

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.

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.

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

Pilishina A. V.

*Ulyanovsk State University, Ulyanovsk,
e-mail: Stasy335k@yandex.ru*

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-

tory» made by V. Smekal, M. Kucher and a self-actualizing test of E. Shostrom. Also we have developed Creativity Training and Self-Confidence Training.

We asked 205 respondents and made a conclusion that students who are task-oriented showed a desire to cooperate, learn something new, work and get an effective result. It is characteristic of the students who have a high level of self-efficacy to have a need for achievements, which is connected with their level of aspiration. It is typical of them to be persistent in achieving the goal they set and not to be content with what they achieved. They tried to solve a problem creatively and they were willing to accept any help from a specialist and to help those who needed help if necessary.

According to the results of Shostrom's test we have pointed out that effective students showed a high index on the scale of support. Such students are independent in their actions, they have their own goals, beliefs and values in life. There is a high index on the scale of behavior flexibility in relationships. Such students are aimed at interaction with others and can quickly react to changes. It is interesting to point out that these students showed high indexes on the scale of creativity which proves that they are aimed at creative development of their personality. Students with a high level of creative potential show a stable inner world when they carry out effective activities. They feel rather confident and comfortable in a new group of people and they have developed communicative and organizational skills. They have balanced relationships with other people.

We have also come to the conclusion that to achieve good results in one's studies and social activities one should have a positive social and psychological climate in the group of students where he or she studies. Those who have a high creative potential have good relationships with their teachers. Thus the conceptual foundation of psychological and pedagogical support of self-development is the pedagogy of cooperation.

When we talk about creative self –development, we mean quantitative and qualitative changes which happen in the process of productive and creative activities aimed to search for original and creative ideas and solutions on the problem of self-development. On this basis we have worked out Creativity Training and Self Confidence Training. The main aim of these training programs is to stimulate self-development of students which includes several points:

1. For students to understand the necessity of self -knowledge, self – education, self – development and self-evolution on the basis of self – diagnostics of individual abilities.

2. To evaluate the results of one's studies or work and to analyze the reasons for success or failure, to understand possible personal and professional difficulties.

3. To understand and choose the methods needed to overcome difficulties in creative personal development by themselves.

In this article we have pointed out the procedure for creative self–development of students and by this we have defined the order of actions of students when forming components of creative self-development.

The work is submitted to the Scientific International Conference «Innovative Technology in Higher and Vocational Education», Spain (Costa del Azaar), August, 2-9, 2011, came to the editorial office on 29.07.2011.

PARADIGMAL ASPECT OF A CATEGORY «QUALITY RESOURCE» OF EDUCATION

Uvarovskiy A.P.

*Municipal institution «Education department of Rostov-on-Don», Rostov-on-Don,
e-mail: Uvarovsky-57@yandex.ru*

An education quality nowadays is considered as a major criterion that characterizes the condition of an education system in its functional condition that prognosticates the prospects of its continual update under terms of scientific knowledge development process, development of new technologies, globalization of multicultural interaction. Category «quality» allows us to study a phenomenon as an object that reflects both individual and «overall».

Education quality that we conditionally outline as a characteristic that defines the uniqueness of the phenomenon «quality resource» of education, characterizes its multiplicity of aspects, dimensions, complexes, its synergetic description character. Revelation of quality, or, more exactly, definition of quality resource parameter characteristics while projecting a pedagogic activity is conditioned by a context of paradigmatic approach.

Nowadays the model of scientific-pedagogical activity, or paradigm that is provided by such methodological characteristics as a problem, urgency of a theme, object, goal, objectives, hypothesis, outlined ideas, scientific innovativeness, and practical significance remain invariable. But a model of practical activity alter along with an acceleration of technological progress and, therefore, alteration in social cultural conditions. We can hypothetically suppose that when innovative massive of practice exceeds a «critical» limit, an alteration of educative science paradigm is inevitable.

Realization of pedagogic integrative function actualizes the foundation of interdiscipline synthesis phenomenon that defines the methodology of a new paradigm, thus conditioning a correction of a category apparatus, outlining and conceptualization of basic ideas, including the concept of «education quality resource».

Conceptualization of the idea «quality resource» is legally conditioned and we study it in the