

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.

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PARADIGMAL ASPECT OF A CATEGORY «QUALITY RESOURCE» OF EDUCATION

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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

context of multi-aspect modeling: system, system-synergetic, legal, conceptual, axiological, experimental, factorial, mathematic, economic, resource, matrix, etc. Level comprehension characterizes the definition of a concept, theoretical model using the methodology of approaches that correlate with the projected models. Thus, conceptualization of the education quality resource takes place within the limits of construction that is vectorally-aimed to form a theoretical model and its practical realization as a project activity that is aimed for a solution of a specific actual problem and a number of other problems.

A project development is a development of a number of models: *prognostic* – to optimally distribute resources and specify goals; *conceptual*, that is based on an informative database and action plan; *instrumental* that helps us to prepare means of execution and train tutors to work with pedagogic instruments; *monitoring model*, needed to create feedback mechanisms and means of possible deviations correction; *reflexive model* that is created to produce solutions in case of unexpected situations.

For each project a matrix quality model is composed. It is an integral visualized scheme of a quantitative digital data massive of a realized project monitoring, that is transformed into criterion characteristics of the obtained results quality. Visualized matrix allows us to correct the correlation of an experiment process and dynamics of its qualitative es-

timation, revealing situations that are characterized only by digital indexes, or outlined by estimation criterions – indications of a quality level.

The procedure of a theoretical model (concept) formation includes the following stages:

1. Introduction into process and selection of methodological basics for modeling, qualitative description of the research object.

2. Establishment of modeling objectives.

3. Model construction with a specification of the dependence between the major element of the studied object, definition of object parameters and evaluation criterions of these parameters alteration, selection of estimation methodics.

4. Study of the model validation in the solution of its objectives.

5. Model implementation in pedagogic experiments.

6. Content interpretation of the modeling results.

After that takes place the creation of sensible field that combines the concept and the project and is represented, first of all, by a conceptual apparatus, modeling and projecting methodology. Ordered context of a sense field forms an element of an integral matrix of a new pedagogic activity paradigm.

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