

*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 characterize 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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The work was submitted to International Scientific Conference «Prospects for the development of university science», Russia (Sochi), 22-25 September 2011, came to the editorial office on 24.08.2011.

**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

institution by the market of educative services and labour market, rightful participants of which is a modern educative organization.

A concept of inner-institutional quality management is a complicated objective-oriented dynamic system of theoretical-methodological and technological knowledge and ideas that are based upon the principles of synergetic approach and accumulates perspective directions of the education system development on basics of quality apprehension as a universal metafactor, thus allowing us to integrate paradigm and separate subjective knowledge into a single whole.

A process of continual quality improvement demands to consider principles that actualize the methodology of Kaizen approach:

- Each process can be improved;
- Each improvement, even a small one has certain value;
- A series of small improvements results into significant positive alterations;
- Mistakes are considered as possibilities for improvement;
- Each employee is expected to contribute to improvement processes;
- It is necessary to prevent problems, not to fight them.

Regulative function of inner-institutional education quality management is supported by a system of principles at the following levels: all-scientific, strategic, practice-oriented, tactical, specific-scientific, and factorial.

Function system of inner-institutional quality management includes informative-analytical, organization-technological, control-diagnostic, regulative-correction, normative, integrative, management, function of activation and staff management.

We should also underline that a role of pedagogic and management professionalism of a tutor who must participate in decision-making process, becomes more important in a system of inner-institutional education quality management.

Functioning of a quality management system takes place under the conditions of the corresponding informative-analytical environment that must correspond to the following requirements:

- Functioning and development of a system and all its elements takes place under the total consent with a functioning of other systems that interacts with it, thus conditioning the possibility to achieve their objectives;
- Within an interaction process each system aims for its self-survival and balanced development;
- A system maintains and enriches its own energetic and information balance at the account of systems that interact with it via stable feedback system;
- System elements must be dynamic and have the ability to transform from one state into another;
- A system must be directed to achieve a result, sufficient for its functioning and further development.

Here a great significance has a stability of an informative environment (removal of entropy), that is defined by the following factors: informative system openness, prognostics, moderate management strictness, preservation of quality provision system operation, separation of system elements.

The totality of the outlined factors conditions the necessity of the introduction of formalized components of the quality management system that is based upon the creation of informative-analytic environment with an implementation of modern means of information technology.

Quality management system is supposed to solve problems of an institution competitiveness. Its competitiveness components (financial-economic, marketing, material-technical, personnel, graduates competitiveness) are targeting waypoints of development, they imply level decomposition that is provided by long-term and short-term programmes. Competitiveness is exactly the basic factor that directs pedagogic collective of an institution for innovative search and permanent development.

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**PROFESSIONAL AND CREATIVE  
SELF-DEVELOPMENT OF STUDENTS  
STUDYING THE HUMANITIES IN RUSSIA  
AS A PERSPECTIVE DIRECTION  
IN THE DEVELOPMENT OF SCIENCE**

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The problem of developing a creative personality has always been one of the urgent problems of pedagogy. Modern society sets education new goals. The main aim is to focus on the personality, to develop its creative potential, to form a personality which can develop and actualize itself.

At present the priorities of education are changing, there is a growing tendency to focus on the student and a lot of work is carried out to search for unlimited abilities of each student's personality.

In this article we discuss the question of professional and creative self-development of students. The key point of this question is stimulating personal development of the students which is aimed at conscious self-expression, development of the inner potential and confidence in their abilities which helps to actualize themselves in cognition as fully as possible and to strengthen their values. Thus self-development contributes to the enrichment of their self concept.

A research was conducted among senior students of Ulyanovsk State University who study the humanities. For the primary diagnostics we used the methodology «Personal Orientation Inven-