

unnaturalness is conducive to a transfer of simulacrum from the artistic practice into realia, thus forming phantom, spontaneous demands of people.

Diversification processes inside the phantom group of functions lead the appearance of the game-like, advertising and manipulative function, the function infantile gift-making, etc. The game function is viewed through a comprehension of life as a text, a play of signs and quotations, requiring destruction [7; 8]. That is why inclusion of life itself into art, its sudden transformation into a game, makes actors of people. This is a characteristic feature of performances with their illusion of a game. Formation of a game-like attitude to the text is inherent in artistic creation, where the use of stylistic and structural techniques relays the text a non-linear and play-like character. Involvement of educational institutions into this process and their interpretation of the game function yields «the results devoid of the status of general necessity and normativeness» [9, 108]. This can be explained by the pluralism of language games.

Advertising and manipulative function, «growing» from mass culture blurs the borderlines of art, unparadoxically mixing it with life in commercials. Meanwhile advertising as a link between the personality and social culture must not be ignored by the artistic and educational practice. It can and must develop a creative potential of people and to form an interest in the spiritual and the artistic. Advertising may serve as a material for comprehension and subsequent analysis, an illustration of different cultural, historical epochs and styles an emotional background of occupation, a theme of creative tasks. The significance of advertising-manipulative function for artistic education is obvious.

The function of infantile gift-making is closely connected with esthetics and consolidation of the beautiful as the end in itself of «fine arts». The beautiful turns into a specific field of spiritual activity, neglects the usefulness and becomes rescue from stress and fatigue, in a way «a spiritual sweetness», simultaneously contributing to a balanced assessment in the world of artistic practice and to the departure from artificiality.

The analysis carried out in this work testifies to the fact that functions of education in the field of artistic culture in the post-Soviet Russia are resting on a very complicated fundament. The aggregate of a double nature condition two traditional groups of functions: the educational and the artistic-creativity ones. Post-modernism as a self-valued segment of the cultural process in Russia at the turn of 20<sup>th</sup>-21<sup>st</sup> centuries initiated a diversification of functions and singling out of a third, phantom group. The influence of post-modernism on the cultural atmosphere of the Russian society, a shift of its senses and values proves a relative independence and autonomy of art. Though education in this very specific field is characterized by traditionalism, the global challenges of the epoch don't allow to ignore these stimuli.

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#### PEDAGOGICAL ASPECT OF EMERGENCY CASE AS PART OF THE TRAINING CADETS OF SEA EDUCATIONAL INSTITUTIONS

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In this article a problem of an extreme situations presence in sea professional activity area is studied along with the risk of vessels accidents. This factor, as well as a number of other specific factors should be considered in pedagogic activity by sea educational institution tutors while training fleet specialists.

Sea environment is an element that is not controlled by or dependent on human, and how well a person is prepared for sea profession dangers defines people's lives, safety of a vessel and its cargo.

A complex of measures linked to the peculiarities of safe sea professional activity ensuring is provided by a Sea doctrine of the Russian Federation up to 2020. It includes: navigation safety; search and rescue; protection and conservation of sea environment.

A securing of navigation and seafaring safety is a complex objective that includes: reliable technical condition of the vessels; vessel crew recruiting with qualified professionals; organization of safe vessel management by seafaring companies; creation and maintenance of effective vessel examination and control; development of land and space means of positioning and safe navigation secure and their maintenance in operative condition; securing of people and vessels that suffer distress safety; accidental-rescue readiness to liquidate oil floods, discharges of dangerous cargo.

«Growing intensity of seafaring numbers and dangerous cargo transportations increase the risk of accidental situations emergence and the possible damage volume. However the major cause of ac-

cidents is the human factor, up to 80% of all accidents (including those with human losses) occur because of the professional mistakes of a man» [2]. Statistic testifies that mistakes made because of the self-confidence felling equal 17,5% of the total mistake number, because of a thoughtless danger underestimation – 39,5%, and because of the danger degree misunderstanding – 43%. [3] Thus, a major number of vessel accidents are man-caused and a definite part of these accidents has one or another psychological factor in its origin. In last five years, the biggest number of accidents happened in 2006-2007. During this period in Russian sea transport happened: 14 catastrophes; accidents – 150; the number of casualties equaled 35 men. On the 11<sup>th</sup> of November 2007 7 vessel accidents occurred in Kerch strait under a significant accumulation of vessels on raid transshipment complex, an emergency natural-anthropogenic situation arose, and Russian vessels «Nakhichevan», «Volnogorsk», «Kovel», «Volgoneft-139» sunk. Tonnes of oil discharged into the sea and more than 6500 tonnes of sulphur were washed out of the vessels into the sea. The total area of sea surface pollution in Black and Azov Sea water area equaled more than 664 square kilometers. The total length of shore line exposed to a pollution equaled about 183 km, 8 men died or gone missing [3].

«**Sea accident** is an event that results out of the following: a death or serious injury of a man that has been caused by a vessel operation or within it; a person's loss from a vessel that has been caused by a vessel operation or within it; a wreck, an assumed wreck or stop of a vessel; vessel damage; vessel grounding or its movement disability or participating in a collision; damage that has been caused by a vessel operation or within it; environment damage that has been caused by a vessel damage that in its turn has been caused by a vessel operation or within it.

**Very serious accident (catastrophe)** is an accident that leads to a total vessel loss, a human death, or serious water pollution.

**Serious accident** is an accident that is not qualified as a very serious one and leads to: a fire, an explosion, grounding, heaping, storm damage, ice damage, vessel body crack or assumed body defect, etc.; or constructive damage that results into a navigation inability of a vessel, such as underwater crack, main engine breakdown, significant crew quarters damage, etc.; or water pollution (independent on the discharge volume); or breakdown that requires towage or assistance from the shore» [1].

All the described accidents that can happen to a vessel, cargo, or people are unfavourable situations, caused by out-of-staff conditions, and action taken by crew in order to save the vessel, cargo, and people are extreme, as they take place under difficult weather conditions and are limited in time to take the right decision that sometimes is related to a self-sacrifice.

Non-professionalism that leads to negative psychological condition that arise and develop under some mental anxiety of naval specialists cause distraction, indifference, underestimation of danger to which a crew is exposed in the sea. It leads to a irresponsibility while implementing professional duties as well as a violation of operation instructions, decrease the specific technical means management actions results and thus provide for accidental situations.

The problem of professional training is permanently discussed by naval specialists on different levels. However, specific actions, taken in order to solve this problem are not enough, and only sectoral educational institutions can carry out the professional training. The sea educational institution students should be trained not only on the specificity of their future speciality, but also on the formation of mental readiness to difficult situations that can occur in sea.

Thus, we can conclude, that unerring implementation of a person's professional duties (functions) is a result of a good special training. It can be provided only if the personal mental qualities of a man are formed within the process of his professional training (professional self-definition – professional training – professional adaptation – skills mastering).

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#### ON THE PROBLEM OF PROFESSIONAL COMPETENCES

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The significance of the tasks that modern Russian society faces raises a problem of professional level of specialists. Modern and quite actual are the issues of preparing specialists capable of solving complicated social and economic tasks for the development of society. It requires to research the problems of professional competence, of the development of key competences in various spheres of human activity. The problem of efficient conditions for developing professional competences has become very important; the questions are still to be discussed concerning the methods and procedures