

INTRODUCTION

The modern state of world education is characterised by change of paradigm, the transition from traditional, authoritarian, reproductive pedagogy to developmental, humanistic, personality-oriented education. In our country process of paradigm change in recent years is actively stimulated by state, which approved Federal governmental educational standard including list of fundamentally new goals. At the same time the real school turns to new paradigm slowly and difficultly, the common practice by inertia continues to render a reproductive style of education.

The contradiction mentioned above actualizes again two interconnected tasks: of theoretical development and practical application of developmental education. In Russian psychopedagogical science and education solution of this tasks has been implemented in different ways: from the formation of didactic systems with new programmes and textbooks to multiplying of generalized experience of teachers-innovators. All collected knowledge base is significant, but it doesn't deprive author of opportunity of expressing her own view on tuition in the paradigm of developmental education.

This monograph is dedicated to problem-dialogue education, which is invoked to substitute lesson of *explanation* of new material with lesson of *exploring* new knowledge. After general characteristic of research (1st chapter) problem-dialogue education is regarded at three levels: as a theoretical concept (2nd chapter), general-pedagogic technology (3rd chapter) and methods of new material studying lesson (4th chapter). The final chapter reveals realization of problem-dialogue education in the Educational system "School 2100". The level conception of problem-dialogue education allows to solve simultaneously theoretical and practical tasks and addresses monograph to a wide range of readers: researchers, tutors, teachers.