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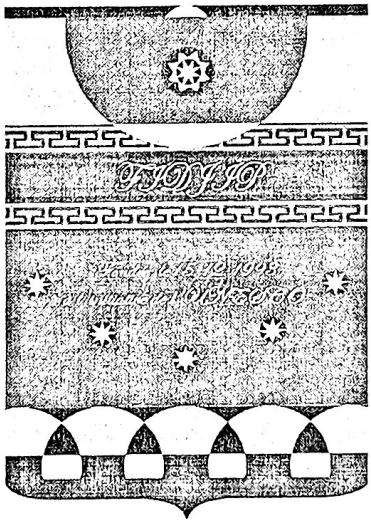

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ADVANCED TRAINING OF UNIVERSITY TEACHERS AS A BASIS OF MODERNIZATION OF THE SYSTEM OF HIGHER AND POSTGRADUATE EDUCATION

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At present, the transition to innovative development of the economy of the Republic of Kazakhstan is becoming one of the priority directions of the socio-economic development of the country. To implement this goal, the Decree of the President of the Republic of Kazakhstan of June 4, 2013 No. 579, the Concept of Innovative Development of the Republic of Kazakhstan to 2020 (Concept), where the key place is given to innovation activities, was developed and approved.

***Keywords**: innovation activities, innovative development of the economy, motivation of university teachers to innovations, professional competence.*

One of the most important problems mentioned in the Concept is "unpreparedness of the national education system for challenges of accelerated industrialization and fulfillment of tasks for the development of high-technology sectors of the economy" [1]. Analysis of the current state of higher and postgraduate education shows that the integrative form of Kazakhstan universities and scientific organizations does not meet the needs of innovative development of the economy. It should be noted that modern enterprises (organizations) train staff in the conditions of the enterprise (organization), namely, within the framework of a certain profession they give basic knowledge and practical skills. Educational programs do not always meet the expectations of employers and do not meet the needs of an innovative economy. Most employers are not satisfied with the quality of training of specialists. Thus, enterprises (organizations) consider graduates of universities of higher education not as ready specialists, but as personnel resources.

This problem is explained by a low indicator of introduction and use of modern technologies by state organizations and higher educational institutions as well as by insufficient quality of research services offered by universities. Kazakhstan science is characterized by a weak innovative orientation, which does not meet the needs of its development, nor the world standards. Therefore, one of the strategic objectives of the Concept is to "improve the efficiency of science and education" [1].

To achieve this goal, the legislative support of scientific and innovation activities is constantly improving today, state support for research on socially important aspects of economic growth is increasing, and assistance to scientific and innovative development is extended through a competitive system for financing scientific projects. The problem of integration of education, science and business, which is one of the main tasks of the Concept of Innovative Development of the Republic of Kazakhstan until 2020, remains a priority problem.

Thus, the state receives guarantees that the research and developments will be economically effective and joint activity of higher educational institutions, scientific foundations and organizations with business associations will ensure innovative growth of the national economy.

The practice of integrating education, science and business in developed countries shows that a successfully functioning and effectively managed education system plays a key role in the tripartite interaction. Higher educational institutions are the link between the fundamental - applied science and business. Hence, the universities face a responsible task of training specialists who can implement the tasks of forced industrial-innovative development.

At present, the Presidential Decree No. 1118 of December 7, 2010, approved the State Program for the Development of Education of the Republic of Kazakhstan for 2011-2020 (Program), which defines the main directions, priorities, strategic objectives and mechanisms for implementing innovative activities in the field of education.

In order to implement the Program, the Ministry of Education and Science of the Republic of Kazakhstan (MES RK) developed and approved the "Action Plan for 2011-2015 for the implementation of the State Program for the Development of Education of the Republic of Kazakhstan for 2011-2020 (Phase I)". It should be noted that in the MES RK Plan the task of encompassing existing educational services and scientific activity is connected with such indicators as:

1. "The proportion of universities that carry out innovation through the integration of education and science on the basis of introduction of the results of national scientific research into production is 2%;
2. The proportion of faculty and researchers who have published in scientific journals with an impact factor in the past 5 years is 2% "[2].

Today, the Plan of Measures for 2016-2020 for the implementation of the State Program for the Development of Education of the Republic of Kazakhstan for 2011-2020 (II stage) has been developed, which is aimed at "enhancing the competitiveness of education and science, development of human capital for sustainable economic growth" [3]. Hence, the educational programs of universities should take into account the future expectations of future graduates and employers. To do this, it is necessary to intensify the relationship between science and business, to use new knowledge, scientific and technological achievements in educational activities, to attract students to scientific research. This will help to remove the barriers between universities and research institutes with individual employers and the labor market, as a whole, and will also allow us to fully enter the world scientific and educational space. That is, science and education will become the key factors in the formation of an innovative model for the development of Kazakhstan's economy.

Today, there are three components of integration of education, science and business: the American model, the Japanese model and the European model of mixed types. Of special interest is the American model, where the research university, i.e. a scientific and educational center, which has strong ties with business associations, plays a key role.

The concept of the research university is based on the effective interaction of scientific, technical, educational and industrial complexes are aimed at the introduction of scientific and innovative developments at the departments of universities and laboratories of scientific research institutes. Training of competent and competitive specialists ready to create and implement innovative projects in all spheres of the country's social and economic development is an integral indicator of the effective interaction of science, education and business.

At present, the government of the Republic of Kazakhstan proposes transformation of the leading universities, scientific foundations and organizations into research universities. An analysis of the research shows that the main difficulty in transforming the activity of the university is not building the right concept, not organizing the main innovation processes and even not the quality of the top management. The key problem is the gap between education, science and business. The state needs the answer to the question of creation of internal conditions that will allow us to combine scientific, technological and commercial knowledge of teachers of an individual university and employees of scientific organizations into the knowledge of the state about the object of activity. Such knowledge will not only increase the potential of each teacher's knowledge, but will also ensure a higher efficiency of the state's activity.

In other words, it is necessary to create a mechanism which will bridge the gap and establish interaction between science, education and business. One of the ways to overcome this problem can be research universities that will lead to an increase in their development potential, increase their contribution to the transformation of the economy and society. Thus, a university teacher or a research associate is not an individual scientist, not a unique creator and generator of new ideas, but a participant in a common corporate business, whose product is knowledge. It is knowledge that must become the object of accounting, monitoring and periodic renewal. Note that in Kazakhstan there is only one university of research type. This is Nazarbayev University, which integrates the advantages of the national education system with the world scientific and educational practice.

It should be noted that the efficiency of the innovation depends on the interest of university teachers in its implementation, i.e. their motivation in the implementation of the relevant activities. The teacher, his motivation and ability to solve the arising problems determine not only the accelerated adaptation of trained specialists to the production conditions, but also how fully and adequately the graduate of the university will be able to realize his potential in innovation activity. It is noted in the Concept that "ensuring readiness of modern specialists for innovative activities" is one of the important factors in creating long-term, sustainable competitive advantages of the national economy [1]. Thus, the motivation of university teachers for innovation becomes an essential structural element of the system of activities.

Scientific studies of Kazakhstan and foreign scientists show that the structure of motivation of employees of enterprises (organizations) has undergone changes in the direction of enhancing material incentives, which is a problem from the point of view of development of both an individual and the society as a whole. Therefore, today it becomes especially important to create such a system of motivation of economic entities for innovative activity that would promote balanced development of basic, economic and higher human needs. The conducted research shows that in order to realize the above goals it is necessary to strengthen the motivation of university teachers to innovations on the basis of formation and development of a system of incentives that encourage teachers to realize their creative potential.

According to the theory of K. Rogers, the development of a creative personality as a result of professional growth will ensure its rapid adaptation to changing conditions, receptivity to mastering new technologies and forms of work. It is these qualities that are extremely important for teachers in the conditions of the innovative activity of a modern higher education institution.

Therefore, creative abilities, professionalism, ability to self-development and self-improvement in the conditions of innovative activity of the university become the main functions of teachers.

Therefore, our study of the motivation and incentives of activities includes an assessment of the efficiency of teachers' work, which reflects satisfaction or dissatisfaction with the achievements of success and the assessment of the potential of university teachers related to the self-assessment of professional capabilities and professional success.

A.A. Rean notes that a low self-assessment of the result combined with a high self-esteem of the potential is a factor of professional self-development. Evaluation of the efficiency of activities and the potential of teachers can be the basis for the formation of a system of motivation in higher education, which will allow us to correct activities of teachers in order to achieve higher outcomes. However, this process is complex and ambiguous, and it should be conducted taking into account the following rules:

- Be specific, that is, indicate specific actions and actions of the teacher;
- Be objective, that is, indicate the consequences to which the actions of the teacher in each particular case lead;
- Be weighed, that is, observe a balance of positive and negative examples;
- Be understandable to the teacher explaining which situations and examples are discussed;
- Be consistent with the teacher's point of view and his capabilities;
- Be innovative - oriented.

Teachers of the university should fully realize their real strengths and weaknesses. But without an objective assessment, there can be no objective self-assessment.

Today the management of human resources has undergone a significant evolution, that is, a paradigm shifted: from the economic paradigm to the organizational and humanistic paradigm. The personnel function in the organization changed as follows: the use of external labor resources as personnel - personnel management - human resources management - management of an individual. In management, this to some extent corresponds to the theories of D. McGregor and U. Ouchi - X, Y, Z.

Within the framework of classical theories and the theory of human relations, motivation is formed in accordance with the concepts of "an economic person" and "a social person". The modern theory of human resources management corresponds to the motivational concept of a "multi-sided person", focused on increasing the efficiency of individual labor and simultaneously related to the satisfaction of a wide range of employees' needs.

The analysis shows that the development of theoretical and methodological approaches to the study of motivation of university teachers for innovation is due to the transformation of the understanding of the place and role of an employee in production and management (Table 1).

Table 1 - **Evolution of views on the motivation of university teachers to innovations in the framework of the theory of personnel management (PM)**

Theory of personnel management	Postulates of the theory	Contents of the theory of motivation
1	2	3
Classical theories	Labor for most individuals is not satisfying, it is natural to people. What they do is less important to them than what they earn by doing it. There are few such individuals who want or can do work that requires creativity, independence, initiative or self-control.	*The concept of "an economic man"* means that a person acts in the organization as an economic subject and prefers exclusively economic incentives. Therefore, motivation and incentives are reduced, mainly, to material remuneration and in the management respect they represent manipulation of various salary systems. The goal of stimulating the "economic man" is formation of a connection between the quantitative and qualitative indicators of labor and remuneration for the work done and its results.
Theories of human relations	Individuals tend to be useful and meaningful, they want to work in organizations recognized as individuals. In the process of motivation to work these needs are more important than money.	In the concept of *a "social person"* an employee is stimulated not by the salary and other material incentives but by the special trust of the leadership. In the motivation, the role of intangible incentives becomes more important, much attention is paid to "fair compensation" based on the evaluation of work, cooperation is encouraged, loyalty, initiative, work experience is taken into account. The goal of stimulation is reward for high achievements in work, the focus is made on group solidarity, increased satisfaction with work.
Theories of Human Resources	Labor for most individuals brings satisfaction. Individuals strive to contribute to the realization of the	In the *concept of "a many-sided man"* the goal of motivation is focused on

Table 1 (continued)

1	2	3
	goals they understand, in the development of which they participate. Most individuals are capable of independence, creativity, responsibility, as well as personal self-control.	higher efficiency of individual work and satisfaction of a wide range of needs directly related to the quality of life. In the motivation system. such stimuli as "participation in profits", various bonuses for rationalization, initiative. participation in medical service, social insurance. educational and legal services are used and the emphasis is on the career growth and satisfaction from the work itself.

The article summarizes the theoretical approaches to the assessment of motivation of university teachers for innovation. The analysis shows that the modern vision of HR management is based on an updated vision of teachers and staff of the university as the main elements of the organization, the main type of its resources, through the development of which the university can achieve more effective results in innovation activities.

Within the framework of this concept, a new approach to motivation of university teachers for innovation activity was developed, according to which the university is viewed as a single organism consisting of highly skilled workers, united by common values and motives for work. The teacher is considered in this approach as "a versatile person."

The main incentives that motivate innovative activity are both economic benefits and intangible incentives based on such motives as participation in university affairs, recognition of scientific achievements, participation in decision-making, aspiration to higher responsibility for the results of pedagogical activity.

Thus, the motivation of university teachers and researchers based on the formation and development of a system of incentives facilitating involvement of university teachers and researchers in the creative process of innovation, increasing their personal interest in self-fulfillment and responsibility for the quality of training specialists becomes a key task of the Concept. The research university as one of the forms of integration of education, science and business is becoming an important factor in ensuring economic growth and competitiveness.

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