

tion of the success of its pupils, but not of the average quality of the students preparation.

3. To develop modeling system of the mass economic education of the population that we consider possible to carry out applying our experience of encyclopedic education (since 2005 in Russia there is published and republished for these purposes «The New Economic Encyclopedia» for everything, also our author's, in 2010–2012 – 4-th edition).

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**NEED OF THE INTERNATIONAL
EDUCATIONAL STANDARDS
COMPLIANCE ON THE LITERATURE
FOR THE SCHOOLS
TO THE MORAL CRITERIA**

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The unification of the international educational standards in the field of the literature should go, in our opinion, on the basis of the criterion of the universal moral values treatment which esteem in the worldwide. For what the school students study this or that literary work? For learn the beauty literary language? To reveal distinctions between the various literary styles? Likely, today it becomes insufficiently. And in the first place it is nominated the problem of the connection the educational function of the outstanding literary works of the countries of the world which has become classics, with the descriptive context, based for some reason mainly on the sample description of the protagonists after all. In Russia already many generations are brought up on the same literary images though the priorities of the aspirations of the modern person essentially changed. We consider that for a long time there is ripened the revision of the literary works entering into the school program, from the point of view of the more complete and their valuable selection, connection with problems of valuable, world outlook long-term education at the schools.

From here – and the unified for the world countries selection of the literary works of the universal importance of the different times and the people which have absorbed the inherent moral values, and their unbiased, not stamped analysis which today anybody for the Russian schools for some reason didn't make (as it is necessary to analyze this or that literary work), and the emphasis on the formation mature on the moral and to ethical values of persons which won't want, having left school to kill, to steal, to drop the advantage of the near person, become economical, active, polite, cultural, useful to society, will work instead of to order. The literary

works through the sufferings of their heroes, which importance admits authoritative international community with participation of the Russian experts, would open already during training at school that such «point of honor», «love», «friendship», «hated», «treachery», etc.

In this regard in 2012 we analysed the most popular Russian national fairy tales, not all from which would need to be studied at modern school by ethical and moral criteria (see Rumyantseva Sofia. Moral in the Russian national knowledge and allegorical meaning. – LAP LAMBERT Academic Publishing, 2012. <https://www.ljubluknigi.ru>). This work should be continued for the purpose of the improvement of the literature teaching processes at the world schools on the uniform, chosen as the teachers of the different countries to the criteria of an assessment of the importance of the works.

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**QUALITATIVE
INFORMATION-ANALYTICAL SUPPORT
AS TECHNOLOGY OF INNOVATIVE
EDUCATIONAL MANAGEMENT
IN HIGH SCHOOL**

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Today, we all become members of the modernization process: the transition to a two-tier education, competency approach, the introduction of CT, integration of universities, etc. All these raise the question: why do we need these innovations, what is their purpose, what are the results, and in general how useful are they for higher education system, because it is no secret that innovations can bring not only good results, but also bad.

Educational innovation in the university are created to ensure the modernization and development of education in accordance with the requirements of today's reality. However, in most cases, innovative educational activity in high school (development, testing and implementation of educational innovation) is spontaneous, they do not adequately assess the extent of its impact on the quality of education, and this, in turn, makes it necessary to develop a systematic approach to the analysis of information about the features of the university educational environment, resources, and risks of innovation, compared to expected results and the development of personal and professional development of students.

Due to its specificity and to some extent, because system is inert, higher education can not be changed drastically. The changes are made gradually, that's why the transfer from meeting require-

ments of educational qualities to carrying out other requirements is provided by maintaining innovative educational activities involving the modernization and re-engineering of the educational system of the university.

Strategic planning of innovative educational activities assumes the vision of quality of the educational system of the university, that is, determination of the desired quality for 3 or 5 years time, and identifying the development areas. The analysis should answer the question: what educational innovations are necessary to bridge the gap between desired and predictable quality of education existing today.

Prognostic assessment of quality must be focused on the needs educational product and service consumers: potential employers and students, so when assessing the quality of professional training it's necessary to evaluate the ability of the educational system to meet, the needs of the economy for qualified of specialists on the one hand and need of a person for getting certain competencies on the other hand.

Modern management involves not the elimination of problem itself, but the change of processes, that generate them that means re-engineering of the educational system by conducting a strategic planning innovation and educational activities.

Thus there is a chain: the future outlook (vision) of quality of the educational system – a gap between the estimated and the actual state – the identification of problems and processes that give rise to these gaps – strategic planning of innovative educational activities, that suggest solutions of the problems – quality control of innovation and innovative educational activities – measuring the achievement of innovative educational activities – correction and control.

The purpose of innovative educational activities in the end is to raise the quality of education in accordance the current requirements of society and the development trends of the educational system, on the basis of which can be predicted, new requirements for the quality of innovation and educational activities.

The various aspects of innovation and educational activities have been reviewed in teaching science.

However, as in the theory and also in the practice of innovation and educational activities at the university sufficient attention is not pay to the analysis of information about the external and internal environment of the university, the results are not examined, the quality of innovation is not assessed, therefore, although the number of educational innovations is growing, they do not significantly impact on the quality of higher education.

Need for a systemic approach to the design, monitoring and evaluation of educational innovation, improvement of predictability and manageability of innovation educational activities, and

determination the extent of its impact on the quality of higher education determine the relevance of questions of qualitative, information and analytical support of innovative educational activities.

Innovation can appear as well as proceed spontaneously, but the opportunities of qualitative information and analytical support of innovative educational activities let us make the innovative educational activities more predictive and manageable, thus improving its quality.

Qualitative information and analytical support of innovative educational activities is an integral process of analytical study, prediction, diagnosis of goal setting, planning, quality assessment, data collection and dissemination of information at the appropriate stages of innovation and educational activities, including the following procedures:

- 1) the collection, processing and analysis of the internal and external environment of the university;
- 2) prediction of the need for certain innovations;
- 3) an analysis of innovation in terms of achieving the goals of education in the university, improvement of its effectiveness;
- 4) implementation of predictive quality assessment innovation;
- 5) the construction of the information infrastructure of the university, creating an information environment for the development of innovation and self-education;
- 6) the development and content of databases on various aspects of innovation and education;
- 7) pilot assessment of the quality of educational innovations;
- 8) evaluation of the quality of innovation and education;
- 9) distribution of innovative experiences in the university and beyond;
- 10) the final assessment of the quality of innovation.

Qualitative information and analytical support has two circuits: internal and external. In the outer loop is the collection and analysis of information about educational innovations of other educational institutions, the legal documentation on innovation management bodies of educational institutions, publications, press, television, the Internet. Parallel to this is the promotion of the university's own educational innovations to the information educational environment. Internal circuit involves the collection, analysis, tracking results, assessment of quality of innovative educational activities, dissemination of experience in a particular university.

In the process of qualitative, information and analytical support educational innovations are designed and planned in such a way as to provide bridging the gap between the quality of education that the institution has at present and the level of quality you want to have in the future.

Qualitative information and analytical support of innovative educational activities enables its har-

mony and balance, as well as the coordination and the positive impact of innovation processes on the quality of education at the university.

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FEATURES OF FORMING THE SYNDROME OF «BURNOUT» IN THE PROCESS OF PEDAGOGICAL ACTIVITY

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There were singled out basic reasons and the structure of “burnout” syndrome (BS) in the process of pedagogical activity. Emotional burnout is an acquired stereotype of emotional, more often professional, behavior. The reduction of professional duties can be considered as the final stage breach of business relations culture. There was carried out an examination of features of forming the “burnout” syndrome within pedagogues with different length of pedagogical service. Received information testifies to the fact that formedness of phases and symptoms of BS correlates negatively with the length of pedagogical service. To the basic strategies of BS prevention there belong: timely complex diagnosis of health condition within pedagogues, forming of emotional self-regulative mechanisms.

Sociocultural situation and goals of education set up a claim to pedagogue’s activity, making it polyfunctional and complex. The important moments of pedagogical work are: pedagogical activity, as organizational activity and as understanding of student’s consciousness; and also communication and reflection of student’s state. In society pedagogue also has a cultural function, he is a bearer of modern «syncretic» or communicative culture, the main value of which is the dialogue and organization of understanding (L.D. Stolyarenko). Carrying out his functions, pedagogue receive the psycho-emotional overload, and the result is efficiency impairing of professional activity. An effect of objective and subjective factors cause the feeling of dissatisfaction and emptiness, accumulation of fatigue, low assessment of one’s own professional competence, what leads to exhaustion and burnout (N.E. Vodopyanova, E.F. Zeyer, N.V. Kuzmina, A.K. Markova, L.M. Mitina, V.E. Oryol). Professional stress or the «burnout» syndrome accumulates, and as the result a person is not able to release accumulated destructive energy completely, then this energy begins to ruin the human.

Since the main reason of BS is psychological, mental overfatigue, it is considered to be multidimensional phenomenon, which is expressed in psy-

chological and physiological reactions to the wide range of situations at the labour activity of person, at the same time negative consequences of professional stress are examined in different aspects: influence on work results, mental and physical health of pedagogues [3].

The burnout syndrome is one of the most serious problems for ones who work at “man-man” system. On the one hand, «burnout» allows person to dose and economically spend energy resources, on the other, there can appear its dysfunctional consequences – exhaustion of emotionally-energetic and personal resources as the result of inner negative emotions’ accumulation without appropriate «unload» or «release» [2]. This syndrome includes three basic components: emotional exhaustion – the feeling of emotional emptiness, caused by one’s own work; depersonalization – cynical, indifferent attitude to labour and objects of one’s work; and reduction of professional achievements – origin of incompetence feeling of one’s professional sphere, awareness of failure, lowering of personal achievements (Maslach and Jackson) [6]. By «reduction» is understood the «simplification». At the professional activity, which supposes communication with people, reduction show itself in attempts to facilitate or reduce duties which require emotional efforts [2]. Pedagogue consciously or unconsciously approaches to mental comfort, lowering of pressure of external conditions in the result of emotional, professional behavior stereotype’s changing. Resisting to an increased pressure, trying not to bring it up to extreme exhaustion, pedagogue lower the pressure of external conditions by means of selectivity of emotions and simplification of professional goals.

Reduction affects negatively the discharge of professional activity and pedagogue’s relations, that is shown in: loss of interest in student as a person, teacher reduces his work to formal carrying out of lesson, ignoring educational function; desire for facilitation and simplification of duties, which require emotional efforts; absence of opposition to external conditions, planning and professional activity goal setting, self modification for the sake of their achieving. Having emotional efforts and focusing on oneself, pedagogue reduces expression of participation, attention, has inner necessity to «curtail» the situations of communication, limit oneself to exceptionally business contacts, not to pass into more deep personal aspect [2].

Nowadays there is no single opinion on BS structure, but one can say that it is considered to be a personal deformation as a result of emotionally complicated and intense relations at «man-man» system.

The aim of research is to specify the features of BS forming within the pedagogues of comprehensive schools with different length of pedagogical service.

Methods of research. The method of diagnosis of emotional burnout degree of Boyko V.V. allows to diagnose main symptoms of «emotional burnout»