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CONTENTS**MEDIA TEXT AS AN EFFECTIVE TOOL FOR TEACHING LANGUAGE**

Evgenia Antonova, Tatiana Syrina

5 - 8

**FEATURES OF VEGETATIVE REGULATION AT STUDENTS
OF EDUCATIONAL MILITARY CENTER AND ITS INTERRELATION
WITH INDICATORS OF PHYSICAL AND FUNCTIONAL PREPAREDNESS**

Svetlana Belik, Vladimir Ivantsov, Zita Avetisyan,

Oleg Svintukhovskiy, Gevorg Tandilyan

8 - 12

**PRELIMINARY PULVERIZATION OF FOOD AS MORPHOLOGICAL FACTOR
OF ADAPTIVE TRANSFORMATIONS OF SMOOTH MUSCLES OF STOMACH MUCOUS MEMBRANE**

Alfiya Charykova

13 - 16

FEATURES OF THE VIRTUAL WORLD

Aleksandra Gavrusheva

17 - 20

**IMPACT OF ADVOCACY STRATEGY
AIMED AT INCITING INTERETHNIC AND RELIGIOUS CONFLICTS**

Vladimir Golubovskiy, Elena Kunz

21 - 25

**PSYCHOLOGICAL ASPECTS OF INNOVATIONS
IN EDUCATIONAL INSTITUTIONS**

Svetlana Ivanova

26 - 36

**THE ANALYSIS OF THE LEGISLATION AND OFFICE PRACTICE
OF THE FOREIGN STATES IN THE SPHERE
OF NON-MATERIAL AND MATERIAL STIMULATION OF PUBLIC SERVANTS**

Vladimir Kulikov, Ilya Surmanidze, Mikhail Guryanov

37 - 47

PSYCHOLOGICAL ASPECTS OF INNOVATIONS IN EDUCATIONAL INSTITUTIONS

Abstract

The external and internal reasons cause introduction and distribution of innovations in education. The external reasons are normative documents, administrative resources, production need, etc. The internal reasons are teacher's personal needs and needs of pedagogical communities. The paper analyses the influence of psychological type of a person on relation to innovations that is the defining factor of success of all innovative process.

Keywords

innovations, psychological characteristics a person

AUTHOR

Svetlana Ivanova

PhD in Education, senior researcher

laboratory of innovatics in pedagogical education

Institute of educational management of Russian Science Academy,

the branch in St. Petersburg

s.ivanova@iporao.ru

Innovating as a process of origin and practical introduction of innovations in the concrete educational organization is a necessary component of pedagogical activity. Innovating occurs under the influence of external standard changes (education profiling, conducting Unified State Examination, new Federal State Educational Standards) and/or it is initiated by internal requirements (social order, migratory changes, inclusive education, health of trained, etc.). Success of innovating in the concrete educational organization depends on many factors: character of innovations, resources of establishment (including personnel), etc. (*Berezina, 2012; Vostokova 2014; Innovations...; Sobkin, 2014; Sovetova, 1998; Surtayeva, 2009*). Starting the mechanism of innovations often depends on a combination of the most different reasons. The mechanism of innovations in a concrete establishment consists of several components; one of the most important is relation of participants of pedagogical collective to innovations.

1. Materials and methods

Further we analyze modern views on innovations and attitude towards them; design recommendations about arrangement of participants of innovative teams depending on person's psychotype of the personality and represent some results of the research on the accounting of these recommendations in practice revealed on the basis of supervision and polls.

1.1. The research of views on innovating and psychological characteristics of its subjects.

K.M. Ushakov sees two different senses in the term 'innovation'. First, the innovation means opening new or transformation of the available resources. On the other hand, the term 'innovation' means positive and productive change. Specifying the sense of innovations, K.M. Ushakov defines it as "organized change, which leads to change of formal and informal structure of the organization and causes incompetence crisis" (*Ushakov, 2009*). Organized change means, first of all, changes in activity of all collective

or that part of it, which is inclined to innovating more than other parts or, at least, readiness for activity, hoping for positive changes in the long term.

Elimination of the arisen incompetence of pedagogical workers and success of innovating require staff training. Therefore, it makes sense to consider the human capital as a resource of educational institution, which is a factor of successful innovating. Innovating subjects make the human capital: head and pedagogical collective. Among important questions of studying is knowledge of own opportunities and psychological characteristics capable to affect nature of innovating by an innovative team.

Within *organizational-activity approach* authors of the researches allocate social-psychological and organizational-managemental aspects of innovative activity. Basing on L.A. Korostylev, A.I. Prigozhin and O.S. Svetov's researches, O.L. Berezina notes that the innovation as the result of inter-individual interaction assumes creation of specific relationship of the innovator with environment and demands abilities to dialogue and interact (Berezina, 2012). The subjects of social-psychological analysis of successful innovating are:

- balance of interests of different subjects (teachers-innovators, informal groups of teachers, administration) in relation to an innovation;
- potential opportunities of participants of innovative activity,
- need for coaching including motivational preparation (Krivykh, Ivanova, 2011).
- resilience to innovations by persons, to whom they pose threat of unjustified change of primary lifestyle and activity, etc. (Berezina, 2012; Elyashevich, 2004; Karpov, 2005).

These positions allow to see a correlation with the *system approach* of B.G. Ananyev to the analysis of the professional I-concept of the labor subject. They include components of substantial specifics and a ratio of subject-activity and personal properties during professional formation of a person. The search of a backbone factor of the professional I-concept singled out the leading role of valuable-semantic relations of a person to his profession (Dzhaneryan, 2005). As the share of innovative activity grows in a pedagogical profession, the factor of teacher's relation to innovating becomes the object of studies. This relation in many respects is defined by typology of psychological characteristics of participants of pedagogical collective (Dzhaneryan, 2005; Ivanova, 2011; Sobkin, 2014).

Processes of innovating in educational institutions are connected with updating of personal mechanisms of professional formation and creative training. In transition to innovative educational process, the important role is played by all its components - resources, technologies, tutorials, professionalism of teachers. As people are producers and distributors of innovations, and their relation considerably influences on the result, it is necessary to study, differentiate and to use adequately their psychological predisposition to innovating at certain stages of innovations realization (Sovetova, 1998).

On the other hand, underestimation of motivational-valuable components defining psychological characteristic of personality becomes risk factor of innovating in educational institutions. It explains why considering components of teachers' readiness for innovative activity, first of all, we pay attention to motivational and valuable component, and only then cognitive, activity-operational, creative-research, reflexive-estimated components. The components allocated by S.N. Vostokova rather fully characterize teachers' readiness for innovating. Still the key component is the psychological characteristics of pedagogical collective defining the maintenance of motivational-valuable component (Vostokova, 2014).

Psychological problems of introduction of innovations were investigated by N.I. Lapin, V.F. Galygin, E.T. Grebnev, Yu. Vooglayd, A.I. Prigozhin, N.A. Ilyina, O.S. Sovetova, K. Davies, T. Petter, R. Uotermen, N. Tichi, M. Devanna. E. Rogers divided the society into five groups, according to their desire to participate in innovative activity and activity of their participation in innovative processes: innovators, the early followers, the early

majority, the late majority, backwards. E. Rogers allocates accurate roles, characteristic for communicative transfer of ideas distribution: the *understanding* (opens the idea for himself and others); *the interested* (tries to receive as much information about the idea as it's possible); *the trying* (tries to apply the idea on others); the *estimating* (checks compliance of ideas to interests); *the acquired* (includes innovations in professional activity according to his ideas) (Rogers, 1995).

V.S. Sobkin, D.V. Adamchuk and others investigated the attitude of teachers towards various aspects of innovative practice depending on their education level, qualification, an experience, type of educational institution and educational programs. Authors found a wide range of ambiguity of relations to innovating depending on the listed factors (Sobkin, 2014). There are some of them.

N.M. Lebedeva, A.N. Tatarko approved the technique of personal relation personality to innovations in cross-cultural aspect, leaning on studies in cross-cultural psychology and related subjects. The authors obtained the data specifying that basic values of culture influence on both economic development, population health, life expectancy, feeling of wellbeing and happiness, and ingenuity and innovative dispositions of personality (Inglehart & Baker 2000; Diener et al 2000; Triandis 1994; Shane 1992, 1995). There are foreign techniques (M. Kirton's scale 'Adaptors and innovators' (Kirton, 1976) and M. Basadur and P. Hausdorff's scale (Basadur, Hausdorf 1996).) measuring installations in relation to divergent thinking and creativity.

N.M. Ignatyeva studied the spheres defining readiness for innovations, such as cognitive, motivational, emotional, intellectual, strong-willed, the sphere of self-control, subject-practical, existential.

O. S. Sovetova basing on A.L. Zhuravlyova, N. A. Ilyina's researches showed that the innovative disposition (both generalized and concrete) can be connected with personal properties. A.L. Zhuravlev gives classification of social and economic types of personality: he allocated 9 types of personality depending on installation to innovations - 'active reformers', 'passive reformers', 'inefficient', 'waiting', 'blind performers', etc. We agree with the author - these types are rather mobile and their ratio in collectives can change very quickly. N.A. Ilyina investigated the relation to innovations in labor collective on the example of production association 'Svetlana' and showed that innovations appear more effective if they are initiated 'from below'. In N.A. Ilyina research, it is shown that the concrete relation of workers to innovation traditionally consists of three components - informative, emotional and behavioral. She allocated five types of workers' relation to innovations: active-positive, passive-positive, neutral, passive-negative, active-negative (Karpov, 2005; *Psychological...*; Sovetova, 1998).

The defining subject of innovative processes development in educational institutions is the head, namely his position according to his psychotype. On B.P. Yakovlev and V.F. Zhukova's classification, concerning innovations the head can be *the reconstructioner*, *the demonstrator*, *the conservative*, *the innovator*. The administrator's position in many respects defines orientation, level and character of innovations in the educational organization (Yakovlev, Zhukova, 2012).

Thus, the range of scientific views on various characteristics of personality influencing the relation to innovating is quite wide. The question of a choice of the bases for classification of persons' psychotypes making subjects of innovating remains open: in psychology there is a set of typologies, which quantity, since the time of Jung, increased on the most various bases. As K.A. Abulkhanov-Slavskaya notes, "typological researches can be divided into two main directions, which finally will be indissolubly interconnected: one of them aims at creation of typology (on these or those aprioristic bases) and another - at theoretic-phenomenological identification and generalization of the types existing in reality". The key problems in each case are promotion and description of the classification basis. It is not less important to prove a sign (or signs) choice of classifications

(*Psychological...*). Our reasoning will lie within the second direction designated by K.A. Abulkhanova-Slavskaya: let's make an attempt to describe characteristics of persons in relation to innovations within the existing typology. First, we remind that appealing to classification by temperament (Hippocrates, Pavlov) numerous researches note independence of temperament type from creativity.

Moreover, P.N. Mashegov, representing the model of innovative personality, criticizes innovation isolation attempts as specific mental phenomenon. He claims that the defining factor of the relation to innovations are external circumstances (*Mashegov, 2007*).

1.2. Forecasting the relation to innovations by various psychotypes within the existing typology.

Psychological characteristics of participants of collective subjects of innovating need to be considered while placing personnel on the corresponding stages of origin and realizing innovations. Collective subjects of innovating are pedagogical collective, or innovative teams. Social psychologists divide people on their relation to innovations into the following types: innovators, enthusiasts, rationalizers, neutrals, sceptics, conservatives, reactionaries (*Shuvanov, 1997*). Results of scientific researches testify that in consciousness of conservatives, reactionaries and sceptics there are so-called psychological barriers, and at neutrals, it is possible to observe prebarrier states.

The psychological barrier is a set of actions, expectations and emotional experiences of a worker, who has hidden or negative social psychological states caused by innovation. In manifestation forms, psychological barriers are possible to divide into passive, active and extreme (frank sabotage). The psychological barrier is the developing education as its parameters (character and forms of resistance) change at different stages of innovations, depend on type of educational organization and are various at different categories of workers (depending on qualification, age, etc.). Most often a barrier is the highest at a stage of introduction of innovation.

The existence of psychological barriers revealed by V.I. Shuvanov confirms the need of studying psychological predispositions to innovating and specifics of its manifestation.

In aspect of innovating concerning the main line of classification by K. Jung 'extrovert - introvert', the difference between extroverts and introverts can be defined as follows.

Extrovert is the initiator, inspirer and organizer: extroverts concerning surrounding society are constructive, active, have a strong need to achieve the objective; if extrovert is criticized for insufficient activity, he becomes aggressive, angry, feels misunderstood. He perceives criticism for excessive activity rather as a compliment.

Introverts are inclined to evasion from troubles and failures. If extrovert is constantly dissatisfied with that he did not make something that it was possible to make, introvert is offensive if he overdid and made the superfluous. The head and innovative team should consider that by means of criticism slowness; laziness of introvert can be hyped up. Any careless remark that he overdid, can only harm.

Such characteristics conclude that introvert can be productive at the stage of development of innovations, and extrovert - at realization stage. The introvert in the course of innovating is capable to secure weak and routine positions - he finishes the deeds begun by others, even if he did not show enthusiasm at the beginning. He is more modest and quiet, less believes in relevancy and importance of that he does, he is more self-critical (*Eglit*).

At arrangement the responsible persons for certain stages of innovating the accounting of socionics characteristics of teachers is of interest. Let's notice that the relation of psychologists to socionics is ambiguous. As it is noted by A.V. Bukalov and O.B. Karpenko, wide circulation of socionics as scientific direction is confirmed by that for the last 15 years socionics ideas and methods are used approximately in 800 theses according

to all sections of the humanities and in a number of technical sciences. Now socionics is taught in more than 150 universities of Russia, Ukraine, the CIS countries and countries of the European Union.

Besides, in practice in any collective and small groups, people notice that there are qualities, on which colleagues supplement each other; also there are qualities, which distinction leads to contradictions or conflicts. According to G. Reynin, in the modern world small groups rule the destiny of a mankind, therefore it is important to find a way to mutual understanding of people in and between small groups, especially at creation of innovations (*Reynin, 2009*).

The question of relationship is always a question of trust. To understand the reasons of this or that reaction of a person on the events, its relation to future process and result of innovating, it is necessary to know, what impact has the psychological type of person on value system. The analysis showed two groups of supervalues, 'incompatible' among themselves. On one pole there are order, reliability, debt and usefulness, on the other - originality, good luck, dream and creativity (*Elyashevich, 2004*).

Studying psychotypes is undertaken for diagnostics of relations to values in professional activity (*Surtayeva, 2009*), for forecasting the relations to collaboration for participants of small groups, members of one family (*Augustinavičiūtė, 1983*). The socionics as a science about the sixteen-type nature of people and regularities of relations between them, defines 16 types of people and 16 different forms of relation between them depending on combination of pair opposite properties of a person as they are shown in life: rationality – irrationality, extraversion – introversion, logic – ethics, sensoria – intuition. Without assuming full universality of this theory, nevertheless we use it for the analysis of psychological potential of personality concerning innovations.

For an example we consider the poles 'ethics - logic' and possible manifestations of people of this polarity while innovating. Let's carry out comparison on several levels: 1. ability to do serious work, 2. relations and feelings of people around, 3. presentation of work results.

Ethical people are not able to estimate number of the work. **Intuitive ones** cannot estimate its quality and therefore they roll in never-ending affairs. They are simply not sure that the made is rather good and therefore cannot finish improvement process.

Logical people try to make everything by themselves. They prove the importance by the affairs and wait for the corresponding relation from people around. **Ethical people** feel as far as it is necessary for another, they are able to improve relations with them, manipulate their feelings. Thus it is constantly not confident in own forces and abilities.

To be pleasant and favorite in collective – here that each **ethical person** excellently achieves. He is able to make good impression and report and thus praise everybody and, first of all, himself. He perfectly feels in any company. **Logical person** is inclined to speak about even outstanding, personal and others' mistakes and shortcomings, because he tries to understand a real situation, see and show a real situation or prospects (*Augustinavičiūtė, 1983*).

From the given comparisons, it is clear that **ethical person** should be put on stages of quality check of result, presentation of results on public, formation of team and initialization of his activity while innovating. **The logical type** is irreplaceable for the current diagnostics of condition of innovative activity, for practical stage of innovative activity, especially at stage of individual work. It is obvious that the success of innovative team (small group) depends on successful addition of employees with these qualities.

The specific individual classification by the dominating style of thinking can help to make a choice of the sphere of innovative activity. There are four main styles: production-technological, conceptual, social and humanitarian (*Eglit*). Each of four large fields of activity is an optimum social niche, where strong qualities of social types are most brightly and creatively shown. Depending on a combination of psychological characteristics in

social type 'production workers', "socials", 'humanists' and 'innovators' are allocated. Within the subject, we provide the characteristic of innovators: intuitive-logical and logical-intuitive types of personality are concentrated on the projects and tasks having the scientific logical decision expressed in formulas, projects, hypotheses and designs. They suit research and experimental field of activity with a theoretical bias or on a joint of the theory and practice (*Eglit*).

On V.V. Meged's classification there are 16 types of psychological characteristics on style of activity: innovator, intermediary, analyst, switchboard, mentor, inspector, leader, lyric poet, experimenter, keeper, politician, critic, managing director, humanist, master (Meged' [a]; Meged' [b]). Let's provide their characteristics in Table 1 and design possibility of use of qualities of these psychotypes in innovative team.

TABLE 1 POTENTIAL OF PSYCHOTYPES ON NATURE OF ACTIVITY IN INNOVATIVE TEAM

№ p\p	Psychological type on style of activity	Possibility of participation in innovating at certain stages of realization
1.	Innovator is predisposed to creative activity connected with new, perspective ideas. Everywhere, where he works, he brings the atmosphere of revival and novelty. On mentality, he is the theorist more than the practicist.	Most successfully proves at stage of ideas generation and at a reflexive stage of innovating.
2.	Intermediary is guided by creation of good conditions for work and pleasant atmosphere of communication. He supports compromises in everything and tries to find common language.	He can be an assistant at stage of realization of innovation and representation of an innovative product to public.
3.	Lyric poet believes that there are people, on whom it is possible to rely at a difficult moment. Life is not only routine, it is always a place to a holiday, and he is able to create this holiday.	He can be useful at stage of presentation of innovation. His indispensability in a situation, when it is necessary to encourage participants of innovative team, is possible.
4.	Analyst is adjusted on a specific goal and achieves it very consistently. He is exacting to himself. In the relations with others he is not flexible. Reliable partner.	He is productive at stages of analysis of problems for a choice of innovative work subject; during current diagnostics; reflexive and analytical stage of innovations introduction.
5.	Communicator constantly seeks for vigorous activity. He is very emotional and mobile; tries to be useful, especially if someone needs help.	He is productive at stage of implementation of innovative project.
6.	Mentor is a person of creative plan. The positive assessment of abilities is necessary for him. He thinks that he is capable for many things, but not everyone can estimate it.	He is irreplaceable as the assistant in group of innovators of younger age. He needs moral encouragement from administration.
7.	Inspector has to arrange his life correctly. Without order in everything there is no moral satisfaction. Everyone has to be on the right place and honestly fulfill the duty, without idle talk and imaginations.	In team, it is necessary to involve him in innovative activity with care - he can spoil everything with the orientation to old standards. It is possible to try to entrust him control and diagnostic or reflexive and analytical stage.
8.	Leader is a specialist in finding necessary and effective methods for business performance. He	This person can be a leader in innovative project. At least, at initialization stage.

	has good reaction to changes. He is not lost in any situation.	
9.	Experimenter considers that only the noble purpose and dedicated work can give the real satisfaction. Thus he never loses sight that the person is the main value for the sake, of which it is worth going on the victims.	He works well at all stages of innovating, especially at stage of realization of innovations.
10.	Politician: its energy constantly looks for an exit. He seeks to organize something, to find for this purpose new opportunities, new people, does not like to be idle.	He is good for establishment of external relations, realization and presentation of innovative projects, search of new opportunities and ideas.
11.	Keeper: the world is good in itself for him, but for entire happiness, people should improve themselves in it. He considers that we are guilty for our troubles. It is necessary to work and not to dismiss himself.	The most suitable role is at stage after presentation of innovative product, especially, if presentation was unsuccessful.
12.	Master is the pessimist in soul, but under any circumstances does not lose practicality. Stubborn goes towards the aim if it is worth it. And his work has to have worthy remuneration.	Activity of such person is especially important at stage of realization and reflexive and analytical stage.
13.	Inspirer: if he is important to people, life makes sense. And, above all cure for boredom is new impressions. Each person is talented in own way, it is necessary to help him to believe in it.	Such person is very useful at stage of initialization of innovations and in the course of activities for their realization.
14.	Managing director: life for the sake of neighbors is the main goal. He knows that he can count only on own forces/ Work qualitatively, without cease, fulfill the duty honestly, up to the end is his motto.	He works successfully at realization stage, being responsible for the concrete volume of work.
15.	Humanist: people are often unfortunate and need help. And, he is sure to help. The main thing is that people shouldn't lose sense of justice.	The good assistant in problem places of work on innovative project.
16.	Critic: the main thing is not to hurry and commit follies. Everything needs reasonableness and care.	The correcting innovating stage can be entrusted to such person.

2. Recommendations on development of techniques of subjects arrangement in innovative teams.

These recommendations allow to have a reference point for alignment of forces in innovative team. Certainly, in harmonious and working team, forces and roles change dynamically; they are distributed depending on a situation according to the mutual arrangement, and are corrected independently depending on state and success of innovating process.

The beginning innovative team needs to mean that teachers are direct actors of realization of innovations, and their relation considerably influences on the result; the most serious risks of innovating are connected with direct organizers - participants of educational process (*Berezina, 2012*). The first stage of leveling of such risk is self-inspection of collective regarding identification of relations to innovations and to the role in their realization, and then - informal training of pedagogical collective. Following N.N. Surtayeva's idea about change of personality as a result of informal education (*Surtayeva, 2009*), we considered possibilities of pedagogical collective training depending on their psychotypes of thinking and pedagogical paradigms, in which line it is possible to construct training of innovative team (*Ivanova, 2011*). Promptly updated knowledge including psychological one, based on practice of relationship and demanded in new collectives, demands new culture of assimilation. The culture of assimilation has

to be replaced with culture of search and updating (*Berezina, 2012*). The knowledge of own psychological characteristics by participants of innovative team helps with alignment of forces at realization of innovations.

Technologies of accounting of psychological characteristics at innovating in educational institutions can be the following:

- 1) selection of participants of team and alignment of forces corresponding to stages of innovation realization,
- 2) initialization of innovative project,
- 3) training and self-diagnostics of team,
- 4) consultation and coaching (*Krivykh, Ivanova, 2011*),
- 5) implementation of innovative project,
- 6) reflexive analysis of process and result of innovating.

1.3. Prevention of pedagogical innovations risks.

The accounting of psychological characteristics in innovating promotes the prevention of pedagogical innovations risks. The risk is understood as possibility of emergence of circumstances causing uncertainty or impossibility of receiving the expected results in the course of receiving the desirable purpose. Among risks in higher education N. A. Lyz calls the following:

- risks of falsification and loss of the enclosed resources because of loss of students; unavailability to produce modern competent experts,
- overestimation of expectations from the application of investments and contradictions with quality of teaching,
- discredit of teachers, not ready to work in qualitatively new conditions (*Lyz', 2014*).

All shown risks can be leveled during innovative activities for improvement of quality of education in the educational organizations.

2. Results of the research

The accounting of psychological characteristics of participants of innovative teams in many respects will be able to accompany success of innovating. At least, it is confirmed by data of our pilot researches: selection of participants of innovative teams taking into account their psychological characteristics influencing on motivational and valuable component for innovative activity readiness; the correct arrangement of participants on stages helped to increase efficiency of innovating by 15% in 10 educational organizations of various types (establishments of additional education, high comprehensive schools, higher education institutions in regions of Russia: St. Petersburg, the Leningrad region, the Siberian regions). The researches on interest in studying psychotypes and their account in practice are illustrated in Figures 1 and 2.

The poll of organizers of innovating in educational organizations confirmed that for success of innovating, teachers need personal interest in new results of work. According to N.A. Lyz, the next 20 years competitiveness will be provided by a paradigm of development of person, humanistic outlook of teachers, belief in possibilities of person, possession of personal, focused technologies of management and self-government by professional development (*Lyz', 2014*) and become an important condition of results achievement.

3. Conclusion

1) The modern researches of psychological potential of educational subjects in aspect of innovating are various and versatile, but they haven't led to creation of the instrument of cast in innovative teams. The researchers note that social types were studied in groups of psychologists and in work collectives (*Shuvanov, 1997*), and the researches of such plan were not widely conducted in pedagogical collectives. It can be interpreted as an obstacle to the account of valuable and motivational factors in the course of innovating. We agree with M.V. Kochetkov, that the stop conceals more risks in itself, than continuous search of a field for innovating, therefore not refusal of innovations

is necessary, but the system analysis of the facts of consequences, risks for effective management of education modernization - "it is necessary to care not only introduction of new objects, but also change of outlook of teachers, students, societies in general" (Kochetkov, 2014).

2) The following stage of providing psychological prerequisites of successful innovations is forecasting of possible risks and barriers. The combination of risks of imitation and falsification can make the higher innovative education by less productive than traditional. Overcoming risks is possibly in development of psychological and pedagogic competences that will be promoted by research of personal and psychological characteristics of teachers - participants of innovative processes. It will also promote the correct placement of personnel at various stages of innovating. On the one hand, this step is necessary, and on the other hand, it can present difficulty for educational institutions as based on the available techniques such process is too labor consuming and demands participation of experts (psychologists, socialists). At the same time, as first approximation the most innovative team could study this question: both regular school psychologist, and independently innovative teams can carry out diagnostics - it is possible to diagnose each other and on manifestations of psychological characteristics in the professional and personal sphere. It is possible to add these results with self-inspection.

Creating a collective image of the future, small and large social groups cannot consider social and psychological aspects of forecasting (Nestik, 2014). As pedagogical collectives actively project the future in real practice of education, training and bringing up the new person, the role of relation of a personality to innovation as to the future demands attention and further studying. The knowledge of innovative team of the psychological potential matters for practice of innovating (cast, formation of innovative teams, tactics of innovations introduction, etc.).

4. Illustrations

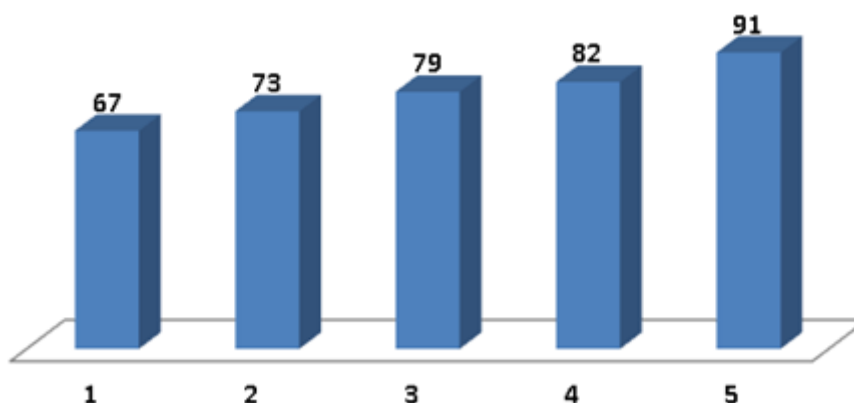


FIGURE 1. DYNAMICS OF TEACHERS' INTEREST TO STUDY RELATION TO INNOVATIONS OF VARIOUS PSYCHOTYPES (1 - 2010, 2 - 2011, 3 - 2012, 4 - 2013, 5 - 2014)

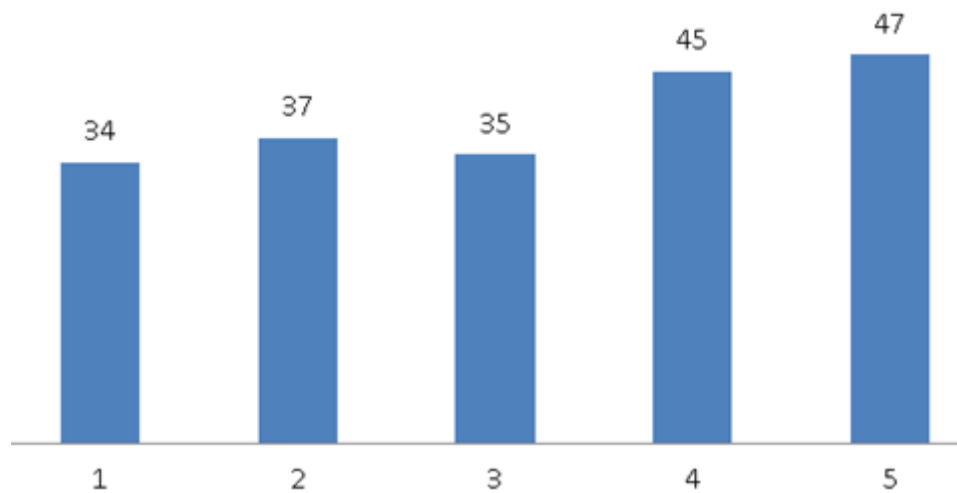


FIGURE 2. DYNAMICS OF ACCOUNTING PERSON'S PSYCHOTYPE IN CASTING IN INNOVATIVE TEAMS (1 - 2010, 2 - 2011, 3 - 2012, 4 - 2013, 5 - 2014)

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