

широкого культурного контекста, нахождением в нем личностных смыслов). Доказано, что структурными компонентами методической культуры, которые направляют и корректируют в социально-культурном и личностном пространстве методико-педагогическую деятельность будущего преподавателя высшей школы, выступают когнитивный, деятельностно-организационный, рефлексивно-оценочный и ценностно-мотивационный.

SUBSTANTIATION OF LEVELS OF FUTURE UNIVERSITY TEACHER METHODOLOGICAL CULTURE DEVELOPMENT

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The presented article highlights the problem of methodical culture which proves to be a relatively independent part of objective reality. Methodical culture is an important component of general humanity culture and it is the sphere of pedagogical culture, which is characterised as a complex of ideas, traditions, styles, rules, samples of teacher's activity that are accepted in the society. In the social measuring methodical culture is not brought only to the description of practices, actions, techniques, methods, but presents a complex symbolic reality, which is considered to be a mechanism of their development in the functional sense. The author of the article shows that methodical culture is able to present itself in social (as a level of existing in the society methodical-pedagogical traditions, norms, rules, values, theories development) and personal (as a level entity of adopted by a person methodical-pedagogical canons, customs, directions, values, ideas, concepts which allows an educator to use traditional and innovative achievements of pedagogical science, to combine them, when it is possible, into the alive forms of symbiosis) estimations. The author considers methodical culture development as a process of professional future teacher formation in the society methodical culture which is considered as a sociocultural phenomenon. The article reveals that individual future university teacher methodical culture development includes the following levels: basic (its main content means learning and mastering cultural information basic fund, future teacher's introduction into methodical culture of socium), social-imperative (it means mastering a great number of cultural information, creating its own "culture image") and professional-axiological (it characterizes of mastering a wide cultural context, finding personal meaning there). It is proved in the article that there are some structural components of methodical culture which direct and correct methodical-pedagogical activity of future university teacher in social-cultural and personal areas. The above-mentioned components are: cognitive, operating and organizational, reflexive and evaluative, value-motivating.

ЕДИНЫЙ ГОСУДАРСТВЕННЫЙ ЭКЗАМЕН ПО ХИМИИ – ПЛЮСЫ И МИНУСЫ

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В статье дан анализ положительных и отрицательных сторон единого государственного экзамена по химии. Показано, что ЕГЭ является одной из форм проведения итоговой аттестации знаний школьников и подготовка к экзамену требует знаний теоретических основ предмета. Показано, что контрольно-измерительные материалы ЕГЭ обеспечивают проверку усвоения учащимися содержания курса химии. Делается вывод о том, что тестовая технология сдачи экзамена не противоречит классической, а увеличивает долю объективности оценки результатов обучения и стимулирует учеников к повышению качества своего образования. Отмечено возрастание ответственности учителей за результаты педагогической деятельности и стремление к повышению своей квалификации. Среди недостатков единого государственного экзамена отмечено отсутствие контроля умения школьника устно излагать свои мысли, что при дальнейшем обучении в вузе затрудняет формирование студента в квалифицированного специалиста.

UNIFIED STATE EXAM IN CHEMISTRY - PROS AND CONS

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The article presents the analysis of positive and negative sides of the unified state exam in chemistry. It is shown that Unified state exam (USE) is one of the forms of final assessment of pupils' knowledge and the exam preparation requires the knowledge of the subject theoretical basics. The testing and measuring USE materials provide verification of students learning the chemistry course contents. The conclusion is made that the test technology exam does not contradict classical one but increases the portion of the objectivity in the assessment of the teaching results and stimulates students to improve the quality of their learning. The increase of a teacher responsibility for the results of the pedagogical activity and desire to improve their skills are noted. A lack of the assessment of student skills in express their thoughts verbally is the disadvantage of USE and that with the further training in high schools complicates forming a student into a qualified specialist.