

является поиск правильного подхода к каждому представителю той или иной этнической общности. В многонациональном студенческом коллективе может быть несколько микрогрупп. Они реагируют на воспитательные воздействия по-разному.

4. Формирование норм и форм общения представителей различных этнических общностей, стимулирование коммуникативной активности в коллективе.

5. Непрерывный анализ проведенных мер и межнациональных отношений

6. Предупреждение конфликтных ситуаций в студенческом коллективе, которые всегда являются следствием отсутствия опыта взаимоотношений. Необходимо создание активной группы в коллективе, представляющей интересы всех этнических групп.

7. Формирование культуры межнационального общения студентов как совокупности специальных знаний и умений, а также адекватных им поступков и действий, проявляющихся в межличностных контактах и взаимодействии представителей различных этнических общностей и позволяющих быстро и безболезненно достигать взаимопонимания и согласия в общих интересах. Она является органической составной частью духовной жизни общества, его культуры, в частности культуры человеческих отношений в целом [5].

Главной задачей воспитательной работы в многонациональном студенческом коллективе должно быть целенаправленное вовлечение членов всех микрогрупп в общую коллективно полезную деятельность.

В рамках воспитательной работы со студенческим коллективом целесообразно проведение серии мероприятий. Выбор мероприятий должен происходить с учетом специфики академической группы. В содержание воспитательного воздействия следует включать мероприятия по знакомству студентов с языком, историей, культурой, бытом народов, по расширению знаний студентов о народах и языках. Изучение истоков культуры, нравов, обычаев народов помогает понять и объяснить многие моменты истории, судьбы разных этнических групп, избежать ошибок и найти способы борьбы с отрицательными этническими стереотипами.

Воспитательная работа в многонациональном коллективе студентов требует усилий, знаний, профессиональной подготовленности, педагогического мастерства. Приоритетное значение приобретает знание куратором существа национально-психологических процессов, происходящих в коллективе, умение учитывать закономерности их проявления. Необходимы также и практические навыки использования этих процессов в интересах сплочения коллектива, что облегчает воспитательную работу в целом.

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ABOUT ACMEOLOGICAL COMPONENT IN HIGHER EDUCATION (RESEARCH PROJECT)

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Aim of the project is to study objective and subjective factors in the higher education system which promote or prevent progressive development of every individual to the level of socially mature person through his/her involvement to creative work as the basis for overcoming social infantilism, to develop original methods and discursive practices for adapting educational formats to the needs of social modernization in Kazakhstan.

Achievement of this aim and implementation of ours tasks is determined by cognitive reorientation of modern Humanities research from explanation to understanding, by transfer of research interests from the universal character of social and humanitarian processes to their uniqueness and originality, from

fragmented, partial study of society to holistic integrative study of social self-organization. In order to holistically understand a person as the subject of social activity in all the diversity of his/her qualities and characteristics, to help him/her save, grow and activate inherent resources, it is necessary to consolidate in one "picture" the results of studying a particular person obtained from research positions of different sciences.

It is in the educational system where individual, personality, subject-activity and uniquely individual macrocharacteristics are comprehended and developed in the unity of all their interactions and mediations. Integration of data generated within the acmeological approach to the study of the social subject of creative work in its educational formats will let us develop and put into educational practice the principles of moral involvement of every person in social problem solving and personal social responsibility for the results of their individual civil growing-up, professional fulfillment, initiation to spiritual wealth of culture.

As the empirical basis of research we will use the results of the survey respondents of which will be students from Kazakhstani universities. The study will include in-depth interviews and expert assessment. On the basis of the survey results practical recommendations will be developed for improving educational programs in the system of higher education in terms of increasing creative, activity component in training at various levels.

The results of work of the creative project team will be presented in the format of presentations at international scientific conferences, in articles that are expected to be published in top-rated scientific journals and publications recommended by KKSON (Committee for control in the sphere of education and science) of the Ministry of education and science of the Republic of Kazakhstan. At the final stage of the project a multi-authored monograph will be prepared by the members of the research team. On the basis of the survey results methodical guidelines will be prepared that will make it possible to correct training and educational university programs in accordance with the main results of the group work. These materials may be useful for a wide range of educational and cultural institutions, public and governmental organizations. At various stages of the research a roundtable will be held, Summer Scientific School will be organized, some members will complete an internship in research and education centers abroad.

Due to the interdisciplinary status of the research object, cognitive methodological complex reflecting the aim and tasks of this problem space will be developed and used.

The new situation in the Humanities brings to the problems which are connected with identifying the balance between theoretical, methodological and applied in social practice, the searching for effective linkages between humanities research and achievements of social, natural and technical sciences to develop a strategy for advancing social development. This is due to the world community entering the era of growing changes in all spheres of human activity. The main subject of social activity, on which success of social modernization depends, is now the professional who not only has deep knowledge on the subject, but first of all is aimed at creativity in their work, is interested in continuous personal self-improvement, possesses spiritual and moral principles of social responsibility. The leading social institution which creates conditions for developing certain personal competencies is the sphere of education. The necessity of qualitative changes in the system of Kazakhstani education is clearly stated in the Law of the Republic of Kazakhstan "On Education", the Law "On state youth policy", the Law about "Nazarbayev University", "Nazarbayev Intellectual Schools" and "Nazarbayev Fund", State Program for developing education in the Republic of Kazakhstan from 2011 to 2020, program article "Social modernization of Kazakhstan: twenty steps to the society of universal labour" by the President of the Republic of Kazakhstan N.A. Nazarbayev and other documents. The necessity of forming a new generation of young people capable of taking responsibility for the future of the country was mentioned by the President of the Republic of Kazakhstan N.A. Nazarbayev in his Message "Kazakhstani way-2050: common goal, common interests, common future", in his speech at M.V. Lomonosov Moscow State University, in his speech at the 21nd session of the Assembly of Peoples of Kazakhstan.

Scientific novelty and significance of the research are determined by the complex philosophical and acmeological approach in the study of strategic priorities in developing Kazakhstani educational system, namely developing of methodological principles of an intellectual, physically and spiritually developed citizen of the Republic of Kazakhstan, satisfying citizens' needs for education which ensures success in rapidly changing world, developing competitive human capital for economic prosperity of the country; forming young people's active civic position, social responsibility, patriotism, high moral and leadership qualities. In the center of acmeologically oriented research is the social need for educating a personality that is able to actively and independently analyze, evaluate, draw conclusions, make proper objective decisions, participate in building an open, democratic, law-based society which is characterized by a dynamic social structure, high mobility and ability to innovate and criticism.

In modern scientific research field studying acmeologic innovations is gaining more and more epistemological "popularity". Scientists interested in anthropological issues move on from the study of acmeology as an independent branch to considering the implementation of acmeologic technologies and techniques in various social formats.

In foreign research studies particular attention is paid to psychological and acmeological study of professional consciousness. The studies by Ch. Bernard, E. Brego, D. Gyulik, P. Drakker are devoted to the issues of consciousness, self-consciousness and self-identity of a person, his/her life strategies. Research papers by E. Deyl, D. Koul, E. Meymo, B. Meyson the emphasis is on researching managerial acmeology, optimization of working with personnel. It should be noted that a number of practical, cognitive developments from the field of managerial acmeology (business simulations, "learning pyramids", "Dale's cone", etc.) may be actively reproduced and used in forming acmeologic technologies and procedures in the system of higher education.

As for Russian scientists who are interested in researching the issues of professionalism, identification of conditions which provide professional growth and achievement of individual professional "acme", they are V.S. Agapov, B.G. Ananyev, A.A. Derkach, A.S. Karpenko, etc. In their writings these scientists showed that the specificity of how an individual treats his/her own "I" regulates interpersonal relationships, setting and achieving goals, crisis management, and in general the process of self-actualization, self-improvement, self-fulfillment.

In the post-Soviet scientific area the issues of implementing acmeologic approaches in the system of secondary education are being developed actively. According to these researchers (N.V. Kuzmina, V.N. Maksimova, V.P. Panasyuk), acmeological approach to the content of education, technologies of educating and upbringing students, school management makes it possible to transfer a school from the mode of functioning to development, significantly increasing the quality of education.

Despite the undoubted achievements of acmeology as a science, interesting results it has achieved, it is necessary to mention that the acmeologic component in the system of higher education has not been researched enough although this is where the most active process of forming positive career affirmations actually takes place, where the ideology and psychology of success are acquired. We have to admit the fact that in Kazakhstani science the problem of acmeologic component in the system of higher education has not been adequately researched. Of course, it is discussed in the context of general Humanities and Social sciences issues, but the absence of a fundamental comprehensive understanding of the acmeologic component leads to the fact that we do not use interesting potential of acmeologic technologies which is so necessary in the present conditions. Modern searches for diverse practices of forming critical, creative thinking of a new subject of social transformations must be theoretically prepared and substantiated. This is what has determined the interest for this problematic intrigue from members of the research team of the project.

For the first time in Kazakhstan the role of acmeologic strategies in the educational system in general and higher education in particular will be considered and analyzed in the format of a fundamental scientific research. This study will be conducted in interdisciplinary cognitive coordinates. A complex of philosophical, psychological, sociological and pedagogical research methods will be used.

In the center of acmeologically oriented research is the social need for educating a personality that is able to actively and independently analyze, evaluate, draw conclusions, make proper objective decisions, participate in building an open, democratic, law-based society which is characterized by a dynamic social structure, high mobility and ability to innovate and criticism.

This project is the first in the Kazakhstani Humanities and Social research area to propose to correlate developing new higher education content with finding effective creative forms and methods of training, retraining and advanced training as a strategy for advancing social and economic development of the country.

Prospects of this research project, in our point of view, is determined by the fact that the proposed research is focused on developing "socially oriented" thinking in students which will promote increase of the level of Kazakhstani citizens' personal and social responsibility for civic and professional decisions they make. While this project is carried out, political, ethnic, cultural features of Kazakhstani society will be taken into consideration. This scientific research should become scientific and methodological basis for further development of the theory and practice of modernization of the system of higher education in Kazakhstan in the context of increasing the level of its creative component as the most important condition for formation of the nation's intellectual potential. Also, practical recommendations for government and educational institutions will be developed which will make it possible to effectively adjust educational modules in accordance with their aim to conform with the scale of modernization process in Kazakhstan. The results that

will be achieved will contribute to formation of the creative, independent type of personality that will become an active subject of social and economic transformation of our country. Educational programs for developing and educating an individual will acquire the necessary efficiency only by integrating social, patriotic and professional activities, which create conditions for formation of behavior and activity skills of Kazakhstani people who are overcoming the inertness of consumer behavior and social infantilism.

Studying acmeologic principles of creative work organization in the system of higher education as the basis for overcoming social infantilism in the Kazakhstani society will promote reorientation of education standards to providing everyone with the opportunity to organize their individual development to the level of socially mature, independent and responsible person in areas such as self-awareness, reflection, self-determination, self-attitude, self-esteem, level of aspiration, sense formation, self-regulation, self-organization of life time.

Adjustment of educational and upbringing programs in the system of higher education in accordance with the achievements of acmeology will contribute, in our opinion, to the formation of young people's critical, creative thinking which will be able to meet the ambitious targets set for Kazakhstan. To some extent the results of the study can also be used in the work of public and government agencies involved in the field of spiritual, political, moral, cultural education.

In today's Kazakhstani society after a long period of underestimating the role of an individual in society, we admit not only its existence as a unit of society, but also its role as one of the factors counterbalancing crisis, disaster, disordered social processes, as a condition for progress in civilizing the society. The social situation has turned from hard-coded into indefinite, non-programmable. Life and career make an individual face complex problems for which there are no ready-made solutions. The one corresponding to that state of society must be not only a highly skilled professional, but a person capable of making independent and responsible decisions, a social subject opposite to the type of performer and consumer. That is why in contemporary social situation the need for acmeologic basis of searching the balance between social life changes and personal features of a person is increasing (Zh.M.Abdildin, A.N. Nyssanbaev, M.Z. Izotov, E.V. Ilyenkov, G.S. Batishchev, P.P. Blonsky, L.S. Vygotsky, S.L. Rubinstein, A.N. Leontyev, A.V. Brushlinsky, B.G. Ananyev, A.A. Bodalev, A.A. Derkach, K.A. Abulkhanova, E. Fromm, B. Rogers). For these purposes, Acmeology uses general methodological principles of the Humanities matured in other sciences and introduces its results in social modernization processes in different spheres of society that is education, upbringing, management, public service. Methodology of acmeologic research has historical, philosophical, axiological, cultural, psychological conditions based on a set of ideas about the value of man, his spiritual world, creativity and self-improvement.

Methodological model of the project is based on the productive contradiction of Acmeology which is the uncertainty of the optimum quality that is the purpose of development and improvement of the individual and at the same time accuracy, certainty and constructiveness of acmeologic complex, and the subject as a systematically important factor of the methodological model; it allows to trace the transformation of existent personality traits into traits of a subject who best turns its implicit possibilities into activities carried out, on the one hand, according to a certain constructive algorithm, and on the other hand, through self-regulation and self-organization making it possible to use all the individual abilities, states, properties as a means of ensuring optimal activity in accordance with the need to guarantee its reliability, quality.

Methodological conjugation of acmeologic principles and philosophical knowledge is implemented through defining the tools for building up Acmeology as a complex discipline which, on the one hand, assimilates and integrates knowledge of related sciences of man, and on the other hand, isolates and develops specific ideas about the formation of his/her professional and creative skills. As such means we can consider the following methodological principles: manipulation of philosophical categories and scientific concepts; selection of an object and development of the subject and research strategies; phenomenology analysis and synthesis of knowledge about it; construction of conceptual models and acmeologic methods, their empirical verification; carrying out experimental studies and theoretical generalization of the data; carrying out its acmeologic interpretation and creating a technology of implementation in public practice in the sphere of vocational education and social management. Thus philosophy puts a methodological framework for constructing Acmeology as an independent scientific discipline of fundamentally applied nature.

Moreover, philosophy considered in its ideological incarnation sets the axiological starting point in the analysis of acmeologic issues, defining the set of criteria (existential, cultural, legal, moral, aesthetic, etc.), its formulation and study. Modern acmeologic studies, technologies and developments are supposed to implement the following into social practice: general human values and national traditions; humanistic and cultural ideals; positive principles of common sense and economic effectiveness; civilized legal consciousness and rational organization; environmental feasibility and aesthetic harmony; creative self-

improvement; sincerity of communication and freedom of expression; intensity of living through varied individual experiences and gaining mutual understanding in the process of constructive interaction between people and their creative professional activity.

Thus philosophy ideologically sets axiological ideals and praxiologic goals of Acmeology as a social science and at the same time a special section of modern anthropology.

The main methodological principle of the proposed project is a holistic vision of a particular person in all his dimensions and relationships, adequate to the diversity and multidimensionality of human life, integrating all the significant achievements of social and humanities knowledge. The essence of acmeologic approach is in carrying out a comprehensive study and reconstructing the integrity of a subject who is passing through the stage of maturity when his individual, personal and subject-activity characteristics are studied in unity, in all relationships and mediations in order to facilitate the achievement of the highest levels which can be achieved by everyone. Using philosophical theoretical and methodological concepts in acmeologic cognition makes it possible to choose the general direction in the development of a holistic integrative approach. They also point out where and how to find the optimal points of combining interests of various sciences in researching and solving the problem.

Application of the synergetic approach to Acmeology allows us to answer the following questions: in what way self-organization, self-discipline, self-actualization of man happen, and how he can achieve maximum recognition. This, in its turn, allows us to construct correct model of self-improvement and way of life of a person implementation of which will lead him to success.

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