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**THE ESSENCE OF EDUCATION  
IN THE CONTEXT OF NEW FEDERAL STATE  
EDUCATION STANDARDS**

*SUMMARY.* In this article the basic points of Federal State Educational standards with regard to the approach to upbringing in the modern education system are analyzed. Upbringing in new conditions is connected with the development of spirituality, education in morals, revealing of vital forces in a person, and their realization in socially meaningful achievements. To help the person have productive connections with the community is a requirement of productive upbringing.

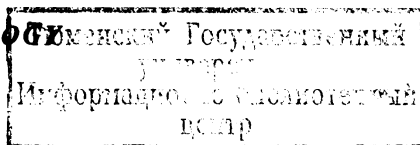
*KEY WORDS.* Education, morality, spirituality, education standards.

Today we have new versions of Federal State educational standards which are significant and portentous, according to them education in the contents and the organization of educational process takes an equal valuable position with training. We can confidently say that the Education system moves to real steps from the declaration of priority.

The most considerable step, in our opinion, is that within the main educational curriculum in educational institutions, programs of spiritual and moral development and education are made (for a primary education level), the program of socialization of students (for a secondary education level).

One of the main documents recommended by the Ministry of Education and Science of the Russian Federation as a methodological basis for the development of programs of education is "The Concept of spiritually-moral education and the development of the personality as the citizen of Russia". In the given author's concept the valuable approach to the organization of the education process was clearly defined and the main national values standing with traditional sources of morals are outlined: patriotism, social solidarity, public spirit, family, work and creativity, science, traditional Russian religions, art and literature, nature, and mankind [1].

The idea of spirituality and morals is not new, it, was in the documents, concerning the education system. But recently the accent has been made on personal self-realization (the Law of the Russian Federation "About Education" 1992), its competitiveness and mobility, the capacity for active adaptation in the labour market (the Concept of the Modernization of the Russian Education 2001).



Recognizing the necessity and the importance of the development of the outlined properties and qualities of the personality, we should take into consideration that self-realization doesn't always harmonize with the spiritual development of the personality, and competitiveness rather often contradicts morality.

Turn of all educational system on spiritual and moral values has some reasons. Difficult social and economic circumstances in our country at the end of the XX century had a destructive impact on the spiritual and moral condition of modern society: ignoring national traditions, dispensing with obligations to society, consumerism, aiming at personal benefit, balancing on the verge of permissiveness—the phenomena which is deeply embedded in modern society. Priority of a paradigm of training at school, and ignoring educational tasks weren't slow to occur in all areas of public life.

In “The Concept of spiritually-moral education and the development of the personality as a citizen of Russia” the modern national ideal of personality, which should be an example for the school — the highly moral, creative, competent citizen of Russia accepting the destiny of the Fatherland as his personally, realizing responsibility for the present and the future of the country, ingrained in spiritual and cultural traditions of the multinational people of the Russian Federation [1] is defined. It is obvious that in personality education, the exposure to spiritual and moral values which have been historically formed in our Fatherland is of primary importance.

Exemplary main educational programs in which the main reference points for the development of educational and upbringing programs are defined. Pay priority attention to the formation of social competences, considering their component an an important indicator of universal educational actions maturity [2].

The idea of social activity of the personality comes back to the programs of education. Studying at schools, pupils should not only know and understand social processes, but also acquire “experience of participation in everyday life” [2; 345]. Programs of spiritual and moral development and education for schools should provide voluntary and feasible participation of pupils in the solution of real, social, environmental, cultural, economic and other problems of family, school, villages, districts, towns, regions, the republic, and of Russia.

Thus, in the context of new educational programs, education should be understood as *the process of exposure of the personality of spiritual and moral values which should become the basis of creative activity of the personality in society.*

For the first time since the Soviet period, such a source of spirituality and morality, as religion has been outlined in the Concept and the state educational standards. This idea is included in the content of a number of subjects, such as

“Fundamentals of spiritual and moral culture of the people of Russia”. Religion, certainly, has essential spiritual potential, but it is impossible to consider religion as the new panacea in the solution of moral problems of modern society.

We shouldn't forget about basic differences in secular and religious spirituality. Spirituality, as in religious as well as in secular sense, is connected with the high vital

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purposes of the person which has a moral basis and requires from the person full efficiency of forces to the work he does. The spirit (soul) is “the supreme qualitative value” of human nature [3; 322]. We can see it in aspiration and ability of the person to self-development and self-creation.

If religious thinkers consider spirit and spirituality of the person with divine forces and senses, but the secular basis of spirituality are public ideals and the aspirations of the person. If in secular culture, spirituality is the human condition which the personality gets from the social relationships, but in religion, spirituality — it is “God-man” condition when the person “gets support from a divine source” [3; 324].

Therefore, we should not reduce spirituality to the exposure to religion, otherwise we can essentially impoverish our pedagogical culture.

*Spiritual education should be considered as the formation of high aspirations of the person, which are accorded with socially significant ideals and direct vital energy of a person on transformation of the inner world and service to people and society.*

Education in modern schools should be directed to the formation of competences. Competences essentially differ from knowledge, abilities, and skills, and are aimed at the ability of an individual to solve problems at a certain level. As a result an individual, in the course of training, aims at the comprehension of problems and searches for their solutions, with the ability to act in concrete life experience. Being capable to solve problems, an individual becomes the subject of activity and of his life.

It is necessary to remember that an individual can be directed by many different motives: from egoistical to highly moral. Choosing the ways of action, an individual should understand objective processes which take place in the society, to see contemporary problems, and to choose moral methods for their solution. Such approach to personality education should become the major focus within a contemporary education system.

*Thus, in the process of education an individual is mastering competences which give a moral orientation in the world and the ability to solve specific problems.*

The next basic moment — for the first time new federal state educational standards place personal achievements (results) in the list of planned results of mastering the main educational program.

As it is noted in the regulatory and recommendatory documents personal results are formed in the course of class and extracurricular activities while taking definite subjects and target programs. Personal results are comprised of the personal universal educational actions connected with personal self-determination, I-concept development, sense making, motivation, etc.

For national schools it is essentially a new direction which has been poorly mastered. The long-term experience of the Soviet school allowed the practice of formation and assessment of collective achievements. It were collective achievements that were a criterion of success of schools; thereby an individual participation in achievements of the collective was highly appreciated. Now, personal results have

become acquired to status efficiency assessment of the educational activity of schools and educational systems as a whole.

So for the development of the personality was estimated according to personal qualities obtained in the educational process. It is difficult to measure the qualities of the personality and it is almost impossible to define that share that the school has contributed in to education and personality development. This list will never be completed. It seems equally problematic to make a list of human virtues that can result of school education.

It is easier to measure personal results, but it is important to remember that a modern orientation to personal results will form a pragmatic orientation of behavior, yet, pragmatic attitudes poorly correlate with spirituality. In this regard the practice of education in “pursuit” of personal results will inevitably cause distortions and different problems.

It should be taken into consideration that an individual, in a different degree, is capable of and motivated for achievements; as a result the comparative assessment of results can lead to psychological losses and discomfort. That is why there is a special point in the Exemplary main educational programs: the assessment of pupils’ personal achievements should be done in a manner not threatening to the personality, with psychological safety and the emotional status of a pupil, and can be used only with the aim of optimization of pupils’ personal development.

In our opinion, stimulation of personal achievements should go together with a trajectory of personal growth. Moreover, personal achievement targets should be correlated with spiritual development targets. For this purpose it is necessary to offer creative objectives for the personality and to help to find moral means for their solution.

*At present, education should be aimed at disclosing the vital forces of the personality, their realization in personal and socially significant achievements.*

According to the state educational standard the priority should be provided for the process of personal socialization. The pedagogical support is connected with the creation of additional educational spaces. Moreover, there is a tendency to cut the number of social events in favor of the educational environment (space, school morals) for an individual to ... into The objective of any school is to turn this environment into a personality development sphere.

The subject—subject interaction of the pupil as the personality (the student, the pupil) and the teacher (the teacher, the tutor) is the core of the spiritual and moral environment. The quality of education and personality development depends on what relations between teachers and pupils dominate in the educational process, through what forms of activity pedagogical interaction take place.

The teacher must study the environment and help the pupils explore it. It is important to make productive links with the environment giving a chance to the personality to be enriched. During the pedagogical processing of every component in the environment, the general set of influences is created: special “spirit”, a certain

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atmosphere which expresses an essence of this establishment. All components of the environment in interrelation and interdependence impacts the personality.

Education in its essence is *the support of the personality in the educational environment, assistance in the constructing productive social and personal communications.*

Thus, at present the contents of a personality education in the educational establishments undergoes qualitative changes; yet, however, this process remains complicated and confusing. Success in these conditions depends on the quality of the social and educational environment, as well as on the values which penetrate the person's atmosphere of life and activity, and on the social position the person has.

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