

hancement comes to the fore in the planning and organizing the training process.

A well-formed professional and subjective attitude is a factor underlying a student's personal and professional enhancement as well as self-enhancement. However, literature on research in the sphere of education yields a rather vague idea of the role of students' professional and subjective attitude in their professional and personal development and in the process of training a competent medical specialist.

Out idea of a student's professional and subjective attitude implies an awareness of oneself as a subject trained for a profession where mastering professional skills and knowledge is coupled with self-development of professional and personal qualities and traits. To enhance the development of professional and subjective attitude in medical students we have developed a technology based on three modules: the professional and subjective attitude model, the structural and functional model of its development, and the process model substantiated with methodological support. We also determined the stages of developing the professional and subjective attitude (preliminary stage, reflexive-operational stage and corrective-evaluative stage) and their methodological support.

The objective of the preliminary stage is to guide the students to understanding the essence of their chosen profession, its specifics; getting them motivated to developing the professional and subjective attitude and to mastering the profession.

The reflexive-operational stage is aimed at developing reflexion, perfectionism, applying the professional and subjective attitude to study, educational medium and real-life situations; including the students into the process of personal and professional enhancement, self-education and self-control.

The objective of the corrective-evaluative stage is to learn analyze the maturity of the professional and subjective attitude and to develop corrective measures when its maturity is unsatisfactory. When developing the corrective-evaluative stage we also determined the criteria and degrees of maturity of the professional and subjective attitude (optimum maturity, admissible maturity and low maturity). As for the criteria that allow an estimation and analysis of the student's professional and subjective attitude at each degree of its maturity, we singled out such criteria as independence in pursuing the cognitive process, readiness for self-cognition and self-enhancement, the extent of awareness in choosing the profession, the extent of maturity of professional orientation.

To reveal the extent of maturity of each component in the model of the professional and subjective attitude, we developed a pool of diagnostic tools; some of them are our original developments. The technology of forming the professional and subjective attitude in medical students belongs to the technologies of actualization of the potential of persons involved in the training process; its use is integrated into the training process. We believe that

implementation of the technology of developing the professional and subjective attitude in medical university students allows professional and personal enhancement of students, which elevates the quality of training outcomes.

---

The work is submitted to the International Scientific Conference «Modern problems of science and education», Russia (Moscow), February, 26-28, 2013, came to the editorial office on 14.02.2013.

#### MODERN TRENDS IN EDUCATIONAL PROCESS DEVELOPMENT

Kazhiakparova Z.S.

*Eurasian Academy, Uralsk, e-mail: ghadira@rambler.ru*

Modern society was chosen informatization of all areas of activity, including education, as its path of development. Implementation of informational – communicative technologies (ICT) is conditioned by a number of reasons.

First of all, ICT can make provision of material more visual. Therefore, introduction of ICT into education helps to increase level of student's mastering.

In modern world a technology is replaced with another technology, a number of skills and amount of knowledge that a man needs to be successful has increased. So, using ICT in order to increase education quality is a priority. It allows a person to adapt to modern society more quickly, self-develop and respond to the demands of time. If a society changes, principles methods of enterprises' work become technically more ultimate, improvements in education must be aimed to correspond with the requirements of modern industrial society.

Besides, a necessity to introduce ICT into the educational process is outlined by international experts in reports of UNESCO. These reports express the main idea that new technologies must provide for the creation of a better world, where each person will benefit from the achievements of education, science, culture, and communication. ICT make it possible to discover absolutely new methods of teaching and training, thus, it is so important to introduce this direction into the education process.

The twenty-first century sets complex objectives before the humanity:

- due to the accumulated knowledge that is based on informational-telecommunication technologies, it is necessary to create a new strategy to develop the modern society that is different form ones, used before;

- development of the society forms from a development level of each individual. It is impossible to build intellectual, thinking society without developing the majority. That is why fundamental education must be aimed to develop abilities and skills of each person;

- the closest relation between the level of a nation's prosperity, national safety of a state, and terms of education makes it necessary to use ICT in the studied area.

At the modern stage ICT is developed sufficiently to use it in educational process in its full scale. Everyone knows how expensive and difficult it is to equip laboratories of higher educational institutions with all necessary technique. Apart from that they need to be provided with tools and consumables. It is necessary to maintain facilities so they work efficiently and, the most important, are safe for health and lives of students. Besides, modern technologies develop in such powerful rates that it is difficult to catch up with it, buying new equipment constantly.

It is much easier and, what is important, cheaper, and more effective to implement ICT as an analogue of technical laboratories in an institution of higher education. Similar multimedia laboratories must meet such requirements as visual clearness, activeness, have a systematized educational course, and be consecutive, they also must have an individual approach to a student. Computerized multimedia technologies that stimulate educational process meet these requirements. Companies that work with equipment of various complexity has already been using such kind of ICT while training specialists to work with the most complex network equipment, model operations of technical processes management systems, etc. One of the main characteristics of such systems is their visual clearness. As we have already mentioned, the main goal of an educational process is to interest a student, make him eager to master new skills and knowledge. It is possible if ICT is used. It is known that computer games draw a great interest of a man. It happens because games have bright and colorful interface that draws one's attention. We should make use of this observation and, using ICT in educational process, make educative programmes bright, colorful, and interesting. The time has come when computer technologies can not only interact, but also develop. Nowadays a great number of game simulators exist. It is necessary for institutions of education to take such kind of computer multimedia technologies into work. Such simulators are used while training aviators, but other technical specialties also require attention and modern approach while training graduates. If such kind of multimedia technologies is introduced along with digital textbooks and presentation lecture materials without which modern educational process cannot be imagined, the level of graduates will increase dramatically. Without a doubt, it will help to increase the competitiveness of our graduates not only within our country, but also outside of it.

Considering an increasing interest to receiving education with usage of distant access we cannot but mention this direction of ICT that is used in educational process. In terms of the development of market relations in the area of educational services we should mention that introduction of distant education will become a necessary condition for an institution to increase its competitiveness not only within the country, but also outside its limits. The distant form of education costs less for institutions

of education and it allows indigent groups of population to receive an education, and it is a support for programmes of social development.

Possible social-economical results of implementation of distant education in institutions of higher professional education are:

- increase in availability and quality of the higher education services due to a possible decrease in prices for educational services and broadening access to the potential of the leading institutions for population, and also an ability to receive a prestigious diploma for students of distant regions who have no ability to receive full-time education in these institutions;

- increase in knowledge level, and, as a result, intellectual potential and quality of specialists;

- increase in inner efficiency of an institution functioning due to decrease in temporal costs of a tutor for his routine work and overall economy of an institution's expenses.

Development of the informational area is mainly defined by an emergence of computer systems and global telecommunication networks. These very means have become the main links of planetary infrastructure that connects all humanity. An example of a good realization of ICT is an emergence of internet – a global computer network with its practically unlimited abilities to accumulate and store information, provide each user with it individually. These abilities should be used to create national computer scientific-educational network. Development of national computer scientific-educational network can provide for standardization of education and establish a mass access to educational resources of high quality. The humanity has realized the necessity to establish such network for many decades, and now we have all necessary technologies to introduce it into the educational process.

Everything mentioned above proves that an active introduction of ICT into the process of training students must become one of the prior directions in development of modern education.

#### References

1. Tikhonov A.N. Informatization of education and science. – 2009.
2. Universal report of UNESCO on communications and information. – 1999–2000 – M., 2000. – 168 p.
3. Yakovlev A.I. Informational-communicative technologies in education. – 2001.
4. Agaponov S.V., Jaliashvili Z.O., Krechman D.L., Nikiforov I.S., Chenosova E.S., Yurkov A.V. Means of distant education // Methodics, technology, instruments. Series «Master of solutions». – SPb., 2003. – 336 p.
5. Internet training: technologies of pedagogic design / Ed. Candidate of pedagogic science M.V. Moiseyeva. – M., 2004. – 216 p.

The work was submitted to International Scientific Conference «Priorities for Science, Technology and Innovation», Egypt (Hurgada), August, 15-22, 2012, came to the editorial office on 06.06.2012.