

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-