

7. Absence of changes in the status of the employee (career growth).

When promotion takes place, or there are special rewards, any assessment of merit must be objective. Even more important is that it must be seen by all as being reasonable and just, for favoritism in any form is highly damaging to morale.

The human resources of a firm must be channeled into the achievement of the common purpose, the set objectives. When this can be suitably accomplished by the exercise of positive incentives, a satisfactory atmosphere usually prevails.

*Research was done at financial support RGNF, 2006, 06-02-00308a «Organizational-economic bases of formation of the market of housing-and-municipal services».*

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## **THE REGULATION OF STANDARDIZATION PROCESS IN A HIGHER EDUCATIONAL ESTABLISHMENT**

My speciality is law, my specialization is educational law, my qualification is the teacher of law. At present I am writing a degree paper on this subject, so I am directly involved in studying educational law. This branch of law is the most attractive for me, in the nearest future I am going to devote my life to teaching, to science, research of gaps in the educational legislation. In the final qualifying work I investigated a problem of standardization of the Russian education as a whole and in a higher educational establishment in particular. While selecting information and statistic materials, I faced a problem of the lack of literature on these subjects. First of all it is connected with the lack of researches in the given area, and with the absence of the mechanism of regulating standardization processes in a higher educational establishment.

In connection to this I consulted foreign sources while looking for material for the degree work. This step appeared to be successful and allowed me to study the experience of education standardization in other countries that played the role in writing the degree paper. One of the sources is the book «Crossroads in Russia Experiences in educational co-operation», by Th. J. Siskens L.E. Beijlsmit. The authors show the results of the analysis of experience of different countries

cooperation in education sphere in it and propose to consider articles of some authors who are carrying out researches in the field of education standardization. These articles are:

1. Higher education: a matter of joint competence. A brief analysis of federalism in Russia (J. De Groof).

2. Higher education in Russia: The structural dilemmas (S.R Heyneman) and some others.

It is important to notice, that the given source has allowed to carry out the analysis of a policy in the sphere of education in Russia and other states; to note features of a national policy in the sphere of education standardization.

There are three-levels of standardization approach: national, regional and institutional. And they are different from standardization in other countries. Different countries come to practice of education standardization in different ways according to their social and cultural conditions and traditions.

For example, In the higher educational system of the USA, known as the country of market regulation of education and pragmatical orientation of its contents, the regulating role belongs to the society, but not to the state (it is on the contrary in Russia). The society in the USA through labour market demand for graduates leads up to the requirements to the higher school and supervises a level of training specialists. And standardization is some kind of flight from freedom.

There is no practice of development of the state standards confirmed at the governmental level in the educational system of England. Higher schools independently determine the contents of the basic educational programs and programs of disciplines for this or that educational level. The contents of courses even for the same speciality in different educational institutions can vary depending on requirements of employers.

Thus, we can note more rigid approach on the part of the state to education standardization in Russia and more liberal approach to education standardization in other countries.