

Features of the application and management of innovative practices in the system of higher education of the Republic of Kazakhstan

Características de la aplicación y gestión de prácticas innovadoras en el sistema de educación superior de la República de Kazajstán

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ABSTRACT:

The article deals with the problem of the need for the introduction of various types of social innovation; describes the nature and direction of innovation in higher education; the role of subjective factors and value orientations of subjects of education; structured the main characteristics of innovation and their management in the higher education system of the Republic of Kazakhstan.

Keywords: management in education, innovation, innovative methods, innovation process

RESUMEN:

El artículo aborda el problema de la necesidad de la introducción de varios tipos de innovación social; describe la naturaleza y dirección de la innovación en la educación superior; el papel de los factores subjetivos y las orientaciones de valor de los sujetos de educación; Estructuró las principales características de la innovación y su gestión en el sistema de educación superior de la República de Kazajstán.

Palabras clave: gestión en educación, innovación, métodos innovadores, proceso de innovación.

1. Introduction

Innovation is the way to the future. Bet on innovation- the Central element of the development Strategy of our Republic for the period up to 2020....

N.A. Nazarbayev

Social development at the turn of the century is characterized by the need to transform the

entire education system. Profound changes taking place in the social structure, in relations between different States and peoples, in economic, political, social and cultural processes, give rise to a number of requirements for the higher education system to form a new type of specialists, the most adapted to the conditions of the transition economy and modern challenges (Clarín, 2017).

The reform of education, which is currently being implemented in the Republic of Kazakhstan, is related to a whole range of measures aimed at changing its organizational, economic, legal, structural and substantive components. In the conditions that opened up for Kazakhstan with the acquisition of sovereignty, the goal is clearly defined - the construction of a legal, democratic state with a socially oriented market economy. At the same time, the solution of the key problems formulated by the President of the Republic of Kazakhstan takes on an important role. N. Nazarbayev: "to strengthen the state principles, to build a legal society, to ensure the formation of a full-fledged national market on a new technological, structural, institutional basis." (Message of the President, 2010).

The solution of these problems is associated with the need to introduce various types of social innovations (content, methodological and structural) in social and economic relations, and in the educational process. Objective factors that determine the nature, nature and direction of innovations in higher education are:

- * formation of the Republic of Kazakhstan as a sovereign independent state;
- * focus on the market model of the economy;
- * development of different forms of ownership and creation of new economic structures;
- * entry of education into the world educational system.

At the same time, it is impossible to ignore the role of subjective factors and value orientations of the subjects of education: students of the Republic, their parents and teaching staff (Innovations in education, 2011).

The effectiveness of the process of reforming the education system in Kazakhstan is largely determined by both these factors and the degree of generalization of the accumulated international experience in the field of education.

At the present stage of reforming the Kazakhstan educational system, transformations and innovations cover almost all aspects of the educational process: there is a change of pedagogical paradigms; the process of adaptation of the education system of Kazakhstan to international standards (models); standardization is subjected to the content aspect of higher education; the introduction of non-traditional and interactive educational processes, as well as the search for new methods and technologies; transformed methods of education management.

As a subsystem of the global social system, education is influenced by innovative changes in the structure, content and methods of implementation of its main functions. The education system reflects the socio-economic relations of the society, and on the one hand it is influenced by the processes of social reform, and on the other - itself becomes an incentive for innovation processes.

Demonopolization of higher education in Kazakhstan has led to the fact that the state education system began to emerge new scientific and pedagogical trends and schools, to introduce interactive teaching methods, as well as foreign practice based on non-traditional forms and methods of education for the Kazakh society. However, this kind of innovation has not fundamentally solved the problem of demonopolization of the entire education system.

Therefore, in order to destroy the educational monopoly since the mid 90-ies in the Republic of Kazakhstan began to appear non - state universities, most of them - private. Currently, there are 12 non-state universities in the country, which is 18.5% of their total number (Message of the President, 2011).

At the same time, the emergence of alternative educational structures has not reduced the severity of the problems inherent in the higher education system of Kazakhstan. Most non-state universities often hypertrophied project to its level the traditional problems of public universities and the form and content that does not classify them as innovative structures.

Private universities often have an uncertain legal status (there are no licenses for educational activities and state accreditation), conduct the learning process with a deviation from State standards, graduates' diplomas are not always recognized not only in Kazakhstan but also in the CIS countries (and especially in Russia). In this regard, it became necessary to consider the possibility of turning the process of demonopolization into a truly innovative process, covering its various components, on the basis of further development of the system of both state and commercial universities, strengthening the integration of educational institutions (including foreign) and the introduction of innovative technologies in the educational process.

1.1. The degree of development of the problem.

For modern science and education management the problem of formation and development of educational structures in the framework of innovative processes is quite new. At the same time, its individual aspects and issues were considered in studies of various areas by teachers and sociologists.

In the West about the problems of education, wrote D. Bell, R. Boudon, W. Johnston, F. Coebs, JI. Trou, G. Armstrong, J. Berman, A. Weissman, S. Levi. R. Evans and many others. In their works revealed the relationship of the education system with other social institutions, ways of interaction of higher education and society.

Issues of social and spiritual development of the countries and regions, national educational systems were dealt with by H. A. Aitov, V. I. Bakstanov, V. V. Gavriyuk, R. G. Gurov, N. D. Zotov-Matveev, A. K. Kusainov, T. S. Sadykov, JI.B. Sakharchuk, E. E. Skaterschikov, A. B. Sotov, G. F. Shafranov-Kutsev and others. In their works the interrelation between national, economic and geopolitical specifics of various regions was investigated.

The problems of pedagogical and social design were studied by S. A. Alekseev, I. V. Bestuzhev-Lada, B. S. Gershunsky, V. I. Zagvyazinsky, V. Ya. Laudes, I. Lyakhov, A. G. Rappoport, T. Santalainen, R. Selzer, S. A. Solovyev, H. H. Tasmagambetov, S. S. Sheveleva, T. G. Shchedrovitsky, which revealed features of social engineering, described the technology of socio-pedagogical processes.

General problems of innovation, and innovation as a science, considered N. I. Lapin, A. I. Prigozhin, E. A. Utkin.

The innovations in the education system were engaged in Angelovski K., K. G. Barbakova, T. B. Bekova, I. V. Bestuzhev-Lada, J. M. Bepalov, S. A. Gilmanov, O. S. Shabdanov, A. N. Silin. They define the features of innovative educational processes, the factors contributing to and hindering the introduction of innovations in education.

The role and place of educational needs and value orientations in the system of self-determination of today's youth was considered in the works of V. A. Bobaho, E. V. Bondareva, S. Bryan, J. R. Wisniewski, R. G. Gurova, M. S., Zhamkochyan, S. I. Zharova, A. G. Zdravomyslova, I. S. Kon, T. N. Quitevis, V. T. Lisovsky, G. K. Nurgalieva, M. N. Rutkevich, E. A. Saar, F. R. Filippov and many others (Ivanova E. V., L. I. Kosova, T. Avetova, 2014).

Therefore, according to the authors, it is necessary to consider the innovative trends that have arisen recently in higher education in Kazakhstan in order to select variable forms of education that correspond to the value orientations of society to enhance the social efficiency of higher professional education.

The information base of the research is the normative and legislative acts of the Republic of Kazakhstan in the field of education, the official documentation of the state, regional and public bodies of education; periodicals, statistical data of the State Committee on statistics, Almaty regional Department of statistics, the results of the population census in the regions and districts of the Republic of Kazakhstan, the statistical review of Kazakhstan, as well as the results of sociological research conducted by the author.

The scientific novelty of the research is as follows:

* on the basis of the indicator method developed in accordance with the UNESCO program, the analysis of the actual state of higher professional education in Kazakhstan;

- * the directions of transformation of the higher education system of Kazakhstan in the transition period (Kaverina, 2016);
 - * the criteria for identifying analogies in innovative educational processes in the higher education system of different countries on the basis of the principles of comparative pedagogy are developed;
 - * value orientations of students of Kazakhstan and directions of innovative transformations of higher school of the Republic are defined. The practical significance of this study is to use the results obtained:
 - to further study the development of innovative processes in education;
 - * in the real practice of education management in the region through the development of strategies and tactics of higher education management;
 - * to model innovations at different levels of management of educational structures.
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2. Methodology

To solve the problems the author used a set of interrelated methods: sociological (questioning, interviewing, expert assessments, "round tables"), economic-mathematical and statistical, allowing to carry out the modeling of innovative processes.

The methodological base of the research is represented by the reproductive, institutional and situational approaches, the approach based on simulation.

The basis of the development of the problem and the solution of the formulated problems were the principles of the system-structural approach to the study of socio-economic objects and the theory of decision-making. Methods of economic-statistical, logical, comparative analysis, tabular and graphical methods of statistical data presentation, as well as bootstrap methods and simulation models were used for processing, analysis and generalization of materials in accordance with the goal and formulated tasks.

The information and empirical base consists of the data of official statistics in the field of features of the application and management of innovative practices in the system of higher education of the Republic of Kazakhstan, the actual data taking place in monographic studies and publications of domestic and foreign scientists, materials of scientific conferences, Internet resources, materials of periodicals, as well as data obtained personally by the author in the process of research.

2.1. Innovative process in the education system of the Republic of Kazakhstan.

Deep and large-scale reform of the education system of Kazakhstan is carried out with active and purposeful state support. The main task is to ensure the quality of education on the basis of maintaining its fundamental nature and compliance with the current and future needs of the individual, society and the state. Attention to the problem of quality is strengthened in connection with the participation of society in the evaluation of the norms of the functioning of the education system, leading to the formation of a "student" society, which is based on lifelong learning (Gussenov, 2018).

Pedagogical technology is a well-thought-out model of joint pedagogical activity on designing, organizing and conducting educational process with unconditional provision of comfortable conditions for students and teachers (V. M. Monakhov). Currently, Kazakhstan is developing a new education system focused on entering the world educational space. This process is accompanied by significant changes in the pedagogical theory and practice of the educational process. There is a modernization of the educational system: different content, approaches, behavior, pedagogical mentality.

In modern education, the principle of variability is proclaimed, which allows teaching staff of educational institutions to choose and design the pedagogical process according to any model, including the author's. In this direction there is a progress of education: the development of different versions of its content, the use of modern didactics in improving

the efficiency of educational structures; scientific development and practical justification of new ideas and technologies. An important organization is a kind of dialogue of various educational systems and technology training, testing in practice a new form of complementary and alternative public education system, the use of modern terms of a holistic educational system of the past (ARALBAYEVA, 2018).

In these conditions, the teacher should be guided in a wide range of modern innovative technologies, ideas, schools, directions, do not waste time on the opening of the already known, and use the entire Arsenal of pedagogical experience. Today it is impossible to be a pedagogically competent specialist without studying the whole wide range of educational technologies. Modern pedagogical technologies can be implemented only in an innovative school.

Innovative school is called educational institution, the activity of which is based on the original (author) ideas and technologies and represents a new educational practice (V. G. Selevko, 1998). Innovative school is a polysystem with subsystems of educational, labor, artistic and aesthetic, sports, scientific activities, including various forms of communication and communication of children and adults. Modern innovative schools most often arise on the basis of ordinary mass schools, deeply developing and implementing one or more of their functions on the original technological basis. The following distinctive qualities (criteria) of innovative schools can be distinguished (Kantureev, 2018).

* Innovation: the presence of original author's ideas and hypotheses about the restructuring of the pedagogical process.

* Alternative: the difference between any of the main components of the educational process (goals, content, methods, means, etc.) from the traditional ones adopted in a mass school.

* Conceptuality of the educational process: consciousness and use in the author's model of philosophical, psychological, socio-pedagogical or other scientific grounds.

* Consistency and complexity of the educational process.

• Socio-pedagogical appropriateness: consistency with the goals of the school social order.

* The presence of signs or results that determine the reality and effectiveness of the author's school (FROLOVSKAYA, 2018).

Currently, a variety of pedagogical innovations are used in professional education. This depends primarily on the traditions and status of the institution. However, the following are the most characteristic innovative technologies:

1. Information and communication technologies (ICT) in vocational training.

The introduction of ICT in the content of the educational process involves the integration of various subject areas with Informatics, which leads to the Informatization of students' consciousness and understanding of the processes of Informatization in modern society (in its professional aspect). Of great importance is the awareness of the emerging trends in the process of Informatization of the education system: from the development of students' initial information about Informatics to the use of computer software in the study of General and special subjects, and then to the saturation of the elements of Informatics structure and content of education, the implementation of a radical restructuring of the entire educational process based on the use of information technology. As a result, new information technologies appear in the methodical system, and graduates are prepared for the development of new information technologies in future employment. This direction is implemented through the inclusion in the curriculum of new subjects aimed at the study of Informatics and ICT. The use of ICT in vocational education institutions contributes to

• to increase the motivation of students to study various subjects, especially in combination with the use of the project method (Petukhov, 2011).

* Informatization of learning is attractive to the student that relieves the psychological stress of educational communication by moving from the subjective relationship "teacher-student" to the most objective relationship "student-computer-teacher", increases the efficiency of student labor, increases the share of creative work, expands the opportunity to

receive additional education on the subject (FROLOVSKAYA, 2018);

* Informatization of teaching is attractive for the teacher that allows to increase productivity of his work, increases the General information culture.

2. Personally oriented technologies

Personally oriented technologies put in the center of the modern educational system the child's personality, providing comfortable, conflict-free and safe conditions for its development, the realization of its natural potentials. The identity of the child in this technology is not only the subject, but the subject of priority; it is the purpose of the educational system, not a means to achieve any abstract goal. Manifests itself in the development of students' individual educational programs in accordance with their capabilities and needs (Selevko, 2015).

3. Information and analytical support of the educational process and quality management of education.

The use of such innovative technology as information and analytical methods of quality management allows you to objectively, impartially trace the development in time of each student individually, group, flow, educational institution as a whole. With some modification can become an indispensable tool in the preparation of class-generalizing control, the study of the state of teaching any subject of the curriculum, the study of the system of work of a single teacher.

4. Monitoring of intellectual development.

Analysis and diagnostics of the quality of education of each student by testing and charting the dynamics of performance.

5. Educational technologies as the leading mechanism of formation of the modern pupil.

It is an integral factor in the modern learning environment. Implemented in the form of involving students in additional forms of personal development: participation in cultural events on national traditions, theater, children's creativity centers, etc.

6. Didactic technologies as a condition of development of educational process of HEI (higher educational institution).

Here can be implemented as already known and proven techniques, and new. This is independent work with educational books, play, decoration, and protection projects, learning through audiovisual techniques, the system "consultant" group, differentiated ways of learning - the system of "small groups", etc. Usually in practice, there are various combinations of these techniques.

7. Psychological and pedagogical support of the introduction of innovative technologies in the educational process of the school

It is supposed scientific and pedagogical justification of use of these or those innovations. Their analysis on methodical councils, seminars, consultations with leading experts in this field (Supyan, 2017).

8. Research activities of teachers.

Research work carried out in educational institutions increases the intellectual potential of teachers, contributes to the updating of the content of education, the development of new technologies of the educational process, the formation of educational research activities of students, the development of their personal interests, creativity.

Thus, the experience of the modern school has a wide Arsenal of pedagogical innovations in the learning process. The effectiveness of their application depends on the existing traditions in the educational institution, the ability of the teaching staff to perceive these innovations, the material and technical base of the institution (GUSSENOV, 2018).

3. Results

Modern educational space consists of two types of pedagogical processes - innovative and traditional. Pedagogical innovation is a theoretically grounded, purposeful and practice-oriented innovation, which is carried out at three levels: macro-level, meso-level and micro-level.

At the macro level, innovation affects changes in the entire education system and changes its paradigm. At the meso level, innovations are aimed at changes in the educational environment of the region, in specific educational institutions. At the meso level, it is mainly about creating new educational institutions on the basis of new conceptual approaches. At the micro level, innovations are aimed at creating new content as a separate course and a block of courses (for example, environmental, humanitarian, professional, etc.); or to develop new ways of structuring the educational process; or the development of new technologies, new forms and methods of training.

At any level, educational innovation develops in five stages.

The first stage - the initiation of innovation and the decision on the need to introduce innovations of a certain type. Initiation can be caused by the internal motivation of the leader of the organization, but most likely the reason is external or internal pressure: the order of the Ministry, the order of the industry for a new specialist, changes and processes within the organization. Normally, the innovation strategy and analytical work on its implementation should be carried out by the head. In practice, the initiative of innovation often comes not from above, but from below - from teachers-innovators.

The second stage is theoretical, i.e., substantiation and elaboration of innovations on the basis of psychological and pedagogical analysis, forecasting how the innovation process will develop and what are its negative and positive consequences. This stage is the most difficult, as pedagogical reflection and the ability to "think of a different pedagogical reality" (G. P. Chshedrovitsky) suggest:

- * knowledge of psychological and pedagogical theory;
- * ability to build your ideas into a single concept;
- * rationale for the need or inevitability of innovation;
- * identification of factors that contribute to innovation.

This stage also involves information support of the planned innovation. Careful work at the second stage entails success at the stage of innovation in the pedagogical process.

The third stage - organizational-practical - is the creation of new structures, contributing to the development of innovation: laboratories, experimental groups, etc., these structures must be mobile, Autonomous and independent. At this stage, it is important to find supporters of innovative ideas, especially from among the influential and authoritative persons in the organization. In addition, it is necessary to anticipate the attitude to innovation of many other employees from among those who are directly affected by these innovations. This stage of the innovation process ends with the conviction of the majority of members of the organization in the need for innovation and creating a favorable emotional and motivational background (KANTUREEV, 2018).

The fourth stage - analytical-is a generalization and analysis of the obtained model. At this stage, it is necessary to understand at what level the innovation process is carried out; to correlate the state of the educational institution as a whole (or the state of teaching a particular subject) with the prognostic state that was supposed to be achieved as a result of innovation. If the match does not take place, it is necessary to find the answer to the question: why?

The fifth stage is implementation, it can be trial and then complete. Success at this stage depends on three factors:

- * from the material and technical base of the institution (or educational environment) where the innovation is introduced;
- * from the qualification of teachers and managers, from their attitude to innovation in General, from their creative activity;

* from the moral and psychological climate in the organization (the degree of conflict, the degree of cohesion of employees, staff turnover, social assessment of their work, etc.). Researchers V. I. Dobrynin, T.N. Quitevis directly say that innovation is significantly hindered by high conflict along the lines of "teacher – student" and "teacher – teacher".

The most successful innovations are introduced in relatively small teams, where it is easier to conduct psychological training for innovations and where you can quickly awaken people's enthusiasm and faith in success.

Note that the introduction of the need to plan the risk: as noted by M. Meskon, M. Albert, every second organizational innovation fails (the risk is 50%) (Sultanova, 2018).

Psychological barriers to innovation

The innovation process usually affects the goals, structure, objectives, technology and human resources of the organization. These internal variables are related to each other. The essence of innovations is the work to achieve new results, means and ways to obtain them, to overcome the backward or routine elements of traditional activities. When introducing innovations, three groups of contradictions arise and are resolved:

- between new and old;

- * contradictions related to the depth of transformations (whether there is a radical change, i.e. there is an innovation-modernization, or traditional methods, forms and principles of work are improved, i.e. there is an innovation-transformation);

- * contradictions associated with the restructuring of teachers ' consciousness, as innovations change their interests and value orientations (Mannheim, 2008).

Innovations of any type affect the interests of many employees of the organization, each of which must take a role position: the supplier of the problem, the innovator, the initiator, the developer, the expert, the manufacturer, the organizer, the user. This set of role positions depends on the content and scale of innovations and in one person is rare. There are two mandatory positions: organizer and user. In education, many positions often coincide in one person of the teacher-innovator. Often the innovative position and functional place of the employee may not coincide. Normally, as scientists note, the initiator and implementer of the innovation process should be the head of the organization, and his behavior should reflect the standards of innovative behavior - the desire for leadership, entrepreneurship, the desire to give freedom of action to creative and talented people, the support of enthusiasts. The main thing in the innovative behavior of the head-to develops employees ' motivation innovators (KERIMBAYEVA, 2018).

Socio-psychological factors of successful innovation

At each stage of the innovation process there are socio-psychological factors that either inhibit or stimulate or somehow modify this process.

The first group of factors are objective environmental factors. These include:

1. Innovative policy of the organization of education, which can be both intensive and extensive.
2. The material base of the institution.
3. Features of a particular educational institution (professional traditions, the content of work, the qualification structure of the team, the nature of the tasks).

The second group is subjective factors. This includes:

1. Gender and age. It is known that women are more conformal than men.
2. Personal quality. The qualities that contribute to the introduction of innovations include a risk appetite, interest in professional growth, high professionalism, focus on innovation. It is these qualities psychologists include in the concept of "innovative personality".
3. Qualifications and education. Knowledge in the field of management is important for a Manager of a progressive type.

According to R.L. Krichevsky, for the successful implementation of innovation policy are

important:

- * educational level of employees and availability of a special system of training and retraining;

- * information contacts and people's awareness, i.e. getting adequate information about the innovation;

- * motivation for innovation, setting the team on innovations, which largely depends on the organizers of innovations.

The main obstacle to the introduction of educational innovation is the quality of the teaching staff, the level of professionalism. For example, new learning technologies require the teacher (in addition to professional competence in their subject area) pedagogical skills. Here is a list of new pedagogical knowledge and skills required from the teacher innovative learning technologies:

- * ability to diagnose learning and parenting goals;

- * deeper, systematic knowledge of the subject and its scientific basis;

- * the ability to restructure the training material with inductive presentation in the logic of inductive-deductive problem presentation of the whole topic, rather than a single lesson;

- * ability to model in the educational process (for its purposes, content, forms, methods and means of training) the professional activity of the future specialist;

- * ability to organize independent work of students to prepare for the seminar, business game, brainstorming, etc.;

- * ability to be fluent in active learning methods;

- * ability to provide a favorable psychological climate, cooperation with students.

In study N. Ah. Ilyina shows that the specific attitude of employees to innovation consists of three components: cognitive, emotional and behavioral. She identified five types of attitude to innovation: active-positive, passive-positive, neutral, passive-negative and active-negative (CHSHERBOVSKIKH, 2018).

Social psychologists divide people according to their attitude to innovations into the following types.

1. Innovators are people who are characterized by a constant search for opportunities to improve the educational process; they develop technological, organizational and other innovations, make initiative proposals and achieve their implementation.

2. Enthusiasts are people who accept the new regardless of its elaboration, validity, possibilities of use, and its usefulness. For enthusiasts, the novelty is valuable in itself as a product of creative thought. He considers it useful because it is different from the old, excites consciousness. Enthusiasts usually are taking on hard work in promoting fragile, poorly substantiated ideas.

3. Rationalizers are employees who accept innovative proposals only after careful analysis of their usefulness, possibilities of use, effect, probable difficulties on the way of implementation. This type of people is the most optimal in working with innovations.

4. Neutrals are those people who act depending on what they are ordered to do or how they are affected. The ratio of neutral to cautious innovations, initiatives, it does not show. But if he is ordered, he will do what is required of him.

5. Skeptics-people who are not inclined to take the word to believe any useful proposal, even the obvious to all. A skeptic can become a good controller of projects and proposals as a person who doubts everything he faces.

6. Conservatives are basically the same as skeptics. But only their skepticism has virtually no boundaries. Even if the innovation is thought out to the smallest detail and calculated to the penny, they will reject it.

7. Retrogrades are very similar to conservatives. The difference in the degree of nihilism. The drop of new products without analysis and to the analysis characteristic of the retrograde. Retrograde drawn in the past, but not for the sake of learning, and to find

grounds for his principles – "old is always better than new", "new - is well forgotten old", "all bikes have been invented," etc., He is active as an innovator, but its activity is being spent to turn all back into the past.

The results of scientific research indicate that in the minds of conservatives, retrogrades and skeptics there are so-called psychological barriers, and neutrals can be observed pre-barrier states.

3.1. Model of innovative activity of the teacher

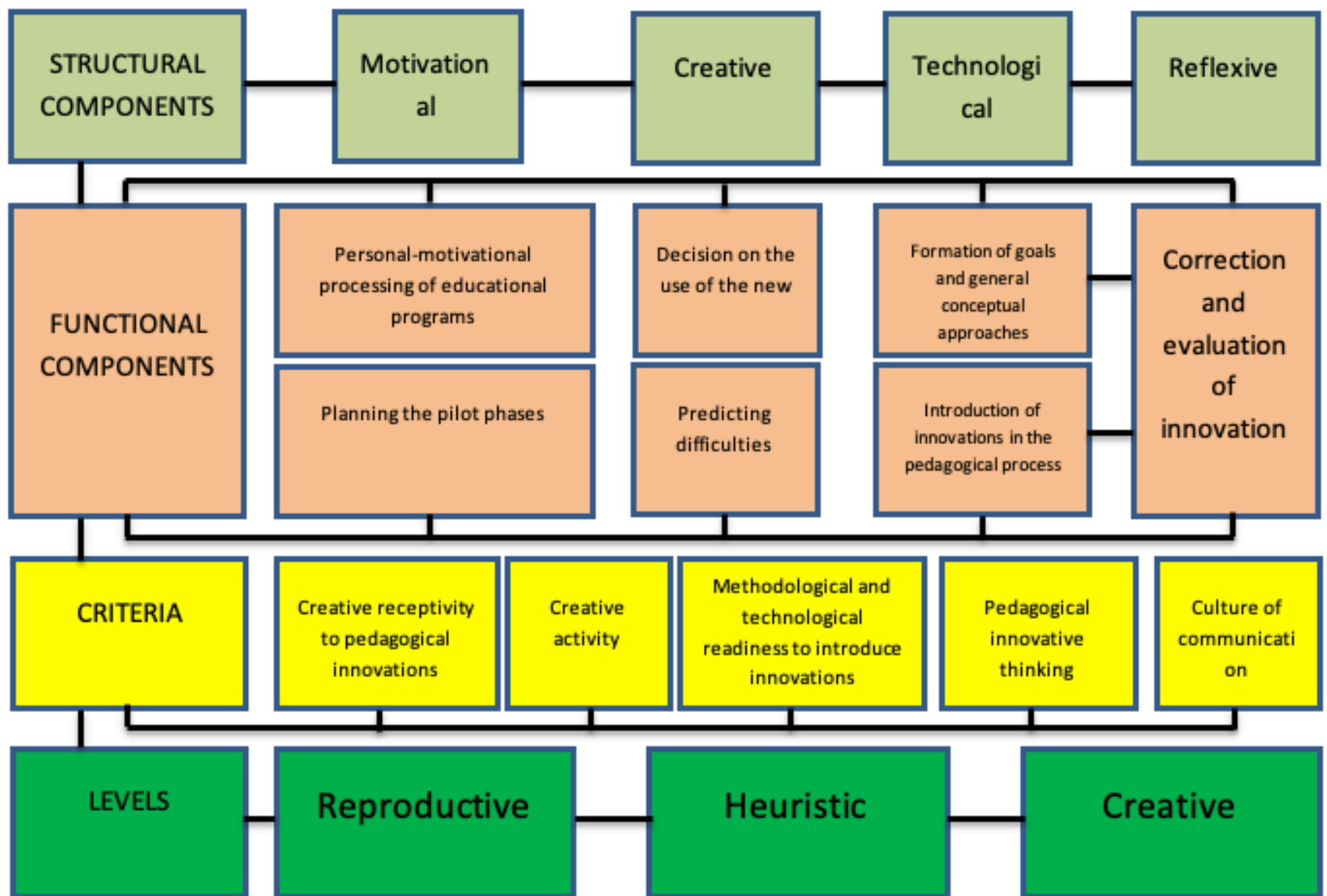
The structure of innovative activity can be described in different aspects: axiological, reflexive-activity, social-psychological, etc. (Fig. 1).

Axiological approach to innovation reveals it from the standpoint of the values of the teacher. In the process of mastering the innovation teacher assigns universal cultural and pedagogical values to the extent that it allows the level of development of self-consciousness and the depth of the inner world. Professional consciousness is internally motivated; it allows the teacher to self-determine regarding the introduction of innovations in the educational process. As shown by the work of V. N. Myasishchev, S. L. Rubinstein, K. A. Abulkhanova-Slavskaya et al., the dominant axiological function in the system of pedagogical values serve the purpose of professional and pedagogical activity. It is the goals of innovation (the desire to use alternative approaches in the training and education of wards; the desire for self-determination; change yourself; overcoming obstacles to self-realization; the desire for professional freedom) that are the determinants of innovative activities of the teacher.

Model of innovative activity should be developed based on the model of social interaction that is created in foreign pedagogical innovation (Y. Vooglaid, B. Moore, I. Perlaki, E. Rogers). The construction of the model should also take into account the reflexive-activity approach of S. Rubinstein and L. Leontiev. The combination of these two sources has allowed L. S. Podymova to offer such model of innovative activity of the teacher in which there was a place to all elements of innovative process as the social phenomenon.

Figure 1

The model of innovative activity of the teacher



Note: compiled by the authors on the basis of the studied material

4. Conclusions

Studying the specifics of management of innovative processes in the higher education system of the Republic of Kazakhstan and value orientations of subjects of educational processes, the authors came to the following conclusions:

1. The current reform of education in Kazakhstan sets a number of tasks aimed at the application of organizational, economic, legal, structural and substantive components. The solution of these problems is associated with the need to introduce various types of social innovations (content, methodological and structural) both in socio-economic terms and in the educational process. At the present stage of reforming the Kazakhstan educational system, transformations and innovations cover almost all aspects of the educational process: there is a change of pedagogical paradigms; the process of adaptation of the education system of Kazakhstan to international standards (models); standardization is subjected to the content aspect of higher education; the introduction of non-traditional and interactive educational technologies, the search for new teaching methods; transformed methods of education management.

2. Despite the significant positive changes, the system of management of innovative processes of higher education in Kazakhstan still retains the shortcomings of the "Soviet stage": inconsistency between the real needs of society and the level of training, lack of access to knowledge abroad for the General population of the Republic, the scarcity of budget funding, narrowing the range of high-tech industries and professions due to the orientation of Kazakhstan's education in the sector of the economy with a raw material orientation, excessive politicization of education, etc.

3. The study of trends in the global educational system indicates the permanent reform of the higher education system of any country, including Kazakhstan and its adaptation to changing socio-economic conditions. Kazakhstan as a country with transition economy and adequate transitional state of higher education is characterized by the problem of choice of

models of its transformation taking into account both internal real opportunities and global trends.

4. Analysis of value orientations of students of universities of the Republic of Kazakhstan through sociological surveys allowed not only to find out the attitude of Kazakh students to the innovation of education and the educational process, but also to identify a number of problems in the retraining of specialists.

5. During the reform of the economy of Kazakhstan and the emergence of real market relations there was a need to expand, develop and improve the system of innovation management in higher education of the Republic. This need is realized in a number of modern trends of higher education in Kazakhstan. Their analyses, as well as the experience of establishing branches of foreign universities on the territory of the Republic make it possible to offer a predictive scheme for the development of the higher education system of the Republic of Kazakhstan for the period up to 2025.

4.1. Brief description

Based on the above, we can draw the following conclusions:

- the introduction of innovative technologies in the educational process of vocational schools is one of the conditions for the progressive development of modern Kazakh society;
- the new educational paradigm is focused primarily on the development of the individual, increasing its activity and creativity, expanding the use of methods of independent work of students, self-control, the use of active forms and methods of learning.
- penetration of modern innovative technologies in the field of education allows teachers to qualitatively change the content, methods and organizational forms of education.

The system of higher education has been optimized network of Universities with a focus on technical education. At the same time, further reduction in the number of Universities will be carried out not only by administrative measures, but also by economic ones. In order to stimulate the development of the education system, a partnership between the private sector and the state is being actively established.

All this characterizes the features of the application and management of innovative practices in the system of higher education of the Republic of Kazakhstan

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