

По возможностям продаж на рынке: коммерческие и некоммерческие.

Коммерческие интеллект-продукты предполагают использование принципов коммерческого расчета, окупаемости вложенных затрат и получение нормы прибыли не ниже среднеотраслевого уровня. Наиболее часто они используются в системе научных грантов и конкурсов на выполнение научно-исследовательских работ, финансируемых заинтересованными сторонами (научными международными и отечественными фондами), правительствами заинтересованных стран и субъектов федерации, хозяйствующими субъектами рынка и др. заинтересованных сторон. Как правило, они носят прикладной характер, небольшой (до 3-х лет) период исполнения, решение текущих локальных задач и не предполагают проведение систематизированных долгосрочных исследований.

Некоммерческие интеллект-продукты изначально не рассчитаны на получение прибыли, как правило, носят систематизированный долгосрочный характер, предполагают использования результатов научных исследований нескольких поколений ученых, преемственность научной школы. Например, формирование экономических теорий, доктрин, методологических концепций.

Таким образом, интеллект-продукты, как результат целенаправленной, созидательной инновационной деятельности человека, направлены на решение различных целей и задач, отличаются по своим свойствам и характеристикам. Принципиальной особенностью всех интеллект-продуктов является то, что они всегда носят исключительно авторский характер.

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METHODOLOGY of MODERN MANAGEMENT of PROFIT of SALES of "INTELLIGENCE - PRODUCTS" of HIGH SCHOOL

From the position of an object of research an economic category "the methodology of modern management of profit of sales of "intelligence - products" is a system of representations about the purposes, problems, functions and methods of management of profit on creation and realization of educational and research services of the state high school with reference to specific features of modern development of the market of educational services. "

The economic category "profit" in conditions of the market of educational services in Russia has a tripartite character. First, according to statutory acts working in Russia, rendering of educational services, should not pursue reception of the profit. Other words speaking, higher educational institutions should not have profit on rendering educational services. Second, an axiom is that as financial result the profit is necessary for conducting process of the expanded reproduction of any managing subject of the market. The aspiration to receive profit is an exclusive driving force of the market of educational services and intelligence - products. The state high schools without rendering additional paid educational services in condi-

tions of insufficient budgetary functioning may not exist. Thirdly, the financial, material and, the most important, resources of time that were spent, students and users of educational services according to the theory and practice of consumer behaviour have the right to expect not only for indemnification of expenses, but also as a minimum, reception of the alternative profit.

In practice the given contradiction is solved as follows. Higher educational institutions according to realities of commodity-money attitudes render paid services in sale of intelligence - products, receive financial profit which norm is not lower than in other branches of economy. The sense of conducting economic activities differently is lost. But according to the current legislation as financial result, in accounting documents result the received profit in zero. For this purpose the profit is redistributed in fund of development of high school under basic clauses(articles) of accounting of expenses.

The strategic purpose of management of profit of sales of intelligence - products is maintenance of process of the expanded reproduction on the basis of increase of their competitiveness concerning other high schools and managing subjects of the market. Achievement of the purpose assumes the decision of the following problems. The first, creation of such intelligence - products and educational services which would be claimed by solvent consumers and users. The reality is those, that the decision on receipt on unappropriated places, paying additional educational services, consumers and users define the further destiny of high school, an opportunity of his(its) existence in severe constraints of the market.

The second, optimization of expenses, search and involving in process of creation and realization of intellect-products of unused reserves, liquidation of useless and economically inexpedient expenses. Universal criterion of competitiveness of intelligence - products and educational services is cost of unit of useful effect. The above their price, the below demand and an opportunity of the expanded reproduction. Therefore activity of the device of management should be directed on perfection of the organization of scientific and educational process, automation of workplaces of teachers and students, continuous search and involving to manufacture of unused reserves.

The third, realization by the device of management of strategy of the high competitive advantages supposing improvement of quality of educational services, introduction of innovational technologies, constant updating intellect-products, offered to consumers and users. A favourable place of position, presence of a plenty of the branches, the facilitated requirements at introductory, current and final examinations and as other factors of low competitive advantages are not capable to bring long-term economic benefit. In itself the high school diploma does not give the automatic right of employment of vacant places on a labour market. In conditions of the most severe competitive struggle in all branches of national economy employers aspire on conditions of competitive selection to choose the best experts. From here the diploma is no more than one of conditions of participation in competitive selection of applicants for a vacant place of a labour market. Though practice of the claim of diplomas of higher educational institutions be relative a unusual occurrence, nevertheless at modern diplomaed "youngs" and half-educated

people is not present chances of success. The state high school offering the poor-quality goods (intelligence - products and educational services) not appropriate even to requirements of the state educational standard is doomed for closing and leaving from the market of educational services.

The fourth, priority development of the system, fundamental researches providing continuity of scientific generations, creation and development of scientific schools. High schools on end of educational process to all graduates give out identical diplomas of state standard, nevertheless, in eyes of employers they have different value. It speaks about the low specialization of high schools and a various degree of quality of given services. Not many high schools of Russia have own scientific schools. On their creation and a recognition there leaves not one year, it is required successive researches of any generation of scientists. However due to the usual and recognized scientific schools are formed image of graduates, opportunities of employment and the growth of career . Today the scientific school is a trade mark, created intelligence - products and offered educational services, a recognition of their quality in scientific circles and in real sector of national economy.

The fifth, the organization of monitoring of market condition of educational services, maintenance of interrelation of a science and education with the practice, existing and future needs of the basic employers. One of distinctive features of development of a modern education system of Russia is the deepening of professional specialization of graduates according to requirements of employers. The basis of branch economy is made with the modern "know-how". Time of wide experts knowing all and anything is concrete, original manufactures, for a long time has passed. Effectively it is impossible to operate what you do not know itself. Accounting of expenses, drawing up the business - plan and many other things, assume knowledge of subtleties and sequences of realization of technological operations, structure and structure of used means of manufacture. The economist - manager not owning modern technological processes of manufacture, is similar to the preacher arrived in the another's country and not knowing at it neither language, nor customs cannibals living there. It is simply to predict it. In real conditions of a labour market if there is a choice about employment of the graduate of profile or general educational high school, as a rule, the preference is given the first. It explains that here in high school is profound special disciplines are taught, except for it during obligatory practice the student passes a way from the odd-job man, the tally keeper up to acting as (during passage of practice) the main expert or its basic assistants, receive thus wages. Course and degree projects are coordinated to the concrete managing subject being typical for branch and the future place of work, and taken out on protection in them positions pass obligatory practical approbation. It is not required to graduates of profile high schools to time for additional training in an operating time or a trial period, their professional knowledge and skill incomparably is wider and deeper. Therefore, creation of own base of practice of students is one of key problems of classical state universities which graduates are traditionally strong in spheres of a science and formation (education).