

Thus, the purpose of our work, which was in the development and study of the program “Proforientator” in the city of Arys of the South Kazakhstan region, was implemented. The study confirmed the hypothesis. The assigned objectives were implemented.

Unique data obtained by us during the work on the program “Proforientator” are multilayered and they should not be taken as final ones. However, they help to find ways of further research, penetrate into objectified with difficulty personal characteristics of an unemployed, elusive under the traditional organization of the work of psychologist and which can not be adequately quantified. Thus, per the results of this work with the unemployed of the town of Arys of the South Kazakhstan region for 3 months indicators of employment per identified psychotype of a personality of the program participants were significantly improved.

Implementation of the program “Professional orientation” in the city of Arys with the use of personality-centered psychological line of work with the unemployed and the maximum expression of competence and attention to each participant demonstrated its efficiency. As a result of trainings of personal growth and job search skills training, the program participants gained confidence in choosing a profession as it is reducing anxiety, promotes activation of intellectual and creative potential, increases self-esteem, enables self-development, satisfaction of personal human needs with the ability to effectively plan and to carry out his or her labor activity.

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INNOVATIVE MANAGEMENT OF HUMAN RESOURCES IN EDUCATIONAL INSTITUTIONS: APPROACHES TOWARDS TRAINING EXECUTIVES OF EDUCATIONAL ORGANIZATIONS

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During the recent yeast the system of managing human resources has been developing as a generalizing area of researches that unites them and synthesizes urgent problems of staff management and labour relations between administration and personnel in their general and specific modifications. A necessity to solve a whole complex of problems in the area of managing human resources (HRM) within organizations defines the demand for specialists who have mastered special technologies and are able to implement them efficiently in the area of HRM.

A team of authors (doctor of pedagogic science, professor, academy member of BPA, A.P. Panfilova; doctor of pedagogic science, professor S.Y. Trapitsyn; doctor of pedagogic science, professor A.V. Dolmatov; candidate of economic science, associate professor I.N. Churilina; candidate of pedagogic science, associate professor P.A. Bavina, candidate of pedagogic science, associate professor, E.V. Egorova, business-trainer of consorcium “Codex” S.S. Mikhailchenko; candidate of psychological science, associate professor V.V. Smirnova, candidate of pedagogic science, associate professor E.N. Agapova, candidate of psychological science, associate professor A.V. Rubashov, candidate of pedagogic science, associate professor Y.Y. Kolesnikov) has carried out a research on key processes in the area of HMR and a monograph has been prepared at the basis of the received results.

The monograph represents individual studies by authors who carries out training of bachelors and masters on educational programmes “Human resources management”, “Management of education”. The first part of the monograph gives us a conceptual idea on key theoretical problems of HMR in institutions, and the research, taken by the author’s team in collaboration with postgraduate students and daytime students, allow the reader to see the specifics of the problem, analyze it according to their own experience, and understand the multidimensional activity of an organization manager in field of HRM.

As specialists think, in order to establish a stable development of an organization in a volatile business environment and get involved into processes of renewing education, related to realization of competence and module approach, development of educational standards of the new generation, with changes, happening in labour market, establish correspondence between the level of professional knowledge and skills of graduates and requirements

of employers and modern activity, organization managers have to master innovative and non-standard approaches towards managing human resources more and more frequently.

Therefore, the first part of the monograph studies problems of managing human resources within an organization from innovative positions, so the materials of this book will prove most useful to those who intend to introduce new ideas into personnel management. The monograph also reflects most recent trends in this area of knowledge, they are illustrated by examples from practice of staff management and results of inter-discipline research. Competence approach lies in the foundation of the monograph, therefore, each chapter begins with the description of those competences that should be formed among students of programmes “Human resources management” and “Management of education”. Besides, each chapter also contains key words and special literature that can help the reader to orient within the search of the necessary material.

A distinguishing feature of the author’s research is the fact that it studies problems of HRM in terms of innovative economy: staff strategies; function of human resources management; theoretical basics of internal organizational training and personnel development; managing knowledge in organization; innovative models and technologies of training; problems of forming social competences of a modern manager; personnel marketing, selection, introduction into a position, adaptation and outplacement; new approaches towards evaluation and attestation of organization employees; management of conflicts and social-psychological climate; creation of competitive advantages; management of a multinational team at the basis of multicultural competence; ecological problems and health-preserving technologies, and also other urgent problems of managing human resources in organizations.

In regard to the mentioned information, modern system of education has to respond requirements of the time and thus realize various innovations that imply developing not only human knowledge and skills, but also personal potential of each student and also their behavior within future professional activity. The authors consider that the basic objective of such training is behavioral change the future specialists, formation of mobility among them, ability to adapt, skills of continuous development. In order to form key competences that will allow future managers to adapt their knowledge to new situations, goals, and objectives, *strategies of “training in action” or “practical training”* have been introduced into educational process.

Since there are almost non state educational institutions in Russia that train tutors who have game-technical competence, and within our institute creative workshop “Game-technical management” has been operating for over 10 years, problems, studied by the training-practical textbook (part 2), are related to *organization of an intense training*. As practice

shows, most tutors master training games via method of trial and error and, as a rule, don’t bear any responsibility for their educational efficiency, they don’t possess the whole multiplicity of the existing and approved intensive technologies; frequently they violate form of a game or training, methodic of their implementation, are unable to manage an audience of game participants, maintain a correct feedback, organize post-game discussion, deroling, reflection, sharing, and debriefing. The problem of educational efficiency of game training remains urgent as well. Effectiveness of implementing intensive technologies is mostly based upon “taste speculations” of the participants and organizers. Hence, the very idea of accompanying traditional classes with intensive technologies and their introduction into educational process is being compromised. Therefore, the text guide contains an objective collection of independent practical and scientific-research exercises, gaming technologies, training, role and business games for each topic, described in the monograph. Methodical recommendations for a tutor who holds intensive classes, are also provided.

No doubt, an important condition of integrating such approaches into education is interactive cooperation of students of the “formula of solidarity” as well as participative style, in other words, style of students’ involvement into processes of teamwork and making decisions together. The necessity of such approach is testified by Federal state educational standards (FSSES of HPE), some of them state the following requirement towards basic educational programmes (BEP) of modern generation: *directing students towards final results, expressed in form of competences, as the same time, facilitation of active and interactive forms and technologies* of holding classes and control-measurement materials that define the acquired competences in the end of a course, is defined as a necessary condition.

The practical guide shows that during targeted intensive classes students must not only master, apprehend, and understand the information they receive from a tutor, but also carry out independent individual and collective practical acts, aimed to solve problem situations. This aspect enables students to review their personal settings, values, and views, remove stereotypes, learn to work within a team and cooperate.

All the mentioned research data defined the necessity to set the following goal of the presented training-practical guide: a wide introduction of intensive technologies into educational process of training managers in order to develop professional competences, described in the monograph, development of psychological readiness for managing human resources within an organization.

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