

ness qualities as being purposeful, well organized, realistic, consequent, confident, being able to set and achieve objectives, persuade the subordinates of his decisions; be modern, have a creative approach to work; have strong analytic and synthetic abilities in order to evaluate work processes and results; constantly update knowledge in issues of education, psychology, economy, law and management of comprehensive school.

Nowadays, much attention is being paid to such aspect of management as work with people. Professional communication means, first of all, to respect people and pay attention to their needs. In this respect, are very important manager's professionalism, managerial and general culture, as well as moral position.

The head of the comprehensive school is in the first place, an expert in personnel issues: his position requires skills that enable him to build relations with the subordinates and supervisors, other educational institutions, be responsible for the staff training and development, have a well developed psychological, educational, legal and managerial culture, enable self-actualization and personal growth of the staff. A very important quality of a manager is his ability to regulate his own behavior. Good manager should not be too bossy, but take care of better working conditions. Manager is responsible for personnel professional achievements and safety; he organizes and coordinates staff efforts to accomplish desired goals. Normal functioning of the school depends on proper delegation of authority and responsibility. Personality development and professional growth in conditions of society transformation highlights the problem of communication skills of the educational manager. Competence in communication cannot be regarded as a final characteristics and isolated individual experience. Taking into account that the stable development of communication skills increases the management effectiveness, it is necessary to organize professional trainings for the comprehensive school principals. Consequently, not only the role of competence in communication is worthy of our attention, but also the task of focusing professional efforts on communication skills development, the choice of the content of professional trainings; forms, methods, means and techniques of development and improvement of competence in communication in the course of the career development, making the competence in communication a valuable part of general professional culture of the comprehensive school principal, which is becoming more and more important currently.

In addition, educational, legal and managerial culture of school principal affects the effec-

tiveness of educational management considerably. And if these factors are insufficiently developed, it influences the managerial abilities of the principal.

The work was submitted to the international scientific conference «Fundamental research», (Israel, Tel Aviv), 10-17 April, 2010, came to the editorial office on 23.03.2010.

ANALYZING THE PSYCHOLOGICAL DIAGNOSTICS OF THE OCCUPATIONAL SELF-DETERMINATION IN HIGH SCHOOL PUPILS OF URBAN AND RURAL SPECIALIST SCHOOLS

Sukhanova N.A.

*Stavropol State University,
Stavropol, Russia*

The research questions and goals of the following experimental study have determined the choice of the theoretic, empiric and diagnostic study methods; stages and logics of the conducted research; its content and the used techniques. Study and analysis of the relevant literature on psychology and education science helped to understand the current state and level of knowledge on the problem, with a conclusion that the occupational self-determination among high school students of specialist schools is a timely and an insufficiently covered issue in science and practice.

The following diagnostic methods were used: Batarshchev's method of pupil's self-evaluation; Self-evaluation of personal creativity; Diagnostics of social communicative competency (SCC) and Diagnostics of self-actualization by A.V. Lazukin and N.F. Kalina. The choice of methods was determined by need to study the occupational self-determination of high school students through its components: self-esteem, creative potential, possible estimation of success in future professional activities, level of self-actualization (time orientation, values, attitude to nature, cognitive demands, character, creativity, autonomy, spontaneity, self understanding, auto-sympathy, sociability and flexibility).

460 pupils of the 10-11th grades of specialist schools took part in the study, including 230 high school students of urban schools, which formed a control group (CG), and 230 rural high school students – an experimental group (EG).

Basing on specific criteria, we defined three levels of the occupational self-determination in high school students of specialist schools: high,

middle and low. Let us analyze the results of our diagnostics of the occupational self-determination in high school pupils.

42 % of the urban students and 19 % of the rural students presented a high level of self-evaluation. 41 % of the urban high school pupils and 47 % of the rural ones estimated themselves adequately. Low self-esteem had 34 % of the rural respondents, and considerably less – only 17 % – of the urban pupils. So, the average level of self-esteem among the rural school students (EG) is lower than in the urban group.

According to the self-evaluation test of creativity, 48 % of the urban and 25 % of the rural respondents have a high creative potential; low creative potential presented 18 % of the urban and 46 % of the rural high school students.

Students who highly estimated their creative abilities (nearly half of all the urban pupils) can be characterized as people with a considerable inborn creative potential, which offers them a wide range of creative possibilities. If they manage to realize their potential, a large variety of artistic activities will be available for them in the future.

The respondents with a low creative potential (almost half of the rural high school students) underestimate themselves. Lack of believe in own forces make them think they are not capable of doing new things and being creative. 34 % of the urban and 29 % of the rural pupils with a middle creative potential have enough creative abilities but are blocked by some barriers: every new idea passes through the stage of unexpectedness, surprise or rejection by others. They are limited in their creativity by fearing to be disapproved by the others for their unusual behavior, ideas or feelings, which leads to destruction of a creative personality.

Qualitative analysis of the data, received with the help of «Diagnostics of social communicative competency (SCC)» method, let conclude the following.

High score in Factor A characterizes people as open, easy and sociable (urban pupils – 40 %; rural – 43 %); low index – as unsociable and close (urban pupils – 9 %; rural – 10 %). High score in Factor B indicates a well developed logical thinking and mental agility (urban pupils – 31 %; rural – 31 %); low score – inattention or weak logical thinking (urban pupils – 13 %; rural – 16 %). High score in Factor C characterizes the respondents as emotionally stable, mature and quiet (urban pupils – 32 %; rural – 46 %); low score – as emotionally unstable, changeable, sensitive (urban pupils – 6 %; rural – 5 %). 49 % of the urban pupils and

41 % the rural are cheerful, unworried and merry (level of Factor D); 4 % and 7 % correspondingly are quiescent and serious (low level of Factor D). 36 % of the urban pupils and 29 % of the rural (high score in Factor K) are sensible, seek contact to other people, have creative thinking; 12 % of the urban and 31 % of the rural high school students rely on themselves, are realistic and rational (low level of Factor K). High score in Factor M shows that 41 % of the urban and 35 % of the rural pupils prefer own decisions, are independent; 19 and 36 % correspondingly, are group-dependent, sociable, join the public opinion. 34 % of the urban and 31 % of the rural pupils can control themselves and follow the rules (high score in Factor H); 14 % and 16 % correspondingly are impulsive, disorganized (low score in Factor H). High score on scale P (disposition for asocial behavior) indicates to personal problems in life: in the family, relations with friends or other people. This was the case for 11 % of the urban and 9 % of the rural pupils.

Degree of self-actualization, according to method «Diagnostics of self-actualization», was determined using eleven criteria (scales) with the following results.

1. The scale of time orientation shows to which extent a person is focused on the present, does not putting off life until later and seeking shelter in the past. The majority of the urban respondents (78 %) share the existential value of life «here and now», are able to enjoy the current moment and not to compare it with the past joys without or expected success in future. The majority of the rural respondents (57 %) are neurotically focused on the past experiences, have extreme success motivations, are mistrustful and show lack of confidence in themselves.

2. Value scale. High score on this scale in urban (83 %) and rural (79 %) respondents proved that they share the values of a self-actualizing personality (such as truth, good, beauty, integrity, no dualism, vitality, unique character, justice). Preference of these values means their striving for balanced life and human relations.

3. A person can have either a positive or a negative attitude to nature. This scale describes the faith in people and in the power of human abilities. As in the previous paragraph, the respondents from both groups presented high scores on this scale, which can be regarded as a stable basis for sincere and balanced interpersonal relationships, natural sympathy and trust towards people, honesty, open-mindedness, friendliness (81 % of rural and 85 % of urban pupils).

4. High cognitive demands are typical for a self-actualizing person who is always open for new

experience. High score on this scale was observed in 94 % of urban and 42 % of rural high school students, i.e. they search for something new without thinking of satisfying their demands only.

5. Creativity is an essential attribute of the self-actualization, which can be called a creative attitude to life. High scores in this criterion were observed in 89 % of urban and 31 % of rural high school students.

6. Autonomy, according to the majority of humanitarian psychologists, is the main criterion of mental health, the integrity of the personality. Self-actualizing personality is autonomous, independent and free, but it does not mean to deny solitude. High scores were assessed in both groups: 78 % in the CG and 75 % in the EG.

7. Spontaneity results from confidence in oneself and trust to the surrounding world. Ability to act spontaneously is frustrated by cultural norms; natural spontaneity can be observed only in little children. High scores on this scale were observed in 85 % of the urban and only in 21 % of the rural high school pupils. For those, is self-actualization a way of life.

8. Self understanding. High score on this scale indicates person's sensitivity to own wishes and demands (87 % of the urban and 34 % of the rural respondents).

9. Auto-sympathy is a natural basis of mental health and integrity of a personality. Low scores usually have neurotic, anxious and unconfident people. High scores on this scale were observed in both groups (CG and EG) – 79 % and 75 % correspondingly.

10. The scale of sociability assesses person's ability to build stable and friendly relations with others. In the self-actualization questionnaire, sociability is understood not as a level of communication skills, but as a general predisposition to creating mutually useful and pleasant contacts with other people, as a necessary basis for synergic orientation of personality. High scores were observed in 89 % of the urban and 34 % of the rural high school pupils.

11. The scale of flexibility in communication refers to the presence or lack of social stereotypes, ability to express oneself adequately via communication. High scores – 97 % of the urban and 46 % of the rural respondents – prove their self-expression skills and ability to interact authentically with other people.

Qualitative analysis of the first research results let conclude that the processes of self-determination and self-esteem development within the self-actualization differ considerably in pupils of urban and rural schools.

The work was submitted to the international scientific conference «Fundamental research», (Israel, Tel Aviv), 10-17 April, 2010, came to the editorial office on 23.03.2010.

THE DEVELOPMENT OF HIGHER EDUCATIONAL INSTITUTION'S INNOVATIVE POTENTIAL

Tarabaeva V.B.

*Belgorod State University,
Belgorod, Russia*

Higher educational institution's innovative potential has recently become an object of active regulatory control, which usually shows the update of the social problem and recognition of the necessity of its solving by public administration.

So, tendencies of the development of innovative activity in education system generally and particularly in higher education institutions were reflected in the adopted by Russia's Ministry of Education in April 2000 Concept of scientific, science-engineering and innovation politics in the education system of Russian Federation 2001-2005 and also in Basic lines of Russian Federation's policy in the field of the development of innovation system till 2010 approved on the 5th of August 2005 and in the Strategy of the development of science and innovations in Russian Federation till 2015 [1; 3-6].

It is marked in the documents that contemporary higher education institute should become not only science-education centre. Because of the development of innovation activity, infrastructure of its support, establishing communications between education, science and innovation segments transforms it transforms into special higher education complex – education-science-innovation complex (ESIC). Only such a complex allows characterizing higher education institute as innovative. Nevertheless state-financed science and higher education institutions until recently could not independently establish business companies and small innovation commercial enterprises. It significantly slowed down the innovation activity of higher education institutions.

In August 2009 a law, allowing state-financed science institutions bringing in intellectual property into authorized fund of business companies to introduce the scientific work results, was adopted (FL №217 from 02.08.2009). The adoption of this law means that higher education institutions now may establish small innovation enterprises. Never-