

счастья» не хватает только ввязаться в гонку вооружений, что не заставит себя долго ждать, если ситуация будет развиваться в том же русле. Уже не говоря о том, что всё это может обернуться «похоронами» ДНЯО (договора о нераспространении ядерного оружия).

Однако многие аналитики смотрят на эту ситуацию более оптимистично. Так одним из решений считается предложение Путина о создании международных центров по использованию ядерного топлива в мирных целях. Доходит до абсурда: Иран чуть ли не прямо заявляет, что ему нужна бомба - ему предлагают топливо для мирных целей!

История не терпит условного наклонения, но все-таки, если бы союзники сплотились против Гитлера в том же Мюнхене, смог ли бы он развязать такую войну? Ответ очевиден - нет.

Мало что изменилось и сейчас: диктатора нельзя умиротворять - с ним нужно разговаривать путём жёсткой регламентации отношений, чего наша дипломатия, увы, не делает.

П.Н. Новосёлова

ГОУ ВПО «Российский государственный профессионально-педагогический университет» Институт лингвистики
г. Екатеринбург

PEDAGOGICAL SCIENCE IN THE WEST STATES

In the second part of the 20th century the row of schools were oriented on searching ways to increase the effectiveness of teaching. Almost all those schools were based on the ideas of reformers of the past and had deep historical roots.

The humanistic school was widely spread at that time. It was based on taking into account pupils' individual abilities and interests. According to this conception it was recommended to orient on cognitive pupils' strivings but not academic logic and social demands. A child could choose the subjects and the form of teaching.

After World War 2 teachers paid more attention to didactic ideas of 1920s. But during 1950-60s the concept of programming education became famous. Its main ideas were offered by the American psychologist, F.Skinner (1904-1990). The process of teaching should be shown in plans or programs in which all different variants of teachers` questions and answers should be marked.

At the beginning of 1970s the programming teaching started to be forgotten. New pedagogical researches proved that traditional practice was more effective than programmed teaching. The concept of problem education created by G.Brunner was more interesting now. It was based on pupils` intuition which gave them extra motivation to education but it failed.

Finally we can say that the transition to the 21st century is characterized as a period of different ways to upbringing, education and teaching.

Ю. Онучина

ГОУ ВПО «Российский государственный профессионально-педагогический университет» Институт лингвистики
г. Екатеринбург

WHAT KIND OF CIVILIZATION IS RUSSIA: EASTERN OR WESTERN?

*"Oh, East is East and West is West, and never the twain shall meet,
Till Earth and Sky stand presently at God's great Judgment Seat."*

Rudyard Kipling

Russians are accustomed to referring to Russia as the East, but our spiritual, political, and cultural centers are not in the East. We have never oriented ourselves towards China or India. Furthermore, even if we belong to the East, it is the East of Europe that we belong to.

Few propositions about today's world can be stated with greater certainty: never in the four and a half centuries of the modern Russian state has there been Russia less imperialist, less militarized, less threatening to its neighbors and the world and more susceptible to the Western ideals and practices than the Russia in the