

- subject classes, meeting contemporary requirements;
- unified information-educational portal of the country, and access from each school;
- every schoolchild has a computer;
- balanced hot meals for every schoolchild.

This will help to minimize the level disease among schoolchildren.

High level of education quality will be attained due to:

- elimination of overstudy through reducing the number of compulsory subjects and introduction of integrated courses;
- increase of schoolchildren's independent work, use of project-research and information-communicative technologies while teaching, preparation and presentation of projects by groups of students;
- logical completion of studying school subjects and introduction of pre-profile preparation in the basic school;
- choice of individual educational path in secondary school, possibilities of studying under international educational programs;
- education according to two academic directions – natural and mathematic and social and humanitarian;
- personalization of education – by 2020 every student will have a registration number (portfolio) that allows monitoring the academic level during the whole course.

The education quality will be proved by high results of students displayed in international comparative researches TIMMS, PISA, and PERLS, etcetera.

Technical and professional education:

Technical and professional education will correspond to development of industrial technologies.

By 2020 every citizen of the Republic of Kazakhstan will have an opportunity of getting professional education at the required level. Everyone will have access to constantly updated module programs of professional qualifications in order to adapt efficiently to the labor market requests. Not only colleges and professional lyceums will provide education and retraining of human resources, but learning centers of companies that create and use high technologies, centers of qualifications development, which will complement professional lyceums.

Demand for graduates of technical and professional educational institutions will reduce the level of unemployment. The potential of graduates of technical and professional education for further professional education will heighten.

A modern system of certification, assessment and acknowledgement of skills and qualifications of technical and professional education graduates, will be introduced in order to train the specialists for innovative economics; it will be independent of educational institutions. Employers will actively participate in de-

termining the content of educational programs and qualification requirements to graduates of educational institutions of technical and professional education.

Higher and post-graduate education

The system of higher education and post-graduate education will adequately react to accelerated processes of globalization and unification owing to updated technical base, increased role of information technologies and rationalization of educational and methodological base according to world trends. Work in his field will be conducted in close cooperation with employers, including heads of joint ventures.

The majority of learning programs will be implemented in English. Modern laboratories for researches at breakthrough projects of scientific and technical development, are projected, they will contribute to innovative development of education system. Efficient methods and forms of teaching will be implemented, highly qualified specialists will be involved.

By 2020, the majority of higher education institutions have to pass international accreditation (institutional and specialized) and participate in international academic rating of universities.

The integration of education and science will be attained – innovative structures, scientific laboratories, technical parks, business- incubators, and centers will be created. Higher education institutions will become the research centers of science. Scientific and teaching resources of highest qualification will be prepared according to prior scientific and technical directions in Master's and Doctor's departments of innovative higher education institutions and scientific organizations, as well as through sending the students of "Bolashak" scholarship to foreign higher education institutions for learning purposes.

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CHARACTERISTIC OF INNOVATION EDUCATIONAL MODEL FROM THE POINT OF VIEW OF EDUCATIONAL SERVICES CONSUMERS

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Today the development of innovation educational model is one of the tendencies in modern high school progress. The article highlights the analysis of some peculiarities and distinguishing features of this innovation model. The present day needs in this model are described from the point of view of educational services consumers.

Recently such terms as innovation education, innovation universities, innovation educational programs become more and more popular. Innovation education supposes teaching in the process of new knowledge creation. It happens at the expense of integration of basic science, education process and manufacturing.

The decrease of traditional universities competitive ability and low integration of science and manufacturing testifies about the necessity of absolutely new universities formation. Unfortunately, today traditional education as a system of knowledge acquisition drops behind from the real needs of modern science and manufacturing.

During the recent times not only the public but also the government pays much attention to the problems of innovation education. It happens because of the realization of one of the first-priority national projects "EDUCATION" (1).

Many researchers suppose that the training of specialists must occur in the network of competence approach. Some researchers think the building of the formation mechanism of graduates' professional competences is the basic methodological task of universities and colleges (2).

Today there are some educational models. They are traditional, rationalistic, humanistic and none-institutional. The comparative analysis of them has shown that a traditional model and a rationalistic one don't focus on the personality of a pupil as a subject of any educational process. It means the lack of the vector aimed at the development of value-sense, informational competences and also the competences of personal self-development.

As for humanistic educational model, it should be noticed that some of its varieties admit the priority of development over the teaching and focus on a personality. So, a humanistic model can be defined as an integrated one.

Each of these models has as advantages, so disadvantages. That's why it is reasonable to suppose that now-a-days an absolutely new advanced model is being formed. First of all, it includes the positive features of traditional and humanistic models. It is an innovation model of education (IME).

It's no matter to consider IME without consumers of educational services because exactly they make great demands of the organization of teaching process. And these demands are revealed in educational needs. In our opinion, these needs must be realized in the level of graduate's competence as much as possible and, of course, with a glance of modern society.

If, in general, the need in education can be set by aims and strategy of its acquisition, so educational needs within the bounds of a new IME can be defined as tactical because they support the process of a decision-making. Thus, defining educational needs in

IME we can denote the basic list of them which separate this model from others:

- Need in social availability of higher education;
- Need in life-long education "through the whole life";
- Need in education with individual plan according wishes of a student himself;
- Need in economic accessibility of getting education;
- Need in accessibility of communicative interaction with a teacher the same as the use of information technologies;
- Need in the quality of getting educational services irrespective of pupil's location;
- Need in control over the results of teaching irrespective of pupil's location;
- Need in updating of education content according to the demands of innovative economics;
- Need in constant perfection of educational material.

It should be noted that the nature of educational needs in the concrete historical conditions depends upon the complex of sociocultural factors. And, finally, it is defined by a man's place and value in the society. In the modern information society an educational need is the condition of man's self-actualization and self-development. In turn this answers to the system-functional approach of a new educational system building.

So, in absolutely new educational model needs in education can appear if:

Educational needs are brought up to date and there is no opportunity to satisfy them in the existing educational models;

There are obstacles for teaching which can be removed in IME. Such as interactivity, openness, flexibility, relatively low cost;

There is complaint to the conditions of getting education which can be satisfied in IME as it allows to use new forms and training aids.

References

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**THE MANAGERS' EDUCATION
VOCATIONAL TRAINING PERFECTION
WAYS UNDER THE KNOWLEDGE
COMMUNITY DEVELOPMENT CONDITIONS**

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Under the XXI –th century global challenges present – day conditions, the whole Humanity survival has been connected with the sustainable development single model on the basis of the social intellect and the educational community correlation. The man's qualities, the educational systems qualities in the society, and the social intellect qualities the priority development law is being become the leading one in the humanity sustainable development new model. The education is being become the reproduction first string and mechanism of the social intellect new quality, and it is being defined the future society formation – as «the knowledge society».

The UNESCO in its last policy documents has recognized the highest priority to the education quality policy and to the «knowledge societies» conception development. It has, moreover, been emphasized, that their construction will have to be considered among the most significant means of the peaceful and the just world community, including the large – scale rising generation familiarization with the science and the knowledge.

The education **decentralization, democratization and humanization** has been one of the main directions of the Kazakhstan educational policy for the last years. This process is inseparably being connected with the management democratization – e.g. by the academic freedom and powers extension of the educational organization. Not only the educational administration bodies of the central and the regional levels, but also the local educational administration bodies, including the educational organizations themselves are bearing their responsibility for the educational quality at the educational systems decentralization and democratization.

The education humanization, the main idea of which – this is the educational and the upbringing creation system on the national and the cultural basis, with due regard for the universal values, which are quite capable to the self – development, in accordance with the personality and the society demands. All these principles realization is needed the transition from the «rigid» educational structures to the content variability, the educational forms and methods, with due regard for the national and cultural country's traditions just in the educational school's process. This is meant that the personality with her or his interests, necessities and possibilities will have to be raised in the center of the educational and instructional process.

Now, it is getting more and more evident necessity of the cohort formation of the managers new

generation, under the deep qualitative shifts in the educational development conditions. Really, the developing school is constantly being needed just in the principled and fundamental other type of the chief – the efficient manager, and who is capable not only to be at the head of a school, but also, who is able to upgrade it at the qualitative new level.

First of all, the «manager» notion is associated with the new type of the manager, one of the distinctive features of whom is **the basic occupational management education presence**. The educational institutions management – this is not simply the experience, which everyone is able to gain, but this is the scientific knowledge field, whom it is necessary to become proficient, and this is also the art, having demanded the natural inclinations of the peculiar talent, and also the leadership qualities.

Until recently, the educational institutions managers have received their management education only in the improvement of the occupational skill system through the extension courses for the improving their qualification organization.

Meanwhile, the managers' education vocational training model has been developed in the framework of the Higher School, which is being served the efficient management activity basis in many developed countries throughout the world, such as Great Britain, Germany, France, Australia, Canada, Sweden and the others.

The world theory and the management practice analysis is being testified on, that one from the classical management leading differences from our domestic management theory is being consisted in the manager destination comprehension, as the figure, having defined the people joint activity, and the joint venture final success in the organization main goals achievement, and also its vocational education necessity. The management peculiarity, as the scientific, well as the practical basis of the management contemporary conception is being consisted in, that the integrated expression of the market economical management principles, the human factor, the professionalism, the special management education, the up – to – date information technologies, the crisis management, and the strategic approach are being found in it. The competent manager makes the crisis phenomena much softer, and promotes the stabilization, and serves the competitive recovery, and, consciously, has his influence upon the technologies renovation, and also motivates the further innovations in many foreign countries.

Also, the development necessity of the managers' multi – leveled education vocational training model has already been ripened in the Republic of Kazakhstan. The Kazakhstan educational system has been becoming more and more data – intensive high – capacity, power – intensive, and science – intensive, as in the whole world. It has been resulted in, that the thousands of the educational and instructional institutions more and more are being needed not only in the