions.

A number of the basic devices of corporate social responsibility include:

- Social investments;
- Inter-sector social partnership;
- Non-financial reports;
- Corporate communications [2, P. 5–17].

According to International ISO 26000 standard “The Management on social responsibility” social investments include any financial, organizational or material means using which a company can assist development of a society [8].

According to the definition of managers association of Russia social investments are material, administrative or other resources and also the financial assets directed under the decision of administration on realization of social programs for the purpose of getting certain social and economic benefit [1].

Hence, in this context the higher school has to support the programs directed on improvements of social aspects, connected with formation, culture, public health services, development of social infrastructure, and improvement of access of the information or any other activity which assists social development of higher school educational process [10, P. 44].

Economic benefit of social investments can be measured with the help of the technique developed by managers association of Russia. The settlement indexes accepted in this technique have certain errors but, nevertheless, they allow in sufficient measure to estimate economic benefit of social investments. Thus it is necessary to note possibility of economic benefit growth at high level of communication activity of the higher school directed to cover this aspect of activity [7, P. 56–65].

The inter-sector social partnership is considered as one of corporate social responsibility instruments. On its basis there are voluntary associations and other institutes of a civil society. In higher school sector two-sector partnership between the following ones is considered the most widespread kind of such hybrid agreements [5, P. 114]:

- Higher school and public authorities (licensing, accreditation, taxation);
- Higher school and private sector;
- Higher school and noncommercial sector.

As another instrument of corporate social responsibility the social reporting along with corporate communications is considered the effective instrument of management at the stage strategic and operational planning.

Corporate social responsibility has indicators of productivity which are subdivided into directions:

- Economic indicators: the contribution to development and increase of professional level of the teaching staff, a voluntary pension provision.
- Social indicators: medical insurance, interaction with bodies in the field of socially significant problems [4, P. 136].

The higher school is now targeted by the regulating acts to generate such intellectual and moral potential among graduates that each of them understood the personal responsibility for the future of Russia and could apply the knowledge, abilities and experience to its further development.

In particular it should be connected with formation of the positive relation to physical training among the future graduates. Development of their active vital position and promotion of healthy way of life occur on the basis of people opinion, information sites and social institutes.

At the same time, according to the Russian Scientific Research Institute of physical training and sports, physical and sports activity of the Moscow higher schools students is characterized by following indicators:

- Approximately 10% of students are engaged in physical activity actively;
- Approximately 30% of students are engaged in physical exercises from time to time;
- About 30% of the Russian students are passive spectators (television fans, fans-fans);
- Approximately 20–30% of students are indifferent to sports (do not consider sports as the necessary social phenomenon) [11].

It is clear that the similar situation is characteristic for the Petersburg students as well. From the resulted facts follows that students do not have either time, or desire for physical training and sports. There are a lot of reasons of the indifferent relation to physical culture and sports. They are the weak promotion in the youth environment, not developed sports infrastructure, and high payment of pools, sports clubs, and the centers and, at last, a lack of free time.

Apparently, for today there is a number of problems with understanding and introduction of corporate social responsibility principles in higher school.

Thereupon it is required that the state, from its part, does not withdraw from an existing failure in this segment of the market and using various economic stimulus, actively advanced this social product.

Along with it many private educational institutions together with prestigious programs consider physical training an obligatory subject as foreign languages, information technologies training.

Physical training and sports become obligatory in these families where parents understand its importance.

The sociologists mark developing tendency of interest to physical culture and sports at some groups of students having high material level. For this small social group health-improving actions become their life style, one of attributes of a high social status.

The way of modern young man life is inconceivable without active physical training and sports. The physical training and sports, being one of sides of the general culture, in many respects define his behavior in studies, on manufacture, in life, in dialogue, promotes to decide social and economic, educational and improving problems.

The social potential of physical training is least expensive and the most productive lever of the forced moral and physical improvement of students, in particular, and the nations as a whole.

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## RESULTS OF TRAINING AS AN INTEGRATED INDICATOR OF EDUCATIONAL PRODUCT QUALITY

In recent years practically all trades have undergone cardinal changes. Modernization process of the maintenance and structure of staff professional training according to requirements of the innovative-focused and competitive branches of economy covers a wide range of

problems. The major one among them is definition and measurement of education quality.

Rather significant aspect for quality achievement is definition of training results.

Traditionally estimation of quality was defined by the academic progress — offsets, examinations. However these academic procedures have nothing general with competence of a graduate in a social life and professional work. However there are considerable methodological and methodical difficulties.

On the basis of foregoing it is possible to conclude a concept duality “quality of formation”. From the point of pedagogies view it appears as system of personal qualities of the higher school graduate, the general and special abilities, the reached level of professional competence, from another point of view— as an economic indicator of its “return” on manufacture the higher it is the better prepared the expert is. The demand on a labor market of this or that higher school graduates is the most obvious, tangible indicator of education quality in it, pledge of its high status, rating, image and economic well-being.

Following groups of indicators can characterize quality of education:

- Indicators of education maintenance quality;
- Indicators education quality results.

Quality questions are directly connected with estimation questions and such aspects as criteria of estimation and the mechanisms that allow reaching demanded quality.

What is understood as results of training as an integrated indicator of its quality?

In the foreign and national literature there is a significant amount of this key concept treatments.

In a general sense, results of training is a formulation of what a student should know, understand and/or be able to show terminating the process of education or its part.

Definition of education result is frequently connected with the use of verbs of action “be able to do” and “be able to demonstrate”, meeting in a various spelling definition, i. e. “be able to do” and “be able to show”, and the word-combination use “should...”, instead of more widespread “as it is expected” underlines a necessary guarantee of the declared education results achievement.

First of all, the use of education results methodology displaces the attention center in educational process on a student because the main

achievement is the ability to show result. The program maintenance, teaching methods play the subordinate role.

It is necessary to differentiate concepts of the competence and results education. Education result is ability of educational program graduate to realize the knowledge, ability, experience, personal qualities and goals acquired during education effectively in the professional work. Competence concept of the European practice is connected with the concrete person — the carrier of the competence which can show its effective use in real practice whereas the term “education results” is usually used with reference to educational.

The set results of education are directed on formation of defined competence, reflecting the program purpose, its desirable result which achievement can be estimated only on success of industrial activity of the expert. Achievement of the formulated education results of the program or the module level is an obligatory condition of successful development of the module or the program as a whole and proves to be true by carrying out of concrete estimated procedures.

It is necessary to remember that results of education under the program should correspond the chosen level of educational program (an applied bachelor degree, the academic bachelor degree, magistracy, postgraduate study). Conformity of requirements to education results at different levels is set by descriptors and the National framework of qualifications.

In 2008 the European parliament accepted the European framework of qualifications, according to it and the Bologna agreements National frameworks of qualifications should be developed. The European framework of qualifications contains the description of education results on 8 levels (level 6 corresponds to a bachelor degree, level 7 — to a master one). Education results are formulated within the limits of three groups: knowledge (theoretical and/or practical); abilities (cognitive — use of logic, intuitive, creative thinking, and practical — use of methods and tools); responsibility and independence (wide competence).

The Russian framework of qualifications exists only in the form of projects. In Russian practice as a methodological basis of the accepted division on groups of education results it is proper to consider offered in 1956 by Benjamin Bloom taxonomy which represents classification or categorization levels of cogitative activity in the course of education.

The offered scheme assumes mutually defined and basically consecutive way of an ascension from more simple to difficult on six basic steps: knowledge (information storing); understanding (understanding



of this information); application (application of knowledge); the analysis (understanding through decomposition of knowledge); synthesis (understanding through connection of parts of knowledge into single whole); an estimation (ability to critical judgments on the basis of strong knowledge).

To the given structure the corresponding list of active verbs of action which can be successfully used for a formulation of education results testifying the achievements of a certain step of hierarchy is offered.

The list is not full but is being replenishes and supplemented constantly.

From significant amount of the works devoted to upgrading of Bloom taxonomy, the changes offered by his pupil and follower Lorin Anderson in 2001 are allocated. In his work with co-authors 6 stages of thought process are allocated:

To remember (to learn, recollect) — to Understand (to interpret, classify, compare, explain) — to Apply (to carry out) — to Analyze (to differentiate, organize, take, distinguish, criticize) — to Estimate (to oppose, judge, choose, state an estimation) — to Create (to develop, modify, generate, plan, make).

In this approach it is obviously important, in particular for education, the inclusion of high-level steps of ability to creative thinking, creativity.

So in modern conditions, character of professional work often defines requirement of development in the course of creative qualities formation.

To realize the creative education in the course of preparation for professional work we will widely apply a method of situational education (case-study).

The basic function of a case-study method is formation of skill of the difficult and not structured problems decision in sphere of management which cannot be solved in the analytical way.

Application of situational education method assumes carrying of accent from mastering process of ready knowledge to its development, on authorship of the student and the teacher that creates basic difference of a method from traditional techniques.

Doubtless advantage of situation analysis method is not only knowledge getting and formation of practical skills but also development of students system of values, professional positions, vital goals, reception of original professional experience and creation of conditions for its reflection.

The allocated levels are added by knowledge measurements such as: Actual knowledge (the facts, terminology) — Conceptual knowledge (classifications, principles, theories, models) — Procedural knowledge (technicians, the techniques, certain abilities, strategy) — Meta-cognitive knowledge (reflections, self-estimation, analysis).

Except the cognitive which is the most developed sphere, similar approaches are described and can be used in a formulation of education results in emotional and psychomotor (covering physical skills) spheres.

The main goal formulating the education results is clearness of definition and uniqueness of treatment. An education result is the program or module card on which the activity estimation is hold by pedagogical community, employers and students. It is necessary to remember that the education result sets a necessary minimum barrier, having overcome which the student receive corresponding quantity of test labor input or credits units.

Formulating education result it is necessary to think of achievability of a given result during the taken period of time.

Also it is important to represent planned procedure of an estimation of the education declared result.

The quantity of the education declared results in educational program or the module should be optimum.

The choice of certain structure of education results definition should be made by educational institution taking into account the best world experts and requirements of the international accreditation of educational program.

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## **POLITICAL CULTURE AND THE ROLE OF EDUCATION IN ITS FORMATION IN DEVELOPED COUNTRIES AND RUSSIA**

The political culture can be given a set of definitions; the author is inclined to understand the term political culture as a difficult conglomerate of the interconnected social processes, norms, valuable orientations and the attitudes of a society defining sociopolitical behavior of people. The maintenance of political culture varies significantly depending on concrete region, its features and traditions.

The political culture always contains set of private aspects which create an originality of certain communities' culture. It is seldom possible to speak about some identity of political culture in all regions of big and even average countries. Even such phenomenon as language undergoes essential changes in conditional opposition "the south — the north" both in Italy, in France, and in Germany. People from the different ends of one country sometimes hardly can understand each other. The same also concerns cultural preferences, always there is a certain balance of various values, in particular, public and individual. The balance of these values forms a silhouette of political culture of the separate country. Here it is possible to say that there is a certain chain of mutual dependencies within the limits of environment and consciousness relations, mutually influencing each other.

For such big country as Russia such problems are actual still in greater degree. Influence of language is much wider than borders of one concrete taken country. Many languages of the world are spoken by bigger number of people than live in the country-speaker. Language acts in a role of culture and values of its speakers' conductor, and makes certain mediated impact on studying language. Language education and transferring of certain universal cultural values to Russia is one of important public ties, both in Russia and behind its borders.

The education content is also one of defining factors in formation of political culture, national self-identity, a national code. The knowledge of the roots, deep history influence formation of a person essentially, defines, probably, and predetermines success of self-realization of a person.

The probability that in a family where ancestors achieved social and professional success the descendant will aspire to the living standard reached in the past, self-realization, is much higher than in families without such roots. Time and again there were situations when people sacrificed a life only not to offend a name of the ancestors. If both your father and your grandfather, and your great-grandfather served for the fatherland, hardly you will dare to become the traitor of the country. Family traditions at a sight of the author are the integral component of political culture influencing its formation, at family level. Sometimes such influence is stronger than other factors.

Comprehension of great achievements of the compatriots, their merits, openings, inventions, feats and victories — all it forms an internal feeling of a person, his national identity. A number of factors play an opposite role, a role disorganizing, depreciating and reducing self-es-

timation of the Russian person. For example, stereotypes about Russian alcoholism, laziness, inability to build cars, roads and many other things. The country which has constructed the most reliable rocket engine in the world (RE-180) which Americans could not reproduce, having the license for its manufacturing on their own, our planes Su-27/30 and Fulcrum are quality comparable to the Chinese ones, is a priori capable to make all aforesaid perfectly. The mercenary interests of certain groups, short-sightedness of the people having power and absence of the system approach prevent it.

Russian people work perfectly in many international companies, develop design of leading automobile marks, and create perspective innovations in all advanced spheres from biotechnologies to space and IT Technologies. The problem is in absence of effective system of staff and inventions selection and of system of their introduction, accurate algorithms of talented people self-realization.

Italy became the fashion and style center not accidentally, the system of professional training was created, selection of the most interesting ideas, material support of their introduction was competently bound with natural propensity of Italians to various crafts.

The created effective systems of ideas selection and introduction, talents support, for example, such as DARPA (Defense Advanced Research Projects Agency, agency of the USA Defense Ministry responsible for working out of new technologies to be used in armed forces), start up initially in military sphere, but strengthening country potential.

For Russia the missed ideas and the missed talents have turned to an eternal scourge (aviation designer I. I. Sikorsky, the scientist and the inventor in the field of electronics V. K. Zvorykin who has received the patent for television system, the physicist and astrophysicist G. A. Gamov, the author of the well-known concept of the big explosion, scientist-economist V. V. Leontyev in 1973 received the Nobel Prize for working out a method of the economic analysis of “expense-release”, Ilya Mechnikov, the biologist who has received in 1908 the Nobel Prize for research of the nature of immunity, Michael Gromov, the mathematician, in 2009 the received mathematical analogue of the Nobel Prize — the Abel Prize for “the revolutionary contribution to geometry”, Peter Ufimtsev, the physicist, in 1962 let out the book “Method of regional waves in the physical theory of diffraction” which was used in the USA to work out the plane-invisible the Stealth, Alexey Abrikosov, the physicist, in 2003 Received the Nobel Prize on the physicist “for the contribution to the theory of superconductors and superconductivity”

(together with Vitaly Ginzburg and Anthony Legget), Andrey Geim and Konstantin Novoselov are Nobel prize winners on the physicist of 2010 for “the best practices with a two-dimensional material — graphene”, etc.

Only the direct damage of the state on preparation of such level experts who left the country is estimated in billions of dollars. To squander ideas and talents is it culture or not? Anyway, it is one of unpleasant national features. The listed number of names is only small share of the experts who left Russia and work for the well-being of other countries. This is the big gift from generous Russian soul to the USA, to Israel, Canada, Germany and France and a number of other countries.

The country budget allocates for one student education about 100 thousand rubles a year. (How many does it cost to the state to prepare one graduate, the post-graduate student, the PhD?) Using the lost means it would be possible to repair a good part of all roads in the country or to erect some new miracles of the world, though considering the cost of our ring-roads (Moscow and St.-Petersburg), they can be equated to that, however, the same as also stadium on Krestovsky island.

In the developed countries they assume high, first of all, moral level of government representatives, politicians and public persons. The certain system of social norms and the rules, penetrating a society from roots to tops is built.

Public values are systematically formed at every possible levels of person formation since the earliest years that inevitably takes the form of a certain sort of behavior culture.

Ecological programs in kindergartens and schools, educational programs and educational work in the higher and average educational institutions, restriction of the destructive and fatal information in mass-media, demonstration of positive and creative examples of behavior on TV, social advertising, the state support of certain directions of economic policy, use of secondary raw materials, power-saving technologies and renewed energy sources at household level.

The state creates an educational system, maintenance and reproduction of values, their relaying in a society. In turn, the society which has been brought up according to high morally-ethical representations reacts extremely sensitively to behavior of representatives of the power and public politicians. Quite usual and frivolous infringements of ethics, not mentioning legislation infringements, are an ordinary occasion to officials', party figures and politicians' resignation in the majority of the developed countries. The rules of a car parking, a high-speed mode and so forth are the same for officials. If we address to practice of the Euro-

pean countries it is possible to find a set of cases of public apologies and resignations because of similar occasions or of a larger scandals.

The minister energy and climate change of the Great Britain Chris Huhne, holding the office since May, 2010 ask for the resignation because of revealing the fact of speed excess. In 2003 the official exceeded speed, to avoid publicity he asked to tell the wife that she was driving car [1].

The director of the Central intelligence service (CIA) of the USA David Petraeus has asked for resignation because of the non-marital relationship publicity [2].

Keishu Tanaka, the Minister of Justice in Japan, has asked for resignation because of scandal around prospective communications of the official with the organized crime in spite of the fact that he was on wedding of one of yakuza bosses more thirty years ago [3].

The vice-speaker of Lithuania parliament Algis Kasheta has asked for the resignation after the detention for double excess of the resolved high-speed mode, he was driving a car with the speed of 170 km/h. Swedish king Charles XVI Gustav and his daughter in 2007 have been fined for a wrong parking, he was written the penalty as to any other citizen of Sweden [4].

Our political culture is rather poor with similar examples or on the contrary, abounds with examples of opposite character when officials cling to posts as for saving circles.

The developed political culture does not arise on an empty place this process is always bilateral, demanding the initiative both from below and from above. Process of a society culture formation does not come to an end together with the university termination.

Both TV and cinema, and other mass-media, social advertising, political talk shows being in wise hands, are effective instruments in formation of society reference points, support of certain initiatives or leveling of negative processes.

These and many other examples show possibilities of use of internal, including educational and cultural potential of Russia for more efficient control of the state, restoration of the lost moral level of a society and popularization of socially responsible models of behavior.

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## **HIGHER EDUCATION AS A FACTOR OF INFLUENCE ON SOCIAL AND ECONOMIC DEVELOPMENT OF THE REGION**

Nowadays the education becomes a determinative of social and economic development the countries on a whole and its regions. In the “Concept of social and economic development strategy of the Russian Federation regions” published by the Regional Development Ministry one of the basic directions of social and economic development of Russian Federation regions should become the policy of creation of conditions for industry modernization, support and development of competitive industrial clusters in the global market.

The primary goals of industry development in Russian Federations regions are:

- Capacity development of the expanded reproduction in industries;
- Increase of competitiveness of the Russian industrial output on internal and foreign markets;
- Industries diversification, advancing development of the industries making production with higher share of the added value;
- The accelerated modernization of the Russian industry;
- Priority development of hi-tech and high technology branches, substantial growth of innovative production share in industrial production total amount;
- Development of import replacement;
- Creation of favorable conditions for development of private business in sphere of goods production;

- The effective external economic policy considering joining of Russia to the WTO, cooperation with the European Union, creation of uniform economic space of Russia, Belarus, Ukraine and Kazakhstan.

It is impossible to provide the decision of the listed problems without highly-skilled staff. But the quality of the higher professional education and structure of the qualified experts' graduation, as a rule differ from current and perspective inquiries of region economy. Deficiency of qualified staff has become a reality.

Officials consider the business has the consumer relation to the professional training questions, insufficient attention to the education requirements, and absence of conditions for professional and social adaptation of young experts. The problem has resulted practically from complete destruction of mechanism of state regulation in interaction questions on a labor market. During the reform years the communication of higher with real sector of economy has weakened essentially.

The negative processes caused by youth outflow from small towns to the cities, and obsolescence of cities infrastructures developing by decades, an exhaustion of industrial potential, destruction of industrial communications are proceeding.

In Municipal union "Town of Vyborg" of Leningrad region such higher educational institutions, as Northwest institute — the branch of the Russian Presidential Academy of National Economy and Public Administration (branch in Vyborg), SEI HPE "Pushkin Leningrad State University" (branch in Vyborg), SEI HPE "Saint-Petersburg State University of Service and Economics" (branch in Vyborg), SEI HPE "Herzen State Pedagogical University of Russia" (branch in Vyborg), branch of "Saint-Petersburg State University of Engineering and Economics".

On October, 31<sup>st</sup>, 2012 on a site of the Ministry of Education and Science of Russia, results of activity monitoring of the state educational institutions in sphere of the higher education for the complex estimation of their functioning efficiency was published. Monitoring of the higher schools was carried out from August, 15<sup>th</sup> till September, 15<sup>th</sup> by following criteria: educational and research activity, participation in programs of the international academic exchanges, the finance and the real estate, number of the faculty with scientific degrees and ranks, and also quantity of regular employees and part-time workers.

According to the results of data monitoring and the analysis about the activity of the state higher schools in the Vyborg area of Leningrad region, the Ministry of Education and Science of the Russian Federa-



tion defined the list of higher schools with signs of inefficient work, that is the branch of the Saint-Petersburg State University of Engineering and Economics, branch of the State University of Maritime and Inland Shipping, branch of the Saint-Petersburg State University of Service and Economics located in Vyborg.

Liquidation and reorganization process of several hundreds of inefficient universities, institutes and their branches is already started. From interview to the “Kommersant” newspaper the Minister of Education and Science of the Russian Federation D. V. Livanov: “The list is the result of the socially-state estimation of higher educational institutions and their branches activity. I specially underline the word ‘social’ because in this process participate widely not only public authorities, but also employers and representatives of principles communities.

We all are interested in absence of inefficient higher schools. This problem can be solved in different ways. It is possible to raise efficiency of higher schools which, from our point of view, work insufficiently successfully. Or we can begin organizational transformations such as merger of higher schools, joining of weak educational institutions to the stronger ones. In the case with branches we, certainly, will also use such variant as definitive closing. But the decision will be accepted individually, taking into account all circumstances” [9].

Higher education reform will force leading universities to solve two problems — to create the scientific environment and to become the center of competitive staff preparation. Higher schools and the faculties “selling diplomas” will be closed.

The reform of the higher professional education (HPE) in Russia is started. The system of redistribution of a resource is created: almost 100% of all additional means allocated by the state on HPE will go to few higher schools; reduction of number of the applicants that is caused by a demographic hole of the 90th, will naturally reduce state financing of the establishments that are not able to involve the best students; Uniform State Exam will provide these students with a freedom of choice. Purposeful assignment of funds for science and innovation will give chance for the higher school science revival.

How these measures will affect the HPE system of St.-Petersburg, of the Leningrad region, the Vyborg area is too early to decide, but it is possible to estimate the necessity of some HPE branches within one city.

The city of Vyborg and the Vyborg area are proud of their large enterprises such as the Vyborg ship-building factory and Svetogorsky pulp-and-paper combine, LLC “Rokvul-sever”, Vyborg career management,

JSC “Zavod Pirs”, “The Vyborg Water canal”, LLC Port “Vyborg”, LLC Seaside trading port, JSC “RPK-VYSOTSK “LUKOIL-II”, LLC “Specmornefteport Primorsk”, LLC “Severnaya Mechta”, JSC “Vyborg factory of building materials”, LLC “Balttransservice” etc., where graduates of Vyborg HPE branches work.

As the first step we have hold questioning of three schools graduation classes of Vyborg that give representation about desire of children to continue education in HPE system and have revealed necessity of existence of higher professional education establishments in Vyborg. 112 graduates of schools have taken part in questioning (1, 8, 12) where 106 persons purposefully prepare for applying to the higher schools.

The education market trans-regional more than all other markets. Mobility of the young men applying to the higher schools is very high. Building personal educational strategy, being defined with an education place, applicants, as a rule, make a choice between higher schools: (a) according to their residence place; (b) in nearby cities or regions with good transport availability; (c) in Moscow; (d) abroad. Thus, higher schools of St.-Petersburg and Leningrad region work in one market, compete for one student — the one who could not or did not want to choose education in the capital or abroad.

In the result of questioning in 11 classes of several schools of Vyborg it has been revealed that the majority of pupils are going to arrive to St.-Petersburg for different specialties in head higher schools. Other potential students prefer training in branches of higher educational institutions which are in Vyborg as residing and education in St.-Petersburg is much more expensive than in Vyborg.

Thus, it is possible to notice that as a result of transformations in the higher education sphere, some branches either will be closed or will be reorganized by joining to the head higher schools that will cause possible delays in applications the next academic year.

Hence, it is possible to assume that in connection with changes in the higher education, some potential students, talented children, participants of many academic competitions will have to leave school after getting secondary education and because of financial possibility absence will not be able to arrive to the higher educational institutions or to specialized secondary school of St.-Petersburg. As to admission in higher schools of our region, I will dare to assume that in connection with increase of lowest Uniform State Exam score, the tendency of decrease in quality of formation at school and decrease in a standard of people living, they will be less than the previous years.

In the conclusion I would notice that along with advantages of higher schools reorganization there is a number of disadvantages which can not only not improve a situation in the higher education market but also aggravate it. Hence, it is necessary to weigh well these or other decisions connected with education in Russia and not only in the higher educational institutions but also at schools, and in colleges.

Possibility of children education in the Vyborg area in establishments of the higher professional education of Vyborg will solve a problem of a situation alignment with population employment, both in economic and in social sphere of region that assumes realization of a complex of measures:

- To soften social and economic situation in area the program of territory development of the Vyborg area where necessity of the enterprises for the qualified staff, considering feature of territorial development of region will be revealed is necessary;
- Existence in developed target federal, regional and branch programs of the regions providing creation of new workplaces development, assistance to business and other actions development, making positive impact on a situation on regional labor markets;
- Maintenance of equation of vocational structure of supply and demand of a labor on a regional labor market, including, on the basis of the analysis and the forecast of the enterprises requirement in corresponding categories of workers and changes of the higher professional education structure, taking into account prospects of social and economic development of the Vyborg area;
- Small business development in the sphere of services (taking into account regional specificity) for the purpose of conditions for population employment creation.

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## **APPLICATION OF COMPETENCE APPROACH IN TRAINING THE COMMERCIAL SPHERE STAFF**

Today the commercial enterprises feel sharp requirement for the qualified staff capable to organize effective commercial activity in the conditions of market relations uncertainty and the competitive environment.

The uncertainty generates risk of the inefficient organization of commercial activity and so does not allow reaching fully all the planned goals. In the conditions of high entropy the self-organizing basis, the creative potential arises as the expert occupied in sphere of commercial activity has to predict and estimate various outcomes of realization of business processes so that organizing commercial activity to adhere to the certain fixed strategy.

The analysis of professional work essence and spectrum of the problems solved in the field of commerce has allowed drawing a conclusion that the important role in commercial activity at all stages of the goods life cycle, since manufacture and till its sale, is carried out not by technical but by information, research and communication functions.

To maintain the quality of preparation the modern higher school requires the following components:

- Standard-legal base;
- Accurately formulated purposes of educational activity;
- Educational and branch standards, the national/regional qualifying requirements based on competence;
- Educational programs corresponding these requirements and teaching materials;
- Qualified teachers;
- Systems of information gathering and analysis;
- Directivity on the best samples of quality within the limits of national practice.

Experience of educational activity in the “Trading business” direction, a “Commerce” profile in St.-Petersburg University of Management and Economics has allowed revealing the basic contradictions in the organization of professional education process in this area.

The first area of contradictions includes the contradictions between requirements of creative potential development, the importance of applied skills for professional work, the universal abilities allowing to occupy a basic active position at the decision of professional problems, and an insufficient readiness of their formation technologies in the theory and practice of professional education of the given profile expert.

The second is between requirements of the social order of a society for preparation level of the modern highly professional worker of commercial sphere and real possibilities of the higher school to provide the level of corresponding preparation.

The third area is defined by objective influence of knowledge and abilities of social technologies on professional qualification use and successful professional work in the field of commerce and weak reflection of this interrelation in structure of the future workers professional education.

The solution of the specified contradictions demands working out of scientifically proved, complete methodical system with the use of competence-based approach which is applied to define the maintenance, organizational-technical, pedagogical conditions and means of the organization of professional education in the field of commerce.

Professional education practice in a direction “Trading business”, “Commerce” profile confirms that maintenance of higher level of the professional competence of the given area demands formation and development of specific personal qualities, professional consciousness, creative potential that is reached by special preparation for technologies of communications use in professional work.

In forms of academic and professional work students, taking part in scientific researches, working on an industrial practice, preparing course and final works, degree projects on industrial subjects, etc., remain in a position of students and at the same time concerning the purposes, the maintenance, forms, process and requirements to received results they are in a position of experts. Students carry out not so academic procedures of knowledge mastering or mastering by skills of “observable” behavior, and actually real professional work in which earlier received knowledge acts as a rough basis. At this stage process of transformation of educational activity in the professional comes to the end. Being from the very beginning in activity positions, students receive within the limits of these base forms of more and more developed practice of the educational information use as means of regulation of their own activity. It provides “natural occurrence” of the young expert in a trade without the long difficulties connected with subject and social adaptation on manufacture.

Transformations in professional work begin with acceptance of requirements which introduce new conditions of a life and a modern society, and modernization of the educational activity maintenance should agree with a principle convergence quality and competitiveness of a product of educational institution activity.

Research of professional work structure in the field of commerce, a spectrum of problems solved by the expert, specificity of modern technologies of commercial activity has allowed generating system of requirements to prepare the modern businessman, including a number of key professional competences in the field of commerce. They, in our opinion, include:

- *Analytical competence*: skills of application of modern economic sciences methods (marketing, management, economy).

- *Communicative competence*: skills of business dialogue; skills of orientation in conflict situations; possession of belief skills and skills of business rhetoric; skills of individual and collective activity.

- *Information competence*: ability to be guided in a stream of the commercial information; skills of possession of the modern information and communication technologies means, abilities defining level to work with target audiences.

- *Creative competence*: creative-search skills; independence in decision-making; skills of the creative approach maintenance in the decision of professional problems; initiative and creativity; presence of organiz-

ing abilities; introspection; skills of creation and advancement of firm image, maintenance of its reputation.

Following the results of the analysis of existing system of preparation and ordering of studying results of the social order on the level of modern businessmen preparation we may conclude that the problem decision is probable by introduction in preparation structure the integrated modules directed on introduction of competence-based approach on the basis of realization of techniques of active training. By results of approbation methodical bases of working out of structure and the maintenance of the integrated modules are defined:

- Focus on realization of requirements of the social order to professional educational system on level of bachelors and masters preparation in the field of commerce in the conditions of market economy;
- Allocation of the main competence and compositions of knowledge, skills of the businessman on the basis of interdisciplinary communications;
- Realization of the interdisciplinary approach to selection of the professional education maintenance in the field of commerce in the course of studying of commercial activity technologies;
- Use of problem searching, research methods in the course of professionally focused activity realization;
- Focus on activation of academic and informative activity trained by means of adaptation to the professional environment and development of over professional skills.

Experience of professional training in commerce sphere confirms expediency of educational process construction on a basis of competence-based approach where the result is the essential improvement of professionals' preparation quality.

*Filimonova Ye. G.*

## **SUSTAINABLE DEVELOPMENT THROUGH FORMATION OF LEGAL ECOLOGICAL COSCIOUSNESS**

The sustainable development is not the purpose but style of the life organization; it is not the future condition of a society but way of a life at the moment time. The sustainable development concept defines histori-

cal transition from the simple decision of the ripened problems to forecasting of the future contradictions and planning of the actions directed on their prevention or at least easing.

The more current problems are there in the state the more important the policy of sustainable development as a method and technology of the fast and successful decision of available problems is. When all forces of the state are left for the decision of current problems and is not given attention to revealing of new potential threats, development will long remain unstable for a long time.

The most dangerous to any country and mankind as a whole are global disproportions in the field of the international and social relations, economy and dynamics of biosphere processes. Environmental problems, both local and global, have being put on the foreground only in the 20<sup>th</sup> century. Ecological crisis of the second half of the 20<sup>th</sup> century for a while has pushed aside other problems of the world community. This is why in the concept of a sustainable development questions of ecological and social perfection are put on the first place.

The decision of environmental problems includes wildlife management, rational wildlife management and ecological security. Ways of these purposes achievement can be subdivided into technological, economic and social which are realized in parallel and appreciably independently from each other. Technological and economic directions are easier because they are carried out on-line, from up to down: from developers to users, from the governments to the population. The social direction is more difficult as is carried out "from below, assumes active participation of the population, change of the settled norms of behavior and even traditions. Besides, any technological achievements can be brought to naught by imperfection of social relations.

The mankind sustainable development is impossible without simultaneous strengthening of mutual understanding between people. Instead of archaic forms of primitive struggle against the purpose of another's material resources use the cooperation on a way of development of boundless resources of scientific and technical progress, extraction of the general benefit from cooperation, associations of efforts, an exchange of experience, mutual perfection and mutual aid should come. Considerable reorganization of internal essence of a person, perfection of moral values system, patience and self-criticism development for this purpose are required. Education and up-bringing possess the leading role in the decision of this most important task. The education program for a sustainable development represents the political task for an education system, initiating education of the person integrated into the international community.



Complexity of the world dictates necessity of development of ability to perceive the world with different, sometimes contradicting each other, points of view, i. e. under different foreshortenings. This problem should be detailed and its decision is provided both within the limits of traditional subject matters and on specially developed trainings. Meanwhile in professional circle of teachers for similar business this problem is not discussed seriously, and at the state level even necessary programs of actions are not discussed at all.

Therefore if fast development of mankind demands a timely reshaping and change of way of life from each person and from community forecasting of the future contradictions and planning of the actions, directed on their prevention, then the education possesses the leading part in stability preservation at all levels of society is required. Education is urged to provide also a global coordination of attitude and rules of a life with representatives of the different people and social groups — a necessary condition of existence and a survival in the conditions of escalating international integration.

Now, on a threshold of the third millennium, the education maintenance should provide formation of a steady information-ecological society with high humanistic, technological and ecological culture [1, P. 9]. For this purpose the new, comprehensively formed people with different stereotypes of thinking and behavior are necessary.

It is possible to tell that formation of a necessary complex of knowledge on problems of a person development, its mutual relations with social and an environment becomes one of the major purposes of education. It should help the individual to learn society at different stages of its history, to comprehend a phenomenon of culture, a condition of his own existence and mankind existence.

Now the global problem is put: to carry out socialization of the individual on the basis of ecological culture values, i. e. to lean against ecological education in the broad sense of the word.

The basic mechanism of ecological culture formation is the purposeful system of ecological education covering all links of preschool, initial, secondary, higher education, and improvement of professional skill, re-training of the staff, promotion and publicity of scientific knowledge.

Ecological education has been put forward by UNESCO and the United Nations Program on preservation of the environment in the category of the basic means of harmonization of the people and the nature interaction. The Stockholm conference on environment protection (1972) accepted the recommendation about creation of the inter-

national program by training in the field of environment. To the beginning of 1975 the Program was developed by UNESCO together with the commission of the United Nations Environmental Program (UNEP).

At conference of the United Nations on environment and development (Rio de Janeiro, 1992) the decision to promote education, informing the population and professional training to transform the sustainable development concept into system of spiritual and professional installations of mankind was accepted.

On December 20, 2002 the General Assembly of the United Nations made the decision on carrying out since January 1, 2005 the decade of education in interests of sustainable development. In 2003 in Kiev at 5<sup>th</sup> International conference of ministers "Environment for Europe the Statement for education in interests of sustainable development was approved and it was offered to all countries to include the sustainable development concept in education programs at all levels. Then on Committee meeting on the ecological policy of the European economic commission in Vilnius in 2005 Strategy of UNECE for education in interests of a sustainable development which marks the beginning of the declared decade was accepted. The strategy essence consists in passing from simple transfer of knowledge and the skills necessary for existence in a modern society to readiness to operate and live in quickly varying conditions to participate in social development planning, to learn how to expect consequences of undertaken actions, including possible consequences in sphere of ecosystems and social structures stability [2, P. 12].

The attention to formation at the highest level the international cooperation is caused by an exclusive role of timely preparation of youth to prompt changes of the world community as result of the scientific and technical progress, increasing power of mankind and globalization. Equation of development of mankind in many respects depends on timely recognition of new dangers and contradictions, their adequate perception by the population and solidarity in aspiration to discharge the objective intensity arising at any threats to people well-being.

Education in interests of a sustainable development represents rather far-sighted social order but the education system is characterized by high conservatism this is why it has appeared badly prepared for solution of similar tasks. The secondary school and the higher one remain practically same style of teaching as it was hundred years ago. The same subject structure of knowledge transfer; the same strict regulations demanding submission of pupils and teachers initiative to the curriculum, the same

methods of learning and controlling the knowledge. Therefore it will be difficult to classical education system to execute the order formulated in Strategy of education of sustainable development. It is required to add not simply existing curricula with new disciplines and to add new sections into programs of existing disciplines. Interdisciplinary style of knowledge, reflecting a reality of vital problems, should get support in the world clearly divided by borders of traditional sciences.

One of the major directions of education development is ecological one which is understood as the continuous process of the training directed on mastering of systematized knowledge of environment, skills of nature protection activity, formation of the general ecological culture.

It is necessary to consider as the main basis of ecological education the human rights recognized by the world community for the favorable environment of a life. Quality of environment defines health that is a fundamental law of a person and the main objective of civilization development. Ecological education therefore should not only get into education structure but become one of its major bases. If the literature and history are necessary for mastering of spiritual culture values, natural sciences of the nature laws, ecological education is necessary for formation of the original human relation to the nature, definitions of an admissible measure of the nature transformation, mastering specific socially natural laws and behavior specifications when the further existence and development of a person is possible.

The international ecological movement of teachers recognizes education in the field of environment (ecological formation) as a priority direction of general educational systems perfection and recommends to the states and the governments to consider a policy and practice in a sphere of education in the light of global ecological crisis.

It is necessary to distinguish ecological education and ecologization of education systems. Though they also are interconnected but characterize the various phenomena. Ecological education is a direct mastering of ecological knowledge of various character and level. It defines, in particular, process of preparation of experts-ecologists, but is not reduced to it. Ecologization of the education systems is a characteristic of ideas, concepts, principles, ecology approaches penetration into other disciplines, and also preparations of ecologically competent experts of the most various profile: engineers, doctors, economists, sociologists etc.

Ecological education in a context of the concept of a sustainable development gets the status of the integrating factor of education as a whole, defines its strategic target and leading directions. The general

educational purposes of the ecological education are connected with definition of spiritual, theoretically-logical preconditions and conditions of the decision of an environmental problem.

In the light of the sustainable development concept an ideal of the educational systems becomes the formation of a person possessing certain internal freedom, independence in the opinions, acts, building the relations with environment on the basis of understanding of its integrity. Freedom within the limits of ecological necessity should be strategy of the person on a boundary of a new civilization. The society urged to set these qualities through educational systems.

So the ecology as extending area of knowledge makes powerful impact on an education system. It affects, first of all, reorientation of the purposes of the general secondary education and also quality of preparation and experts retraining urging to form a wide sight of the world around, mankind and the nature, on knowledge and activity methods to influence development of valuable orientations of universal character in a counterbalance to the traditional consumer. Ecological disciplines become a part of “global education” of a person, a basis of his understanding of interrelation between the individual, society and the nature.

It is obvious, that the considerable part of ecological education should be taken to social ecology which is engaged directly in search of laws of a sustainable development of system society-nature. Realization of ecological education ideas and education ecologization assume as new look on traditional subjects as introduction of the new disciplines, helping to open complete representation about interrelations of the nature and a person [3, P. 27].

Education system perfection becomes a civilization task at the present stage. There are no doubts that the countries which have coped with these problem become leaders in the world community, and the result of perfection of education bases will strengthen considerably mankind, promoting its balanced development.

### **Literature**

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## **COMPETITIVENESS AS A TARGET FUNCTION OF MODERN HIGHER SCHOOL**

Higher school work in the economic system constructed on market principles, forms requirements to its competitiveness. In a general plan as competitiveness we understand ability of educational institutions to keep and increase available competitive advantages therefore there is the steady preference of the consumers connected with reception of educational services in the given educational institution. This preference is formed under the influence of conformity degree of received educational services to consumers' inquiries. These inquiries, especially in relation to education, are formed according to education level got before, intellectual development of consumers, their representations about an educational role in the further life, financial position, social status, etc. In addition, defining the competitiveness the consumer considers terms, place, character and conditions of receiving the education (comfort, position, transport availability, etc.), character of educational process organization, degree of teachers popularity in a society (for the humanities) and in a science (for the exact sciences), and also graduates of higher school.

These consumer's ideas about competitiveness of higher school should be used necessarily in the organization of the administrative mechanism directed on creation of qualitative higher school of new generation. Occurrence of higher schools of new generation is defined by requirements to them. They should be problematically focused, and in their work new achievements of the technological progress should be used actively. It means that higher schools will be innovative, i. e. able to introduce qualitative preparation not only of separate graduates but also of the whole commands or the collectives, capable to carry out new kinds of activity according to globalization requirements. Proceeding from it, the management of higher school competitiveness means the complete concept assuming integration of classical and innovative methods of influence, corresponding both market and administrative principles of management and providing conditions of competitive advantages of higher school growth. Thus it is necessary to pay attention that education service itself represents a difficult, hi-tech product, owing to what a consumer (state, firm, individual, housekeeping) not always can adequately estimate its level and level of higher school competitiveness which gives it. Thus within the limits of a control system it is necessary to solve the following problems:

- Constantly to be engaged in offer studying in the market of educational services, both national and foreign;
- To investigate requirements and preferences of potential and real consumers of educational services, both national and foreign;
- To develop the uniform system of estimated indicators reflecting adequately processes, occurring on the market of educational services for a choice of an effective control system of higher school.

For higher school efficient management is necessary to consider it as the complete system solving set of interconnected problems, the incorporated uniform purpose. It allows defining base problems and requirements to higher school management. First of all, it is connected with maintenance of high level of higher school competitiveness in the regional, national and world markets about what already it was said above. Besides, it is necessary to include the important position according to which the results received during estimation are necessary to be used in administrative activity. Thus it is necessary to remember that made strategic administrative decisions can go in some cases to a cut with tactical problems or worsen level of higher school competitiveness in the short-term period of time. Thereupon perfection of process of maintenance of higher school competitiveness is reached at the expense of the special adaptable mechanism use. Elements which provide an estimation of higher schools-competitors are put in a basis of the adaptable mechanism that is used for working out of corresponding administrative decisions (tactical, operative and strategic; complex or private).

Estimating the competitiveness of other higher schools and definition of a place of investigated higher school in competitive struggle regional, national or a world scale it is necessary to use necessary marketing methods in the long term increasing their application. It is known that the management which is based on marketing allows with high degree of efficiency and reliability to reflect interests of the market and also to define perspective niches of the market.

To define these perspective directions it is necessary to generate correctly the list of indicators on which basis the administrative decisions will be made. The problem of indicators choice for estimation of higher schools competitiveness is not solved. The analysis of scientific and methodical publications in this direction shows that authors are in sympathy with only one of them that is estimation urgency. Thus there is no unequivocal understanding concerning its parameters and a set of indicators.

The author sees a set of the criteria allowing with high degree of reliability to define relationships of cause and effect in the field of com-

petitiveness to be optimum. They meet the requirements of objectivity, reliability and measurability that allow using them by working out, acceptance, realization and updating of administrative decisions. If to recognize that maintenance of high level of higher school competitiveness in many respects it is defined by the model of creation of value assumed as a basis administrative and intellectual efforts of management should be concentrated on a choice of strategically true way of development. We will pay attention that value will represent not only educational service but also the higher school.

Value of a higher school is defined by competitive positions which occupy the corresponding market. As a rule it depends on the competitive environment of the market and the competitive status of the given higher school. As economic value of results of higher school work characterizes the certain useful effect received by the consumer criteria of its value are transformed subsequently by the consumer to competitiveness estimation. Thus, value of a product of higher school activity is defined by a consumer estimation of appeal of the education process and its total results, thereby, forming competitiveness of educational services and competitiveness of graduates. So it is necessary to understand that such estimation can be in many respects subjective, as it is hold by consumers being based on their own representation about valuable reference points.

Owing to complexity of such estimation and definition of exhaustive set of its criteria a uniform order of an integrated indicator of a competitiveness estimation calculation is not obviously possible. However for each concrete higher school or for a situation in which it is, well proved method of expert estimations can be used. Thus we should remember that indicators that will help to calculate an integrated indicator are also difficult to calculate and sometimes have only estimated units. It is necessary to include in a complex of estimation actions the following:

- Focus on consumers opinion (individuals, house economy, state and employers);
- Selection of operative and authentic sources of the information;
- Calculation of quantitative and quality indicators according to the chosen instrument of estimation;
- Reception of the integrated value.

Practical application of this approach allows raising efficiency of estimation process at the expense of the coordinated use of a complex of adequate indicators. Special value has complex character of this work that allows uniting and combining the received results depending on the purpose of the analysis. It creates real possibility of association of all estimation directions in uniform system. The system of an estimation based on real

data about all-round results of work created thus, in addition to a spent expert estimation, will give real possibility of working out and acceptance of the administrative decisions aimed at maintenance of higher school competitiveness in the market and also for advancement in the new markets.

*Shebalin A. V.*

## **PEDAGOGICAL FACTORS OF OPTIMISATION OF HIGHER SCHOOL EDUCATION CONTENT**

As result of methodical maintenance activity acts working out of program targeted documents (curriculums, methodical grants, courses of lectures, etc.). In such kind they get to system of pedagogical interaction where the exchange for time spent by students on their mastering takes place.

In the given direction we have developed the following curriculums and also seminar and a practical training plans and methodical recommendations to them: “Insurance and the insurance law of Russia, “Family law”, “Labor law”, “Social Security law” and “Execution procedure”.

To provide educational process with pedagogical technology the following is required:

- 1) To fill it with system of methodical means;
- 2) To check up their efficiency in practice;
- 3) To select the most successful samples;
- 4) To provide their duplicating in mass scale;
- 5) To prepare teachers for their use;
- 6) To supervise following of all pedagogical process subjects of the specified technology.

Thus the basic tendencies of higher education in Russia development are:

- 1) Growth of students number;
- 2) The democratization shown in growth of decentralization of management by an education system, in investment with great volume of high schools rights, in change of students and teachers status;
- 3) diversification expressed in occurrence of non-state higher schools;
- 4) Education liberalizing;
- 5) Change of educational goals;



- 6) Growth of number of higher schools, both state and non-state, using e-learning;
- 7) Education continuity.

These tendencies mutually determine each other and as a whole confirm necessity of new educational paradigm formation.

The most perspective for of e-learning development are television technologies, and the video films are the methodical device.

Studying of legal disciplines in higher school has cyclic character. It includes a number of stages, the basic of are:

- Forecasting and designing stage;
- Legal planning stage;
- Legal regulation stage;
- Stage of a direct management of legal processes.

The analysis of legal disciplines studying role allows allocating some problems which are being solved during e-learning management:

- Perfection of institute organizational structure;
- Scientifically-methodical and material support of educational process;
- Working out of e-learning concept, its constant perfection on the basis of the saved up experience;
- Introduction of the newest technologies, forms and education methods in educational process, maintenance of modern teaching content and achievement of high level students preparation on this basis;
- Selection of the teaching staff and perfection of its pedagogical skill.

Character of the listed problems of e-learning development testifies that specificity of legal disciplines covers the most important parties of higher school ability to live. To solve them successfully the high preparation of administrative staff is required.

Scientifically-methodical bases of legal disciplines teaching represent difficult system of theoretically proved and practically checked positions defining the purposes, the content and forms of social management. E-learning is one of ways of legal disciplines studying where the scientific statements find the real image.

As a whole, studying of legal disciplines in the higher school is an integral part of the graduate personality formation.

# ABSTRACTS

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*Akopyan V. K.*

## **MIGRATION AS A FACTOR OF REGIONAL SOCIAL SAFETY MAINTENANCE**

The article deals with migration problems in the context of social safety maintenance, and the necessity of developing full-scale migratory policy is proved.

*Andronov I. S.*

## **EDUCATION OF TOLERANT CONSCIOUSNESS AS A SOCIO-CULTURAL ASPECT OF MIGRATION**

The author considers education of tolerant consciousness as socio-cultural aspect of migration. The position developed in the sphere of social adaptation of migrants puts new problems both before the state and society and the humanity from which the research of the problem and revealing of ways out of the given situation is required.

*Arutyunyan V. M.*

## **PROSPECTS OF DEVELOPMENT OF WORK OF THE HIGHER SCHOOL TEACHER (WILL THE TEACHER BE NECESSARY IN THE FORESEEABLE FUTURE?)**

The article deals with alternative ways and prospects of development of work of the teacher of the higher educational institution in the foreseeable future, the role and place of the Internet technologies in perfection of pedagogical activity technique.

*Arutyunyan V. M., Zaytsev A. G.*

## **HISTORICAL TRADITIONS OF DEVELOPMENT OF POTENTIAL OF PATRIOTISM IN RUSSIA**

The authors of the article present the short review of historical experience of the state development of patriotism potential by the peoples of Russia.

*Bareyko S. N.*

## **LEGAL ASPECTS AND MEANS OF ECONOMIC SAFETY OF BUSINESS IN RUSSIA**

Enterprise activity is impossible without protection from internal and external threats. In the contemporary society the economic safety is of great value. The economic safety represents the system of conditions favoring to effective growth of economy, its abilities to satisfy requirements of citizens, including realization of economic interests. The article reveals basic approaches, principles and methods of maintenance of the economic safety which is within the competence of the state bodies and the separate person.

*Belozarov B. P.*

## **FORMS AND METHODS OF LEGAL CULTURE INCREASE THROUGH EDUCATIONAL ACTIVITY**

The article analyzes the contemporary condition of legal culture taking into account that Russia is becoming a jurial state. Forms and methods of legal culture increase are presented.

*Belyayeva D. A.*

## **PROSPECTS OF RUSSIAN BUSINESS DEVELOPMENT DURING THE STATE TRANSFORMATIONS**

Dynamics of branch structure development and its role in formation of enterprise structures allows to reveal leading objects of enterprise activity. The role and development of scientific and technical progress

make essential impact on innovative development and competitiveness of the country. The author focuses attention on restrictive factors of Russian business development and analyzes prospects of its development during the state transformations directed on improvement of enterprise activity.

*Bogatryyova A. S., Kopylova N. N.*

### **SMALL BUSINESS AS A FACTOR OF INFLUENCE ON THE SUSTAINABLE DEVELOPMENT OF A REGION**

The sustainable development of the region economy requires creation of effective mechanisms and tools which will assure active investment and innovation activities, increase in rival production output and population income. Owing to high adaptability to changes and customer intimacy small business make it possible to solve many problems, take advantage of local resources and new technologies, ensure employment of population, raising living standards.

*Borisova T. A.*

### **INTRODUCING THE QUALITY MANAGEMENT SYSTEM IN THE HIGHER SCHOOL: TOOLS TO ESTIMATE QUALITY OF EXPERTS' KNOWLEDGE ACQUIRED**

The article deals with issues analyzing training and education quality in Russian higher schools which have introduced the quality management system on the basis of ISO standards, and also it focuses on problems of searching actual tools to estimate quality of graduates' knowledge acquired in the conditions of Bologna process.

*Borodushko I. V., Yankovskaya Y. S.*

### **CONCEPTUAL BASES OF E-LEARNING**

At present a number of radical changes in the higher school system of Russia are outlined: reduction of quantity of state and non-state higher schools, transition to Bologna system of experts' preparation, etc. In this connection there is a rise in price of educational services. It is dif-

difficult enough for young generation from families with average and low prosperity to receive higher education and subsequently to work at supervising posts and the posts demanding deep professional knowledge. E-learning is becoming more and more actual.

*Borchuk A. L.*

### **ETERNAL VALUE OF GENERATIONS**

The author shows the role of higher education as major institute of socialization of the person in training young generation. The system of ideological and educational work with students, formation of the youth civic stand at the present stage, urgency of citizenship problem is considered. Civilization and signs of civilizational education process are defined. The problems existing in the youth environment, the influence of sociopolitical changes in the society on socio-cultural and cultural wealth, the state role in civil and patriotic education of youth are specified.

*Brazevich D. S.*

### **SOCIAL ENGINEERING AS A FACTOR OF MANAGEMENT EFFICIENCY INCREASE**

The article analyzes engineering approach in management, increasing its efficiency and represents a collection of sociological methods of processing, compilation and analysis of information, and methods of engineering thinking.

*Brazevich S. S.*

### **SOCIAL TECHNOLOGIES OF MANAGING THE PROCESS OF IMPROVING COMPETITIVENESS OF THE HIGHER SCHOOL IN THE MARKET OF EDUCATIONAL SERVICES**

The article analyzes the social technologies of managing the process of improving competitiveness of teachers and graduates, as well as the formation and development of the reputation of a higher educational institution in the contemporary labor market.

*Brusakova I. A.*

### **CORPORATE MANAGEMENT INFORMATION AS AN ELEMENT OF BUSINESS EFFICIENCY MANAGEMENT CULTURE**

The article deals with solving problems of processing economic information as basis of using intellectual technologies of developing systems of support and decision-making at various levels of corporate management.

*Bubnov Yu. M.*

### **CREATIVITY IN HIGHER EDUCATIONAL INSTITUTIONS OF BELARUS**

In contemporary market conditions creativity became one of the most powerful factors of success in the educational system. The satisfaction of public requirement for creatively active experts is an important problem of the present stage of development of the Belarus society. The article deals with the motivation of innovative activity of students.

*Bulatetskaya A. Yu.*

### **CONFLICTS WITHIN HIGHER EDUCATION YOUTH AS A PROCESS OF PROBLEM IDENTITY FORMATION**

The article analyzes the threats to social security, which are formed in the student community within which the process of the problem identity formation is increasing.

*Bulgakova L. N., Gogmachadze V. N.*

### **INCOMES DIFFERENTIATION AS A SOCIAL INSTABILITY FACTOR**

The article deals with the problem of unequal income distribution itself and three basic approaches of income distribution which are liberal, utilitarian and egalitarian. The authors investigate differentiation of wages rates according to economic branches and kinds of its activity.

Decile and Ginnie factors are known as inequality indicators of the population incomes. Our country has got necessary internal resources for modernization carrying out in the social and economic sphere.

*Burgonov O. V.*

### **ECONOMIC EDUCATION PROBLEMS IN RUSSIA IN THE CONDITIONS OF NATIONAL INNOVATIVE SYSTEM CONSTRUCTION**

The article deals with the problems of using federal state educational standards of the higher vocational training in Russia, positive and negative sides of multilevel education. There the ways of data perception in interrelation with various kinds of lecturing in higher schools are analyzed. There are discussing prospects of the higher education development in connection with the Federal Law of the Russian Federation No 273-FL “On Education in the Russian Federation”.

*Burgonov O. V., Zastavenko Ye. V.*

### **MANAGEMENT OF MODERN HIGHER EDUCATIONAL INSTITUTION DEVELOPMENT**

Due to the present social and economic development in our country the Russians' welfare is being pretty provided by the expense use of intellectual resources. The human capital development is impossible without pivotal transformation of educational process at all the levels. Higher educational institutions are to turn into the integrated scientifically-educational complexes which will guarantee all competences mastering process of the chosen specialty for students.

*Vasilyev M. R., Romanova G. A.*

### **PERSONAL QUALITIES OF A TEACHER AS A FACTOR OF INCREASING LEGAL AND POLITICAL CULTURE OF STUDENTS**

The article is devoted to the role of a teacher in forming legal and political culture of students, to the analysis of basic qualities of a teacher personality necessary for solving problems of future experts training and education.

*Vakhromeyeva O. B.*

**THE ROLE OF THE CENTRAL COLLEGE  
OF TECHNICAL DRAWING OF BARON A. L. SHTIGLITS  
IN THE PROCESS OF FORMATION OF HIGHLY SKILLED  
PERSONNEL IN PRE-REVOLUTIONARY RUSSIA**

The central college of technical drawing of baron A. L. Shtiglits has existed for 40 years and has left a great contribution in the history of national culture. The educational institution founders, teachers and students with their activities set the strong base for the development of national art industry.

*Vedernikov V. V.*

**THE ROLE OF HISTORICAL DISCIPLINES  
IN FORMATION OF LEGAL CONSCIOUSNESS  
OF STUDENTS**

The history role in the contemporary society is very great. Thus the great value is got by the formation of legal culture of the higher school students in conditions of competence model of training. Process of formation of legal culture of the higher school students will be effective if the conceptual basis of formation of legal competence as necessary component of social and professional education of future economists, managers and lawyers is defined.

*Vladimirsky D. D.*

**THE ROLE OF SMALL BUSINESS OF CHUVASH REPUBLIC  
IN FORMING STABLE DEVELOPMENT  
OF THE SOCIETY**

The article analyzes dynamics of development of small and mid-sized business in the Republic of Chuvashia. On the basis of the analysis of contemporary condition of development of small and mid-sized business in Chuvash Republic (dynamics of quantitative structure, branch structure, the share of production of small and mid-sized business in total amount of the internal regional product and so forth) the positive trend of SMB development in the region is revealed.



*Getmanova G. V., Snisarenko S. O.*

**PROJECT TRAINING  
IN ST.-PETERSBURG UNIVERSITY  
OF MANAGEMENT AND ECONOMICS**

The article analyzes issues of project method application in St.-Petersburg university of management and economics. Parallels in using project training in Russia and Finland are drawn. The authors give recommendations about adaptation of the method of international projects in the Russian higher school.

*Grevtsov O. V.*

**METHODOLOGY AND LOGIC  
OF THE CRIMINAL POLICY**

In the article on the basis of generalization of general philosophical issues of scientific knowledge, the debatable questions connected with definition of concept, subject and status of methodology, its essence and structure, the author's definition of concept "methodology of criminal policy" is formulated; its signs, object and subject, levels of their methodological analysis, sources of methodology of criminal policy are analyzed, the interrelation of methodology of criminal policy with its logic and theory is shown.

*Grevtsov O. V., Sotov A. A.*

**REMEDIAL ACTIVITY AS A DIRECTION  
OF CRIMINAL POLICY  
OF THE RUSSIAN FEDERATION**

The article deals with the issues of maintenance of realization and protection of the citizens' rights by means of criminal policy; efficiency of protection of the citizens' rights depending on the concrete model of criminal policy is analyzed, the basic directions of perfection of the mechanism of maintenance of realization and protection of the citizens' rights in contemporary Russia is revealed.

**THE ROLE OF ECONOMIC EDUCATION  
IN THE COUNTRY  
DEVELOPMENT**

The author shows the influence of economic education on sociopolitical development of the country. Economic education reception gives wide opportunities for the person to realize the received knowledge, skills, abilities both in private and state sectors of economy.

*Danilina M. G.*

**THE ROLE OF EDUCATION  
IN THE SOCIETY LIFE**

Education helps to form the person as the personality and as the citizen: the person masters the necessary knowledge allowing to form, to have and to realize personal and civil positions, to consciously choose the trade and to identify oneself in the social space. Not the state, not the society, not the social group, but the separate individual becomes the basic social value, the role of individual work and education increases.

*Demidova A. V.*

**EDUCATIONAL ENVIRONMENT  
AS A FACTOR OF INCREASING LEVEL  
OF LEGAL CULTURE  
OF YOUTH IN BELARUS**

Today under the influence of occurring changes in various spheres of functioning of the society there is a certain decrease in legal culture level. Legal training and legal education play defining role in formation of legal culture of contemporary youth. On the basis of data of the sociological research conducted in 2012 in Mahilyow region on the representative sample, the level of legal erudition of young citizens, the factors promoting and interfering increase of legal culture is analyzed.

**FACTORS DEFINING INCREASE OF EFFICIENCY  
OF THE HIGHER JURIDICAL EDUCATION  
IN CONTEMPORARY RUSSIA**

The higher juridical education is socially claimed and consequently demands constant attention and support from the society and the state as the institute organically combining training, education, development of professional skills and personal qualities of youth. Now there is reforming of the Russian system of the higher juridical education. In this connection in the article contemporary factors which influence the higher juridical education in Russia are listed and analyzed.

*Dotsenko A. A.*

**EDUCATION PROBLEMS  
IN THE INFORMATION SOCIETY**

The article deals with important issues of education in the contemporary society, their contents in early 21st century. In the given situation the central issue becomes the problem of education which actualizes culture quality itself, the welfare situation of the present. Thus the defining part of this process is education. As humanitarian and human phenomenon, first of all, it has the status of personal self-determination of the person with the world of culture, morals and education.

*Yevseyev A. V., Lyadov A. O.*

**METHODOLOGICAL CULTURE OF MODERN HISTORICAL  
SCIENCE OF STATE AND LAW**

The article deals with the current status of methodological culture of history and law studies which is characterized by moving away from the obsolete Marxist and Leninist standards and stereotypes, on the one hand, and impotent and subjective approaches to resolving a number of methodological problems faced by every historian studying the state and law, on the other hand. These problems include: distinction between the object and the subject of the study, definition of original concepts, classification of scientific problems in the history of state and

law, anti-reductionism in understanding the essence of state and law phenomena, forms of scientific knowledge in respect to the historical and legal reality.

*Yevseyeva Ye. A.*

### **GLOBALISATION AND LEGAL FUNCTION OF THE MODERN STATE**

The article analyzes and critically estimates various theoretical approaches in the meaning of law-enforcement function of the modern state in the conditions of globalization. The author shares his point of view on the structure of law-enforcement function of the state both functionally (sub-functions), and substantially (object — thing — subject — means — methods — purposes — tasks).

*Zaytseva O. A.*

### **EDUCATION ROLE IN FORMATION OF PROFESSIONAL SELF-DETERMINATION OF YOUTH**

The youth is one of the major strategic resources of any society, playing a critical role in development of economy, culture, politics and other spheres. This article is devoted to sociological problems of professional self-determination and adaptation of youth to a real situation on a modern labor market, and also function and an education system role in reproduction of social structure of a society and formation of professional self-determination of young generation.

*Zykova A. V.*

### **ELECTRONIC EDUCATIONAL TECHNOLOGIES: HISTORY AND THE PRESENT**

The article deals with historical aspects of development of electronic training. In particular it explains and distinguishes between terms e-learning and distance training. Also it covers development of electronic training in the Russian Federation and systems of e-learning, popular in Russia.

*Ivanova N. N.*

**THE ROLE AND PLACE  
OF THE LEGAL CULTURE  
IN THE CONSTITUTIONAL STATE  
ESTABLISHMENT**

The legal culture as a factor of a social development and a personality formation is a complex socio-political phenomenon, the result of the interaction of the society, the socio-legal environment. Considering the condition of the legal culture of a modern Russian society during the constitutional welfare state establishment, the author reveals the influence of the changing political and socio-cultural situations in the country on the legal culture formation.

*Kazantsev D. A.*

**MODERN MODEL OF GENERAL EDUCATION IN RUSSIA**

Construction of the model of general education is necessary to perform on the basis of wide interrogation of experts. The analysis of the results of such research will allow to offer essential components of the model of general education in Russia. In the course of reform of this formation it is necessary to allocate not only its organizational, but also a structurally-substantial component.

*Kapitsa S. I., Pokrovskaya N. N.*

**MANAGEMENT OF THE COMPANY LEGAL FIELD**

The results of empirical research of socio-cultural basement of the legal experience in the companies are reflected in this article. Results of research have allowed to deny a hypothesis about the priority of informal relations and have revealed the interest of all the participants of business processes in formalization of relations. Theoretic-conceptual conclusions have been done about the necessity of deliberate building of a legal field of the company. Practical tools of management by a legal field are offered to increase the efficiency of company activities.

*Knadzhyan A. E.*

## **BASIC THEORETICAL APPROACHES TO DEVIANT BEHAVIOR SCIENTIFIC STUDYING**

The basic theoretical approaches to studying deviant behavior in traditional science and contemporary research are considered in the article.

*Kokorev P. B.*

## **EDUCATION AS THE LEGAL CULTURE BASIS**

The issues of interrelation of education and legal culture of the society, the concept and essence of the legal culture, education, directions of their interference are considered in the article.

*Kolpakidi D. V.*

## **MECHANISMS OF THE STATE SUPPORT OF INNOVATIVE BUSINESS**

In contemporary conditions the major factor of maintenance of stable development of the Russian economy is stimulation of innovative activity of managing subjects. The existing system of the state support of subjects of the small and mid-size business which are carrying out the activity in innovative sphere is analyzed in the article. Mechanisms of the state support of innovative activity in the Russian Federation at federal, regional and municipal levels are considered. Kinds of support for which subjects of small and mid-size business can apply are allocated. Directions of perfection of existing system are offered.

*Kolpakidi D. V., Kolpakidi N. N.*

## **DEVELOPMENT OF THE SYSTEM OF EDUCATIONAL SUPPORT OF SMALL AND MID-SIZE BUSINESS AS THE BASIS OF PROFESSIONAL TRAINING FOR ENTERPRISE STRUCTURES**

The problems of development of the professional training system and management of this system within the limits of municipal educational

programs on professional training for enterprise structures on materials of Irkutsk are discussed in the article. Program financing was carried out from several sources: budgetary, educational structures of high schools of a city, business educational structures, grants, own means of businessmen. The target professional training for development of enterprise structures, increase of the educational qualification of businessmen should become the basis for development of innovative Russian economy. Experience of realization of the program-target approach for an economic education of businessmen can be duplicated in municipal unions of other regions of Russia.

*Konovalova Yu. V.*

**NETWORK FORMS OF REALIZATION  
OF EDUCATIONAL PROGRAMS:  
LEGAL PROBLEMS OF QUALITY CONTROL  
IN THE CONDITIONS  
OF THE EDUCATIONAL  
LEGISLATION REFORM**

The article is devoted to legal questions of quality control of the educational programs realized in the network form with attraction of the foreign organizations. The documents of international law devoted to quality assurance of trans-boundary formation, and also results of research projects on this problem, carried out by the European network on quality maintenance in higher education (ENQA) are analyzed.

*Bogatryyova A. S., Kopylova N. N.*

**ACTUAL ASPECTS OF BUSINESS DEVELOPMENT  
IN RUSSIA**

The development of small and mid-size business has a special value in the economy of Russia. The economic and social functions of small business form a market structure of the economy and create competitive struggle, reduce unemployment. This contributes to putting the development of small and mid-size business into the category of the major state problems, making it the integral part of reforming of economy of Russia.

## **ON THE PROBLEM OF SCHOOLCHILDREN TRAINING QUALITY CONTROL**

In the article the problems of estimation of schoolchildren education quality are considered. In particular, the basic methods of estimation of knowledge and criteria of formation of the estimation are analyzed, problems of reliability of pedagogical measurements of knowledge of pupils are considered. The conclusion is that the real analysis of efficiency of toolkits for pedagogical measurements is possible only in the presence of the reliable, authentic and developed information in the course of educational process and its results.

*Kosheleva T. N.*

## **PERMANENT PROFESSIONAL TRAINING AS THE FACTOR OF EFFECTIVE UTILISATION OF LABOR POTENTIAL AND PERFECTION OF EDUCATIONAL TECHNOLOGIES IN THE SPHERE OF SMALL BUSINESS**

The author analyzes problems of professional training and proves its importance in the course of use of labor potential. The directions of perfection of educational technologies in the sphere of small business are considered, mostly, within the limits of an Internet space information field. The concept of youth business and the author's treatment of the new educational form of training within the limits of Internet space is resulted.

*Kuzub O. S.*

## **VIRTUAL REALITY USE IN THE EDUCATIONAL PROCESS**

In the contemporary person's life one of the main places is occupied by virtual reality and various information technologies. Application of computer technologies to virtual worlds' designing opens wide prospects of using these technologies in the training course.



**THE MODEL OF INTEGRATION OF SCIENCE,  
EDUCATION AND BUSINESS ON THE BASIS  
OF INNOVATIVE BUSINESS EDUCATIONAL STRUCTURES'  
CREATION**

Processes of transformation and modernization of the world economic system are closely interconnected with changes in economy of separate countries. At the same time it is necessary to consider the trends of technological development and the models used, which finally form the basis of the innovative type organizations' activity. The basis of these models is the mechanism of interaction of science (education), technologies and manufacture, public relations in the society. There are six such models in the world, the article deals with distinctive features of these models and possibility of accumulated experience use for Russia.

*Kunin V. A.*

**BASIC PRINCIPLES OF MODERN ECONOMIC EDUCATION**

In the article basic principles of modern economic education are offered: the trajectory continuity principle of developing common cultural and professional competences, the professional correctness principle of disciplines studying the general educational block, the practical aiming principle of the studied theoretical device, the principle of a feedback and the principle of situational immersing into the enterprise environment. The essence of the offered principles is opened, and the necessity of their application for realities of modern economics is shown. The usage expediency of economic process situational modeling technologies in economics education is proved.

*Kuprin A. A.*

**TOOLS OF STUDENTS' PROFESSIONAL ORIENTATION  
FORMATION IN PROFESSIONAL SELF-DETERMINATION  
COURSE**

The high level of professional orientation is a qualitative feature of a person motive structure which expresses unity of interests and persons

in a system of professional self-determination and increases of a professional orientation forms level and forms the basic maintenance of its development. So it is possible to consider a profession choice justified only in the condition that there is a hope, that the person's activity will lead to such a mutual relation between the person and his/her work at which there will be a further development of creative and moral forces of his/him.

*Kutina V. P.*

### **THE ROLE OF LEGAL EDUCATION IN LEGAL CULTURE FORMATION**

Urgency of qualitative updating in legal education system, preparation of students with certain background and abilities, students' development of legal thinking style, skills in legal knowledge. The organization of lawyers preparation, formation of legal science, form one formation process of state legal field activity.

*Kyarimova A. D.*

### **BRAND MANAGEMENT: HISTORY, TENDENCIES, CLASSIFICATION BASIS**

Nowadays non-material reputational actives of the companies represent special research interest. History development tendencies, brand management classification are considered in the article.

*Labudin A. V., Amelchenko Ye. N., Kuprin A. A.*

### **MODERNISATION AND WAYS OF THE FURTHER TRANSFORMATION OF SCIENTIFIC-INNOVATIVE COMPLEX OF HIGHER EDUCATION SYSTEM**

In the article the necessity of change of the existing methodical mechanism of innovations management is considered. It does not allow realizing the innovative potential of higher educational institutions as subjects of national innovative process taking into account specific features of the innovations market.

**ROLE OF EDUCATION  
IN FORMATION OF CIVIL SOCIETY  
IN RUSSIA**

In the contemporary society one of the most extensive spheres is education. Prospects of mankind development in many respects depend on its orientation and efficiency today. The authors of the article consider education as the main, leading factor of social and economic progress.

*Lyutova-Roberts E. K.*

**THE USE OF TECHNOLOGY  
IN TEACHING AND LEARNING  
ENVIRONMENTS**

The article considers advantages and disadvantages of the different types of technology in educational settings. At the moment technology can be a strong tool that helps with progress and success. But at the same time it might have a negative effect, when used routinely and without thought. Whatever type of technology is used by Psychology lecturers and teachers it must be employed in professional way.

*Lyutova-Roberts E. K., Monina G. B.*

**THE ROLE OF ICEBREAKERS  
IN TEACHING PRACTICE**

This study investigated the role of icebreakers in short- and long-term training. Icebreaker means some kind of activity that makes learners feel more relaxed when they first meet. There were 75 participants aged from 18 to 46 from four different groups of Saint Petersburg University of Management and Economics in Russia. The participants were asked to give feedback on different icebreakers. Results show that icebreakers create a friendly atmosphere, encourage communication, help to improve the mood etc.

## **LEGAL CULTURE IN MODERN RUSSIAN JURISPRUDENCE**

The theoretical positions which have developed in the modern Russian legal sense concerning understanding of a place and roles of legal culture in social development are considered and estimated in the article. It is noticed that many points of view on these issues are based on positive methodology and consequently are rather aspect and a little constructive. The authors of the article start with the definition of legal culture as a part of the universal culture functionally connected with the law, and show heuristicity of such approach.

*Margulyan Ya. A.*

## **DEVELOPMENT OF SECURITY SOCIOLOGY ISSUES IN THE WESTERN AND NATIONAL SCIENTIFIC LITERATURE**

In the article evolution of foreign and national scientists' sights on the security problem is considered. The special attention is given to sociological approaches of the given problem research, and also the author's understanding of security sociology concept.

*Matveyeva A. S.*

## **MATHEMATICS ROLE IN INCREASING THE WORLD OUTLOOK CULTURE**

The mathematical culture of a university graduate is undoubtedly an element of its general educational culture. Proceeding from this principle, standards of the third generation provide studying mathematics not only for students of economics specialties, but also of administrative and social ones. However teaching of mathematics to students of humanitarian specialties should have a number of features, the main things from which are noted in the given article.

*Medved' A. A., Medved' P. A.*

**INNOVATIVE EDUCATION  
IN THE FORM OF ACTIVE AND INTERACTIVE  
TRAINING METHODS**

The necessity of an innovative educational approach is proved in the article. The authors analyze a variety of forms of active and interactive training methods. The characteristic of various forms of an educational process organization is given with the use of modern educational technologies.

*Nigmatullina T. A.*

**CIVIL PATRIOTIC EDUCATION  
AND YOUTH EDUCATION  
IN THE RUSSIAN FEDERATION**

Transition to statehood strengthening, revival of cultural-historical and civil patriotic traditions and the society sustainable development has been outlined in modern Russia. In these conditions the special importance is obtained by the problem of the society consolidation on traditional patriotic values basis of national culture.

*Pelyushkevich M. L.*

**THE COMPLEX ECONOMIC ANALYSIS  
AS THE BASE FOR DECISION-MAKING  
ON THE MANAGEMENT  
OF INVESTMENT AND INNOVATION ACTIVITIES  
OF THE ENTERPRISE**

The article is devoted to the use of the complex economic analysis methods to justify the management decisions in the field of investment and innovation activities of organizations. The indicators' system for estimation of innovations' efficiency is examined. In addition, the analysis of funding sources for these activities is considered.

*Petrov I. V.*

**THE NOVGOROD SCHOOLS AND SOCIO-POLITICAL  
DEVELOPMENT OF THE ANCIENT RUSSIA AT THE END  
OF THE 10<sup>TH</sup> – 1<sup>ST</sup> HALF OF THE 11<sup>TH</sup> CENTURY**

The article investigates the Novgorod schools and their impact on the socio-political development of the ancient Russia under the rule of Vladimir Svyatoslavich and Yaroslav Vladimirovich. The creation of the schools by the specified governors was due to the need for competent government officials, priests and monetary masters. The beginning of the national currency minting had not only an economic and ideological effect, but an educational one as well.

*Petrova G. V.*

**THE PROBLEMS OF TEACHING THE CIVIL LAW  
IN THE SECONDARY PROFESSIONAL EDUCATION  
UNDER THE NEW EDUCATIONAL STANDARDS**

This article describes the requirements of the study of law in the federal state educational standards for specialists' training in the specialized secondary educational establishment (sub-item 1, item 5, article 10 of the FL "On Education in the Russian Federation"). The problems in studying the legal regulation of the professional activity and in the formation of competences in the field of law are considered.

*Ponomaryova Ye. V.*

**NEW TRENDS IN PROFESSIONAL EDUCATION: TECHNICAL  
MANAGEMENT AS A TOOL  
FOR INNOVATION ECONOMY FORMATION**

The article presents the material which can be used in the course "Quality Management" both by the teachers of the higher educational institutions and by the students, post-graduate students, masters, and also by a wide range of experts and readers, who are interested in the contemporary issues of the technical management complex tool application.

*Ponomaryova T. G.*

**NEW TRENDS IN PROFESSIONAL TRAINING:  
USE OF THE EURASIAN ECONOMIC COMMUNITY  
CUSTOMS UNION POTENTIAL FOR THE MEMBER  
COUNTRIES' TRANSPORT INFRASTRUCTURE  
DEVELOPMENT ISSUES**

The establishment and effective functioning of the integration unions is a way to solve internal problems of the state, using the potential and capabilities of the union members. One of the forms of the trade and economic integration of Belarus, Kazakhstan and Russia operates in the framework of the Eurasian Economic Community — the Customs Union, providing a united customs territory, in which the mutual trade in goods, the customs duties and the restrictions of an economic character are not applied. The member countries of the union share the common customs tariff and other common measures regulating the trade with the third countries.

*Prigon M. N.*

**THE MECHANISM TO ENSURE REALIZATION  
AND DEFENCE OF RIGHTS, FREEDOM AND LEGAL  
INTERESTS OF PEOPLE ENGAGED IN BUSINESS ACTIVITY**

With the reference to a certain example of the business activity the specific features realizing a mechanism of the defense rights, freedom and legal interests of people engaged in telecommunication services sphere, are considered herein. On the basis of the analysis made regarding civil, housing and special communication sphere legislation in effect and judicial practice materials, the basic problems of legal regulation, trends and possibilities to improve a mechanism of defense of rights, freedom and legal interests have been defined.

*Radonova A. V.*

**INNOVATIVE ASPECTS OF USING  
THE ELECTRONIC TEXTBOOK**

Development and wide application of electronic textbooks will help to provide technologically an individualization process of train-

ing, to solve a number of problems of remote education and reveal prospects for a new stage of information support of educational process in higher schools of Russia. The electronic textbook represents an electronic version of learning and teaching experience accumulated by teachers in the course of teaching a certain subject matter. It allows to make a well-structured learning and teaching materials pack, and to make it more available for study and open for updating and further improving.

*Ratnikov A. S.*

### **STANDARD BASE OF ACTIVITY OF THE INTERNATIONAL CULTURAL FUNDS IN CONTEMPORARY RUSSIA**

In this article the author makes the analysis of the standard base concerning the status and nature of activity of the international cultural funds within the territory of the Russian Federation, and also the legislation regarding interactions between the government and noncommercial organizations. The article also deals with the analysis of the laws regulating certain spheres of a public life, kinds of activities and activity of the certain types of organizations, and also it contains analysis of acts of certain federal authorities regulating interaction between the government and non-commercial organizations.

*Reshetnikov A. A.*

### **THEORETICAL ASPECTS OF INNOVATIVE DEVELOPMENT OF ORGANIZATIONS**

It is very important to search for the approaches to innovative development of the organizations of various sectors of economy in the Russian Federation are connected with the current stage of the world's economy development and dynamics of its development. The article, in which some theoretical aspects of innovative development of the organizations are considered, is aimed at increasing the level of awareness of managers about the problems of such development.



## **CORPORATE CULTURE AS A COMPETITIVE ADVANTAGE OF THE COMPANY**

In the article the analysis of corporate culture of the enterprise is conducted, three basic approaches to operation of business are compared: management by instructions, management by objects and management by values. The emphasis is placed on the culture of business operation as the basis for conducting the changes in the company and for efficient control of the company.

*Rysbekov T. Z.*

## **THE ROLE OF ECONOMIC EDUCATION IN TRAINING OF FUTURE MANAGERS**

The main prominent feature of full and effective integration of a domestic education in the international process is finishing of education quality in Kazakhstan to the international conventional level, therefore in the Kazakhstan society at the present stage the axiomatic concept should take roots strongly — education quality should be the subject of constant perfection, skillful management, the international recognition and corresponding certification.

*Rysbekova S. T.*

## **THE POTENTIAL OF THE CONSTITUTION OF THE REPUBLIC OF KAZAKHSTAN IN INDIVIDUAL FREEDOM GUARANTEEING**

The Constitution of the Republic of Kazakhstan establishes the priority of general human values, especially the life of man and the citizen. It defines the legal priorities, allowing to search ways of ridding the society of the acute social problems. Declared in the Constitution of Republic of Kazakhstan the aspiration to creation of the constitutional state and the civil society assumes that the state reconsiders the attitude towards the individual, ensuring the protection of the life, honor, dignity, respecting and recognizing his/her self-value.

*Saakyan A. K., Tadevosyan M. Z.*

**THE SOCIOLOGICAL ANALYSIS  
OF SOCIAL RESPONSIBILITY  
OF GLOBAL STANDARDIZATION  
IN THE LABOR FIELD**

In the article the problem of insufficient regulation of social relations in the whole, and social and economic, social and working relations in particular, which has begun to fall outside the limits of interaction of workers and the administrative superstructure in the organizations, is considered. The authors also consider one of the major elements of the sociological labor analysis which is administrative decisions' legitimation from the point of view of labor behavior. World standardization of global responsibility is an effective tool of relations' harmonization between social and economic subsystems of the society.

*Simonova M. V.*

**INFORMATION COMPETENCE  
AS A NECESSARY COMPONENT  
OF THE EXPERT'S PROFESSIONAL  
COMPETENCE**

In the present article information competence acts as the person's possibility, on the one hand, to be guided in dynamical social culture by environment, on the other hand, to increase volumes of information and knowledge.

*Smirnov I. F.*

**SOCIAL RESPONSIBILITY  
OF THE HIGHER SCHOOL**

In the article a number of important problems emanating from the concept of higher school social responsibility are considered. The essence of social responsibility of educational institutions is defined. The thesis about the necessity of the concept for formation of students' positive relation to physical training is brought into focus.

*Sorvina T. A., Grinyov I. Ye.*

**RESULTS OF TRAINING  
AS AN INTEGRATED INDICATOR  
OF EDUCATIONAL PRODUCT QUALITY**

Modern representations about concepts of level and quality of education have extended gradually and specified corresponding sets of indicators and their identifiers have defined. Today the greatest scientific interest causes research of essence and relativity criteria of an educational product quality as indicators of social development. In the article the comparative analysis of approaches to an estimation of results of an educational product training and quality is presented.

*Sosnilo A. I.*

**POLITICAL CULTURE AND THE ROLE  
OF EDUCATION IN ITS FORMATION  
IN DEVELOPED COUNTRIES  
AND RUSSIA**

The article is devoted to the questions of political culture formation, the role of education in formation of political culture in Russia and developed countries. The author focuses attention on participation of the state in formation of valuable public reference points, regulation of social processes.

*Tatarnikova M. A.*

**HIGHER EDUCATION AS A FACTOR OF INFLUENCE  
ON SOCIAL AND ECONOMIC DEVELOPMENT  
OF THE REGION**

It is impossible to provide social and economic development of the region without highly-skilled staff. Quality of the higher professional education and structure of the qualified experts release should satisfy inquiries of region economy. Hence, well weighed decisions concerning the education in Russia are necessary and not only in the higher educational institutions but also in colleges and schools.

**APPLICATION OF COMPETENCE APPROACH  
IN TRAINING THE COMMERCIAL  
SPHERE STAFF**

Modern social and economic relations demand development of new professional culture of commercial sphere experts where the value is independent action and the initiative connected with the value of a joint liability for public welfare and a sustainable development of a society that defines new requirements to system of commercial sphere experts' preparation. In the article the specificity of commercial sphere experts' preparation on the basis of the practice analysis of university educational activity is considered.

*Filimonova Ye. G.*

**SUSTAINABLE DEVELOPMENT  
THROUGH FORMATION  
OF LEGAL ECOLOGICAL COSCIOUSNESS**

In the article issues of new approaches' formation to achieve perfection of the educational process aimed at preparation of comprehensively formed person, possessing the higher humanitarian and ecological culture, capable to accept critical decisions in constantly varying conditions are considered.

*Kharlamov A. V.*

**COMPETITIVENESS  
AS A TARGET FUNCTION  
OF MODERN HIGHER SCHOOL**

In the report the basic problems and directions of transition of the Russian higher schools to competitive functioning principles in the market of educational services are formulated. Conceptual bases and base administrative aspects of this process within the limits of the value theory are defined.

**PEDAGOGICAL FACTORS OF OPTIMISATION  
OF HIGHER SCHOOL EDUCATION  
CONTENT**

The basic means of professional students' competence formation is the education content. In the real educational process the education content appears in the form of a certain system of theoretical positions and operational schemes (ways of actions), intended for students mastering. The main requirement to the training content is its conformity to the state educational standard.

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