

*Materials of Conferences***METHODOLOGICAL PRECONDITIONS
OF THE EDUCATION SYSTEM
INSTITUTIONALIZATION**

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Modern objective reality is characterized by a transformation of institutes that are related to the definition of the major subjects and their interaction on different objects, methods of interaction in fields of society, culture, economy, education, every one of which has its own functional content, structure, rules, regulations, etc. Alterations in objective reality define those in qualitative condition of institutes, including the institute of education.

However, the temporal factor of these alterations may vary. Fixed norms, rules, and functions of institutes start to conflict with the introduced innovations. A conflict is a development, and its solution requires time. Institutionalization here stands as a factor of innovation differentiation and is determined by such characteristic of human perception as intentionality.

Intentionality is an ability to provide real objects with a specific functional content. The formation of new institutional facts corresponds with a collective intentionality. Collective intentionality provides an objects with a status-function. The object is institutionalized, in other words, emerges a fact of educative, economic, cultural reality that exists as a definite institution.

The dynamics of development of the education system as a multi-factoral phenomenon can be observed at the level of institutionalization.

Institutionalization is defined by the vector «innovativeness», however, an institute formalization is characterized by a vector of qualitative definition of an institute functional content. Concentration of new qualities up to the limit indexes that define a structure, content, and form of an institute conditions a transformation of institutes and provides them with new characteristics. Thus, the concept *innovative characteristic* stands as a methodological precondition of institutionalization of modern education in terms of modernization.

Evolution theory is defined as a methodology of institutionalization. Evolution approach allows us to preserve the singularity and basic qualitative characteristics of an object under a gradual updates of its components via the process of integration of innovation system into its basic construct. Novations condition conflicts, thus takes place evolution transformation/modernisation of institutes.

Institutes are stable systems that influence organizations/institutions, individuals through a descending cause connection. Institutes have impact upon fixed habits and definite way of thought and

behavior and form preferences. Social interactions, in their turn, also influence institutes through, for example, a demand for certain professions that define price alteration on education services market.

Leading part in mechanisms of descending cause connection belongs to education that is defined as a transformation of individual characteristics and preferences. Thus, education does not only define perceptive abilities of a person, but also forms the vector of qualitative alteration of institutes within the limits of reverse, now ascending cause connection.

Innovative, «high» technology of education define innovative characteristics of institutes being an important factor of institutional education modernization. That is why a concept of *educative/training technology* stands as a methodological precondition of education system institutionalization.

So, institutes define legislations of social development, providing for its singularity and being the regulators of social phenomena in economic, political, and cultural area. Culture in frames of institutionalization is studied as a system that provides for a maintenance of important institutional models. In this context culture can be defined as an ideological basis of institutionalization that supports system integration of social groups in correspondence with the main function of ideology that is to maintain the existing political and economical structure and form the corresponding systems of values that are shared by the majority of the population.

As a precondition of education system institutionalization we consider a concept of «ideological culture» that characterizes the maintenance of significant, traditional institution models and formation of new in correspondence with the modern reality.

Outlined in this research as methodological preconditions concepts of «innovative quality», «education/training technology», «ideological culture» form an integrative sense field of new integral concept – «institutionalization of modern education system».

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**METHODOLOGICAL ASPECTS
OF EDUCATION QUALITY MANAGEMENT
IN MODERN INSTITUTION
OF HIGHER EDUCATION**

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The problem of education quality management in modern conditions becomes especially actual in terms of new requirements to a higher education