

тельский потенциал. Получается, что лекция это научное выступление преподавателя: «Связь времен в науке осуществляет преподаватель, читающий лекции». Отсюда следует, что в современной науке научная составляющая важнее, чем сугубо информационная, связанная с передачей информации.

Теперь раскроем те позиции, по которым можно характеризовать лекцию как научное выступление. Итак, лекцию можно характеризовать, как:

- 1) пример аргументированного дискурса, образец единения знаний и убеждений;
- 2) источник вопросов, проблем, дающий возможность слушателям активизировать собственный ход мысли, обнаружить собственное отношение к провозглашаемому положением;
- 3) воплощение авторитета преподавателя-ученого в единстве его научных, профессионально-педагогических и языковых характеристик;
- 4) живой непосредственный способ общения и взаимодействия преподавателя и студентов;
- 5) воплощение языка в его живом выражении – устной речи [2, с. 131].

Каждая лекция, предназначенная для последовательного изложения дисциплины и ее отдельных разделов, может быть представлена как система научная, педагогическая и семантическая [2, с. 131]. Исходя из этого, мы полагаем, что лекция может быть в структурном плане рассмотрена как взаимосвязь и сочетание трех подструктур: научной, педагогической (дидактической) и семантической.

Таким образом, можно сделать вывод о том, что снижение аудиторных часов, выделяемых на лекции, требует изменения стратегии отбора учебного материала, а также поиск новых форм интеграции лекции с другими формами организации обучения (самостоятельной работой, практическим занятием, зачетом и др.) с тем, чтобы обеспечить эффективное осмысление и освоение студентами знаний и умений.

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УДК 377.02

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ОПЕРЕЖАЮЩАЯ ПОДГОТОВКА СПЕЦИАЛИСТОВ: ПУТИ РЕАЛИЗАЦИИ

ADVANCED TRAINING OF SPECIALISTS: REALIZATION WAYS

Аннотация. К перспективному направлению развития отечественной системы образования, на наш взгляд, необходимо отнести опережающую подготовку современных специалистов. При этом, как показали наши исследования, одним из главных условий реализации опережающего профессионального образования является системный подход и формирование на

его основе у субъектов обучения и специалистов системных представлений и системного мышления.

Summary. The article is about advanced training of modern experts to the perspective direction of development of the domestic education system. It is known that the problem of advanced training of specialists remains as insufficiently studied problem. As for systemic approach and its application in cognitive and other activity of students and experts it was never actualized in domestic education in general. We offer the ways of realization of this problem in development of the domestic education system.

Ключевые слова: опережающее обучение, опережающая информация, системный подход, системное мышление.

Keywords: advanced training, systemic approach, systemic thinking, advanced information.

In our opinion, it is necessary to refer advanced training of modern experts to the perspective direction of development of the domestic education system. Thus, as our researches showed, one of the main conditions of realization of advanced professional education is systemic approach and formation on its basis at training subjects and experts of systemic representations and systemic thinking.

As a whole the problem of advanced training of specialists remains as insufficiently studied problem. As for systemic approach and its application in cognitive and other activity of students and experts it was never actualized in domestic education in general.

Nevertheless, for this period we have saved up a certain experience of method introduction and technologies of advanced training of specialists. The preliminary results received by us suggest that necessary conditions and opportunities are need for advanced development of professional education.

In the presence of the state support process of an advanced development of education and advanced training of specialists would allow to create the national image of the education system. In this case the speech can be also about possibility of creation of the domestic product of the innovative development of education which is not conceding to foreign samples.

The problem is in that the paradigm of an advanced development of education found the real existence. All this will demand not only certain experiments, but also an active formation of necessary theoretical and methodological, methodical and other bases of advanced training of specialists. Success of the solution of these tasks will depend on the interested participation in these processes of educators, scientists and directly the students. The sphere of professional education essentially works for the future. The concept "advanced" in this case is a key and characterizes the substantial party of educational programs, forms of the organization of educational process, feature of applied training technologies which have to provide the volume and structure of professional knowledge, nature of thinking and level of spiritual development of the personality, focused for tomorrow".

In modern professional education, along with problems of advanced training of future experts, questions of advanced retraining of workers who has some reasons to change the work are often discussed. Advanced professional education of released workers of work [1] is understood as bodies' actions of the employment services held together with enterprises, establishments, the organizations, trade-union bodies on assistance in training and employment of the specified workers before the term of cancellation by them of contracts with employers.

Advanced education is in some sense a model of science and reflects dynamics of scientific and technical progress. From the point of view of work authors [1], the main criterion function of advanced professional education is formation and development of reformative intelligence of the personality realized in cogitative and practical activities.

P. M. Novikov and V. M. Zuev consider that advanced professional education is system building essential property of the professional education which is shown in interaction definitely constructed of the contents and process of knowledge transfer, aimed at the person development of natural predisposition to their receiving. Advanced professional education promotes realization of one of the most important functions of professional education: to bring the person through (system) education to self-education.

The main result of advanced professional education is development of the person, his ability to develop his knowledge actively, formation of the reformative intelligence which major component is ability to innovative activity, a multi criteria optimizing compromise in an assessment of consequences of made decisions, responsibility for them with orientation to the person as a supreme value.

The authors stated above understand the thinking orientation as allowing the individual on the basis of knowledge of fundamental regularities of the nature and society freely to pass from conceptual judgment of reality to the solution of applied tasks as reformative intelligence (social, administrative, organizational, technical and economic, etc.) [2].

By G. N. Zhukov's definition, advanced professional education is the system building essential property of the professional education which is shown in interaction definitely of constructed of the contents and process of transfer of knowledge, aimed at the development in the person of natural predisposition to their receiving, and its result in the form of ability to develop knowledge actively, formations innovative, reformative, humanistic focused intelligence which is realizing in having same nature of activity of the person. Advanced professional education is connected with the advanced preparation, advanced training and advanced development.

The professional education including advanced preparation and advanced training of future expert, and also his advanced development, is the most effective instrument of increase of competitive graduates of establishments of professional education and, as a result, increasing of equipment competitiveness, technologies, production which is let out by domestic industry [3].

Intensive and accelerated (in advanced sense) assimilation of the modern and effective principles, forms, methods, technologies and learning tools creates prerequisites and opportunities for advanced training. Important conditions of realization of similar training are system, creative, innovative program and target, technological and other approaches providing formation and development of students' abilities, skills and abilities systemic and creative, innovative, predictive thinking. Authors of work [4] consider that the education system has to replace a construction and functioning paradigm in respect of steady movement to advanced education as without creation of new model of educational system, in principle it will not be able to be created neither society of a sustainable development, nor the reason sphere, consciousness necessary for this purpose. Thus as realization criterion of model of advanced education degree of knowledge and anticipation of the future can serve in the general educational process.

Advanced education, according to B.M. Bim-Bad, allows system realizing of social, educational and personal values, in particular, such as [5]:

1) responsibility before the present and future; love to truth, kindness, beauty, homeland, people, life, world, nature, work, science, knowledge, art, creativity, equipment, designing and design;

2) Practically effective, constructive outlook; the modernized scientific and technical knowledge, ability to be guided in the latest technologies; information literacy;

3) Resistant tendency and ability to intense productive work and changes of types of work; skills of collective labor and cognitive activity; high standard of work;

4) Tendency and ability to continuous education, to cooperation with contemporaries, senior and younger generations; conscious choice of profession; full creative leisure; difficulties and tests, ability to cope with reality contradictions;

5) deep and strong consciousness; ability to appreciate, to organize and use time rationally; possession of methods of technical, production and public management; experience of acceptance of crucial decisions and their carrying out in life;

6) Discipline and emotional saturation of cogitative activity, mental capacities.

Achievement of these purposes is promoted by such means of advanced education, as system moral ensuring, esthetic and scientific attitude, attitudes, outlooks; introduction of developing training; appeal to reflection, self-knowledge and self-development of trainees; organization of their practical activities, communication, mutual aid and cooperation; development and compensation of abilities; application in teaching and educational process of new information technologies [5].

Focusing attention to creation need of predictive professional model of the expert, D.V.Chernilevsky considers that the similar model has to have not a stating character and it has to be predictive. It will promote the solution of the major task to advanced reflection in qualification characteristics, curricula and programs of requirements to level of training of specialists [6].

According to the statement of E.M.Korotkov, "education has to consider prospects and forecasts. It has to be advanced. But it is possible only when it is problematical. Today knowledge cannot be given only settled and checked. It is necessary, to show development prospects of knowledge contradictions in their design and contents" [7].

Advanced nature of education is important also at training of specialists in the field of management. In this regard there is a certain value concept of advanced management, including the field of education. Management efficiency in a certain degree depends on that, how adequately and completely the person represents future condition of operated object, and also the actions in relation to it and expected results.

Entering the term "advanced management", D. Osborn and P. Plastrik [8] note that "it is better to warn mistakes, than to correct them. The governing bodies capable to expect the future seek to prevent emergence of problems, instead of making additional services which can be required for their permission. They use strategic planning, forecasting and other tools allowing them to expect the future better. To expand the temporary horizons, they reconstruct the budgetary systems, systems of the reporting and encouragement system, shifting operating incentives in this party".

Advanced training on the basis of systemic approach is defined by us as purposeful and specially organized process of advanced formation and development in the subject of the system fundamental representations and system knowledge, and also abilities, skills system, innovative, creative, predictive and different ways of thinking: providing effective and high-quality realization of goals and tasks in carried-out and forthcoming cognitive, theoretical, practical, administrative and other activity; promoting harmonious and full advanced development of the personality, effective self-education and fast adaptation of the subject in new environment; employees of successful realization of national strategy and strategic objectives of sustainable development of economy, society and state [9].

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УДК [378.016:8]:[378.147.1:004.771]

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ОПЫТ ИСПОЛЬЗОВАНИЯ СРЕДЫ ДИСТАНЦИОННОГО ОБУЧЕНИЯ В ПРЕПОДАВАНИИ ГУМАНИТАРНОЙ ДИСЦИПЛИНЫ

EXPERIENCE IN THE USE OF DISTANCE LEARNING IN THE TEACHING OF HUMANITARIAN DISCIPLINES

Аннотация. В статье рассматриваются возможности использования дистанционного образования в преподавании гуманитарной дисциплины.

Abstract. The article discusses the possibility of using distance learning in the teaching of humanities.

Ключевые слова: дистанционное обучение; MOODLE; электронное обучение; преподавание гуманитарной дисциплины.

Keywords: distance learning; MOODLE; electronic learning; teaching of humanities.