

**ОБРАЗОВАНИЕ И ОБУЧЕНИЕ: МЕТОДОЛОГИЯ, ТЕОРИЯ, ТЕХНОЛОГИЯ
БІЛІМ БЕРУ ЖӘНЕ ОҚЫТУ: ӘДІСТЕМЕ, ТЕОРИЯ, ТЕХНОЛОГИЯ
EDUCATION AND TRAINING: METHODOLOGY, THEORY, TECHNOLOGY**

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**CHANGING ROLE OF UNIVERSITIES IN THE SOCIO-ECONOMIC
TRANSFORMATION PROCESSES OF CITIES**

Abstract

New actors and new understandings created by the modern world force countries and cities to develop themselves in various areas. As a part of this development, universities have recently emerged as important actors in the economic, cultural, and social transformation of cities. Universities not only promote economic development in the region where they are established but also have various effects on the socio-cultural structure of their societies. Universities bring together students and academic staff from different cultural backgrounds and enable interaction between cultures. This research aims to examine the university-city interaction and to reveal the social, cultural, and economic effects of universities on cities. In other words, our study aimed to determine the contribution of the university to the economic, social, and cultural life of the city by analyzing the perceptions and expectations of the local people towards the university in their city. Akhmet Yassawi University, one of the young universities of Kazakhstan, and the city of Turkistan is chosen as the research sample. The research data are collected using the questionnaire method and the questionnaires are administered in face-to-face interviews. Our study showed that Akhmet Yassawi University brought vitality to the economic life of the city, attracted new investments to the city, and improved the life quality of the city day by day. The results show the transformation of Turkistan over time, will provide a source for new researchers interested in Akhmet Yassawi University and the city of Turkistan and will set an example for other cities and universities.

Key words: university and city, transformation process, socio-economic development, contribution of universities, areas of development, city life.

Introduction

The developments in the modern world due to globalization are changing the role of universities gradually. Universities are emerging as important actors in the economic, cultural, and social transformation of cities. As a universal value, universities provide very important opportunities for their cities in terms of business, knowledge, education, culture, social services, and economic development. Moreover, they affect all values in the formation and later shaping of the city culture. In this context, the expectations and needs that change and diversify in parallel with the global trends impose a great task on universities. Universities, on the other hand, work hard to fulfill their duties with great devotion and responsibility towards the city and the people of that city [1]. Universities respond to the dynamics of the changing system and fulfill their responsibilities through services such as education, research, project production, and implementation, social responsibility activities, community service practices, and employment creation.

However, parallel to the expansion of regional policies, the expectations of cities and regions from universities have increased and spread to a wider base [2]. These expectations are the result of a necessity. A necessity arises from national, supranational, and global competition as well as from the national macroeconomic situation. At this point, the local socio-economic infrastructure potential of the region becomes as important as the physical infrastructure and universities come to the fore as key elements for economic development [3].

Main provisions

Universities are organizations that influence the region in which they were founded on an economic, social, and cultural level. The key benefit anticipated in our nation, where there are an increasing number of institutions, is the contribution of universities to the local economy. because the economic, social, and cultural landscape of the towns in which they are situated is greatly and significantly influenced by universities. In particular, university students' spending represents a substantial source of revenue for the city's economic revival.

The increasing number of universities in our country and the small number of studies on their interaction with cities necessitated new field research that will provide a wide range of information on the subject, both quantitative and qualitative. Therefore, our study aims to examine the university-city relationship and to reveal the social, cultural, and economic effects of universities on cities. In other words, our study aimed to determine the contribution of the university to the economic, social, and cultural life of the city by researching the perceptions and expectations of the local people. For this reason, local and central administrators, non-governmental and professional organizations that are responsible for the development of both the city and higher education institutions, as well as the local people, are included in the fieldwork. For these reasons, Akhmet Yassawi University (AYU), one of the youngest universities in Kazakhstan [4], and the city of Turkistan are chosen as the research sample. A field study was carried out using qualitative and quantitative data collection methods. In the quantitative study, the data are collected using a questionnaire and the questionnaires are administered in face-to-face interviews. The qualitative study is carried out through face-to-face interviews with city representatives, including non-governmental organizations, press organizations, chambers, and local administrations operating in the city. The results showed that AYU brought vitality to the economic life of the city, attracted new investments, and improved the life quality of the city day by day. Therefore, our study revealed that there is a mutual and strong interaction between AYU and the people of Turkistan. The results show the transformation of Turkistan over time, provide an important resource for new researchers interested in AYU and the city of Turkistan, and set an example for other cities and universities.

Literature review

Universities not only produce universal value in the form of scientific knowledge but also interact with their cities in a wide variety of ways. Members of the university and the people of the city have perceptions, expectations, and evaluations about each other. Although there are many studies in the

literature on university-city interaction, local studies are still very scarce. However, with the increase in the number of universities, there is an increasing interest in this subject in Kazakhstan. Therefore, although they do not fully cover our subject, some studies deal with various dimensions of the subject, and those are given below.

In the study titled “Town and Gown: The Power Structure of a University Town” by Miller [5], a university city was examined in terms of its reputation and history, and it was shown that the most effective function in solving social problems in the power structure of the city is education. The study showed that the university made contributions at the national and international levels as well as at the local level. But the study of the socio-cultural and economic effects of universities started with a report published by the American Education Council in 1971 [6]. This study focused on the socio-cultural and economic effects of universities, and its results showed that universities contribute positively to the economy of their city.

The study titled “Universities and Knowledge-Based Economic Growth: The Case of Delft (NL)” by Van Geenhuizen et al. [7] showed that universities are the main determinant in providing knowledge on new technologies and improving the competitiveness of their cities and regions. They also stated that universities help to establish new companies and restructure the existing ones. The empirical part of the research examined the knowledge-based development policies carried out locally, namely in Delft, Netherlands.

In his study titled “Gown and Town: The University and the City in Europe, 1200–2000”, Brockliss [8] discussed the historical development of university-city relations in Europe from the perspective of universities. This development was analyzed in two periods. This study showed that universities were in cities, but they were not an element of their cities in the period of 1200–1800, but university-city relations increased in the second period that begins from 1800 and examined the effects of the American campus style on the European university system.

When we look at the contributions of universities to their regions, we see that they provide many benefits in areas that can be categorized as “other benefits” in addition to their contributions related to education, research/technology transfer, which are their main activities. For example, in their studies on the contributions of universities to their regions, Boucher et.al. drew attention to features such as “encouragement of entrepreneurship, formation of the regional consortium, cultural networks, regional promotion, city renewal” as “other benefits”. They also showed that the city-university interaction takes place both in a wide area and at different levels [9].

Lazzereti and Tavoletti’s [10] study titled “Higher Education Excellence and Local Economic Development: The Case of the Entrepreneurial University of Twente” has shown that universities aim to increase and transfer knowledge at the international level. This study argues that universities should have a strong entrepreneurial vision, harmonize knowledge, and thus be a guide for other universities to achieve both local economic importance and international excellence. Bruning et.al. [11], on the other hand, investigated the university-society relationship from the point of community members in their study titled “Town-Gown Relationships: Exploring University–Community Engagement from the Perspective of Community Members”. Most of the participants stated that the university is an important value for their society.

Torun et al. [12] examined the effect of the Caucasus University in Turkey on the economic development of the city of Kars, the institutional image of the university, and the expectations of the people of the city from the university. The study showed that the university is an institution recognized by the people of Kars and that the university is accepted by most of society. Çalışkan [13], on the other hand, examined the expenditures of Uşak University students in terms of amount, sector distribution, and impact on the city economy, and took gender differences into account in his analysis. The results of the research showed that the expenditures of the students made a very important economic contribution to Uşak.

Brandt and Mortanges [14] evaluated the role of the city’s history, heritage, and culture in shaping the perceptions of students who choose a university in their study called “City Branding: A Brand Concept Map Analysis of a University Town” and investigated whether a city brand is possible. In other words, the city brand image was examined within the scope of university students’ preferences.

The goal of Sankır and Gürdal [15] was to provide Bülent Ecevit University with the basic data necessary for integration with the city and to contribute to literature. The research determined that the city of Zonguldak and the University have a mutual interaction in terms of growth and development.

Gümüş et.al. [16] aimed to learn how Kastamonu University is perceived by the people of Kastamonu. They identified the dimensions of perception and examined the difference between the participants in terms of demographic variables. It showed that people's perceptions can be grouped under seven factors, namely local support, commercial influence, cultural cohesion, local image, recognition, local communication, and economic contribution.

Uygun et.al. [17] aimed to examine the perception of the local people about the socio-economic, cultural, and environmental effects of the University and University students on the city, depending on personal characteristics. The research was based on the quantitative method, research type was "relational research", and the "field research" design was used. The results showed that local people's perceptions of the effects of the University and students can be grouped into three dimensions: economic, social-cultural, and environmental. It has also been determined that the perceptions are mostly positive and can differ according to personal characteristics such as gender, age, educational status.

As a result of reviewing the above literature, I can say with the increase in the number of universities, the interest in the subject of city-university interaction is on the rise in Kazakhstan. However, there are very few studies on this subject in the literature. However, recently, new studies began to emerge that focus on the relations of newly established universities with the city they are established in. Among these, we only included those which are important for this study. The study of the socio-cultural and economic effects of universities began with a report published by the American Education Council in 1971 [6]. The following studies generally focused on the economic effects of universities and the results showed that universities contribute positively to the urban economies [17]. In addition, the number of studies measuring the effects of universities on urbanization, their socio-cultural contributions, and the perception of urban people have begun to increase [16, 17]. Universities provide many benefits in areas that can be categorized as "other benefits", in addition to their contributions in education, research, and technology. For example, Boucher, Conway, and Van Der Meer drew attention to features such as 'entrepreneurship promotion, regional consortium formation, cultural networks, regional promotion, city renewal' in the category of 'other benefits' and suggested that city-University interaction occurs both in a wide area and at different levels [9].

The literature review has shown that studies on university-city interaction are mainly handled with their economic and social dimensions. In other words, the literature review revealed that the university-city interaction was examined through social, spatial, and economic dimensions. In addition to these, studies involving socio-economic, socio-spatial, and spatial interactions were also carried out. Thus, the literature review showed that most of the studies on university-city interaction examine the interactions between new universities and their cities from different perspectives and deal with them in the context of the economic and social dimension of university-city interaction.

There are also studies on socio-economic, socio-spatial, and spatial interactions. Thus, although there are few perception studies on university-city interaction, these studies investigated the economic and socio-cultural effects of the University and its students on the city, as well as the contribution of the University to regional equality of opportunity. As Arap [18] states, while most of the studies on university-city interaction examine the interaction of newly established Universities with the city, few studies are examining the interaction of old universities with their cities.

Materials and methods

This study aims to examine the university-city relationship and to reveal the social, cultural, and economic effects of universities on cities. In this context, AYU, one of the young universities of Kazakhstan, and the city of Turkistan were taken as an example. The hypotheses developed are presented below.

H1: The participants' thoughts on the impact of the university on traditions and customs affect their thoughts on the socio-cultural impact of the university in a meaningful and positive way.

H2: The participants' thoughts on the impact of the university on the economy affect their thoughts on the socio-cultural impact of the university in a meaningful and positive way.

H3: The opinions of the participants about the effect of the university on the economy affect their thoughts on the effect of the university on traditions and customs in a meaningful and positive way.

H4: The participants' thoughts on the socio-cultural impact of the university affect their thoughts on the impact of the university on traditions and customs in a meaningful and positive way.

H5: The participants' thoughts on the impact of the university on the economy affect their thoughts on the impact of the university on services and opportunities in a meaningful and positive way.

Here, in accordance with the aims, research questions, and hypotheses of the study, the descriptive research method was adopted, it was decided to measure the determined variables and the relations between them using primary data, and to use quantitative and qualitative methods together.

The survey consists of 3 parts. The first part consists of questions about demographic characteristics such as gender, residence time, occupation, education, age, and monthly income of the participants. We took care to select participants from different groups and to create a sample that best represents the general population. The second part consists of questions measuring the interaction of the people of Turkistan with the AYU. The last part of the questionnaire consists of propositions that measure the opinions of the participants about the university according to a 5-point Likert scale. Questions about the interaction between the people of Turkistan and the university consist of questions that measure the public's knowledge about the university, the level of benefiting from the university's facilities, the sources of information about the university, and their expectations from the university. The questionnaire consists of a total of 22 questions and 47 propositions. The survey was applied to 500 people reached in the main campus of the university where tradesmen are concentrated. These places have been chosen because they are regions where the university-city relationship is intense. A predetermined number of questionnaires were applied to the above-mentioned sample groups. The quantitative data collected in the survey application were analyzed in SPSS in two groups, namely descriptive and explanatory.

Results and discussion

A lot of data on demographic characteristics has been collected. The features considered to be the most important for research are presented here. Questions about education level showed that 65.5% of the participants were university graduates (undergraduate and graduate). Questions on income show that 50.5% of the participants have an income between 150 thousand and 200 thousand tenges, 25.5% between 200 thousand and 250 thousand tenges, 24.0% between 50 thousand and 100 thousand tenges. Therefore, most of the participants come from the middle-income group.

Chi-square analysis was conducted to reveal whether the participants evaluated the survey questions independently from each other [19]. The chi-square analysis showed that the participants differed significantly from each other at the 95% confidence level.

The scale used in the study consisted of 47 questions measuring different characteristics. The questions are coded as "ECO" for economic characteristics, "NFS" for population characteristics, "SK" for social-cultural characteristics, "GG" for customs and traditions, "HVO" for service and amenities features, and "CD" for environmental features. Cronbach's alpha values were calculated to test the reliability of the scales used in the study. Cronbach's alpha results are presented in Table 1. In social sciences, the acceptable range of Cronbach's alpha value is generally considered as 0.70-0.95 [20]. But some researchers consider the acceptable value as 0.50 [21].

Table 1 – Reliability Results

Scale	Cronbach's Alpha
EKO	0.714
NFS	0.471
SK	0.755
GG	0.496
HVO	0.718
CD	0.643
Note: Compiled by the authors.	

As seen in Table 1, the Cronbach values of the scales related to economic characteristics (0.714), social-cultural characteristics (0.755), services, and facilities (0.718) are all above the recommended value. The value of the scale for environmental characteristics (0.643), although relatively low, can also be considered acceptable. On the other hand, Cronbach's alpha values of population characteristics (0.471) and tradition (0.496) scales are below the recommended value.

In the study, many data were collected for frequency analysis. Below are the features that are most important in terms of the effects of this research.

Table 2 – What are your expectations from AYU?

Expectation	n	%
Promoting the city with scientific studies	167	40.8
Contributing to the image of the city	150	37.0
Contributing to the development of the city by cooperating with local governments	160	40.2
Producing policies for the city's main problems	130	32.5
Attracting more students to the city	106	26.0
Providing more job opportunities within the university	88	23.0
Being one of the leading universities of Kazakhstan	147	36.8
Organizing artistic, sportive, social and cultural events	119	29.8
Note: Compiled by the authors.		

When the expectations are listed, the participants expect the university to promote the name of the city with scientific studies (40.8%), then to contribute to the development of the city by collaborating with local governments (40.2%), and then to contribute to the image of the city (37.0%). Few people expect the university to provide more job opportunities with a rate of 23.0%.

Table 3 – What kind of activities would you like to be organized by the university?

	n	%
Scientific conferences, symposiums, and meetings	138	34,5
Studies on the problems, socio-economic and socio-cultural development and promotion of Turkistan province	181	46,0
Training or informative meetings and courses on the subjects needed by the people of Turkistan	142	34,8
Social, cultural, artistic, and sports activities for the needs of the people of Turkistan and AYU students	119	30,2
Studies for the development of the university, increasing its success and promoting it	130	32,9
Studies such as free health screenings or meetings that will raise public awareness about health	73	18,3
Note: Compiled by the authors.		

While most of the participants (46.0%) expect the university to organize studies on the problems, socio-economic and socio-cultural development, and promotion of the province of Turkistan, some (34.8%) expect the university to provide training or informative meetings and courses on the subjects needed by the people of Turkistan and others expect the university to organize scientific conferences. Few of the participants (19.1%) expect the university to carry out studies such as free health screenings or meetings that will raise public awareness in the field of health.

In line with these hypotheses, regression analyzes were also conducted for the characteristics of the participants.

Table 4 – Statistics on the predicted model

Model	R	R square	Adjusted R square	Standard error of prediction
1	.557a	.310	.307	.62911

Note: Compiled by the authors.

a. Predictor: (Constant), YORTGG, ORTEKO

b. Dependent Variable: ORTSK

The calculated adjusted coefficient of determination of the model is $R^2=0.307$. About 31% of the changes related to socio-cultural activities are explained by economic and tradition. The regression model was found to be significant with the F test ($F=89,175$ $p<0.05$), which is the coefficient significance test. Also, variance inflation factor (VIF) statistics show that there is no multicollinearity problem.

Table 5 – Variable Coefficients of the Predicted Model

Model		Non-standardized coefficients		Standard coefficients	t	Significance		
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.764	.198		3.854	.000		
	ORTEKO	.142	.041	.152	3.462	.001	.906	1.104
	YORTGG	.655	.058	.491	11.210	.000	.906	1.104

Note: Compiled by the authors.

a. Dependent Variable: ORTSK

The independent variable coefficients show that both coefficients are positive and significant at the $p<0.01$ level. Positive changes in the thoughts of the participants about the economic characteristics cause their thoughts about the socio-cultural characteristics to change in a positive direction. Similarly, the positive changes in the thoughts of the participants about the traditions and customs cause their thoughts about the socio-cultural characteristics to change in a positive direction.

Table 6 – Statistics of the Predicted Model

Model	R	R square	Adjusted R square	Standard error of prediction
1	.559a	.312	.309	.47091

Note: Compiled by the authors.

a. Predictor: (Constant), ORTEKO, ORTSK

According to the regression analysis findings, the adjusted coefficient of determination of the model was calculated as $R^2=0.309$. Approximately 31% of the changes in tradition and tradition are explained by economic and socio-cultural characteristics. The regression model was found to be significant with the F test ($F=90,091$ $p<0.05$), which is the coefficient significance test. Also, variance inflating factor (VIF) statistics showed that there was no multicollinearity problem.

Table 7 – Variable Coefficients of the Predicted Model

Model		Non-standardized coefficients		Standard coefficients	t	Significance		
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.518	.130		11.637	.000		
	ORTSK	.367	.033	.490	11.210	.000	.908	1.101
	ORTEKO	.112	.031	.159	3.645	.000	.908	1.101

Note: Compiled by the authors.

a. Dependent Variable: YORTGG

The independent variable coefficients show that both coefficients are positive and significant at the $p<0.01$ level. Positive changes in the participants' thoughts on socio-cultural characteristics cause their thoughts on tradition and tradition to change in a positive direction. Similarly, positive changes in the thoughts of the participants about the economic features also cause their thoughts about the traditional and customary features to change in a positive direction.

Table 8 – Statistics of the Predicted Model

Model	R	R square	Adjusted R square	Standard error of prediction
1	.204a	.042	.039	.54847

Note: Compiled by the authors.

a. Predictor: (Constant), ORTEKO

According to the regression analysis findings, the adjusted coefficient of determination of the model was calculated as $R^2=0.039$. About 4% of the changes in services and facilities are explained by economic characteristics. The regression model was found to be significant with the F test ($F=17.247$ $p<0.05$), which is the coefficient significance test. Also, variance inflation factor (VIF) statistics show that there is no multicollinearity problem.

Table 9 – Variable Coefficients of the Predicted Model

Model		Non-standardized coefficients		Standard coefficients	t	Significance		
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	2.552	.124		20.637	.000		
	ORTEKO	.141	.034	.204	4.153	.000	1.000	1.000

Note: Compiled by the authors.

a. Dependent Variable: ORTHVO

The coefficients of the independent variables are positive and significant at the $p<0.01$ level. Positive changes in the opinions of the participants about the economic features cause their thoughts about the service and facility features to change in a positive direction.

Table 10 – Hypothesis Acceptance/Rejection Status

H1: The opinions of the participants about the impact of the university on tradition and tradition affect their opinions about the socio-cultural impact of the university in a meaningful and positive way.	Accepted
H2: The opinions of the participants about the impact of the university on the economy affect their opinions on the socio-cultural impact of the university in a meaningful and positive way.	Accepted
H3: The opinions of the participants about the impact of the university on the economy affect their opinions on the impact of the university on traditions in a meaningful and positive way.	Accepted
H4: The opinions of the participants about the socio-cultural impact of the university affect their opinions on the impact of the university on traditions in a meaningful and positive way.	Accepted
H5: The opinions of the participants about the impact of the university on the economy affect their thoughts on the impact of the university on the services and opportunities in a meaningful and positive way.	Accepted

Note: Compiled by the authors.

The test results of the hypotheses developed in accordance with the purpose and research questions of this study are shown in Table 10. All hypotheses are accepted.

Conclusion

This study is research on the cultural, social, and economic effects of the university as well as on public relations. The effects of AYU on the city are not unidirectional but emerge as a result of a mutual relationship. Although they are satisfied with the scientific studies carried out by AYU, the results show that the people of Turkistan expect more scientific studies from the university. This shows that the expectations are focused on making the name of the city known with the scientific studies carried out by the University, contributing to the development of the city by collaborating more with local governments, contributing to the image of the city, and being one of the few universities in Kazakhstan. This shows that the people protect Turkistan and see the university as a tool that will help the city's promotion, development, and problems. This is an evaluation to be taken into account in terms of the interaction of the public and the university.

The people of Turkistan are aware that Turkistan has grown and developed thanks to the growth of the university and that the university has made significant contributions to the promotion of the city in the country and abroad. However, it has been determined that the expectations for opening new departments at the university and increasing the number of students are high. To meet the expectations of the public, the university may open new faculties and departments in areas where the region is at the forefront and advantageous. This may make the University more preferable by students both of the city and from abroad. In addition, while trying to meet expectations, it is necessary to act in line with objective facts, not just these requests. With the opening of new departments, the increase in the number of students will also have effects. New students will bring new demands to the table, and these demands need to be determined in advance and precautions must be taken.

The fact that the people of Turkistan expect the university to conduct studies on the socio-economic and socio-cultural development of the city, expect the university to contribute to the promotion of the city, and demand training, informative meetings, or courses on the subjects they need from the university, shows that the people see the university as an institution that will meet their own needs. These expectations show that AYU is an important tool in the eyes of the public. For this reason, AYU should organize more social, cultural, and scientific activities in line with the needs of the people and try to establish a more intense relationship with the public. The university should provide training that focuses on the people of the city, and organize certificate programs and different social activities. In this process, the expectations of the public should be taken into account and the university should make more efforts to announce its activities. It is necessary to reach out to the people of the city by collaborating with the local press and other regional actors.

It turns out that AYU makes very important contributions to the economic life of the city and revitalizes the city's economy. Moreover, the opening of new workplaces, the construction of new residences, the increase in the number of hostels and residences have given the city a separate economic momentum. The cultural differences of students coming to AYU from different cities of the country have contributed positively to social life and created a democratic and tolerant environment. The university created environments that bring the public and students together and provided the public with the opportunity to get to know different cultures.

In line with all these evaluations and regional changes, it has been seen that AYU has benefited Turkistan in social, cultural, economic, and scientific terms, and the city has grown and developed with the development of the university.

This study was carried out in Turkistan, the center of Kazakhstan's newest province. Since AYU is a newly established boutique university, the effects of the university on the city may differ from the effects of universities established in big cities. It is known that a significant part of the Turkistan economy operates depending on the university. Therefore, the expectations of the residents of the city of Turkistan from the university are similarly high. This issue can be considered as one of the limitations of the study. Therefore, these results may differ for studies conducted in large cities and may provide more important results.

An important suggestion revealed by this study is that the interaction between the city and the university should be positive to increase the contribution of universities to the city. Universities should contribute to the development of their cities and the regions with information and technology-based research, taking into account the local requirements and the cultural, economic, and social assets of the city, rather than unilateral knowledge transfer and project production. On the other hand, society and the city should also contribute to the development of universities. Otherwise many positive processes may end even before beginning.

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ҚАЛАЛАРДЫҢ ӘЛЕУМЕТТІК-ЭКОНОМИКАЛЫҚ ТРАНСФОРМАЦИЯЛАНУ ҮРДСІНДЕГІ УНИВЕРСИТЕТТЕРДІҢ РӨЛІНІҢ ӨЗГЕРУІ

Андатпа

Заманауи әлемнің жаңа акторлары мен жаңа түсініктері елдер мен қалалардың әртүрлі салаларда дамуына мәжбүрлеуде. Соңғы кездері университеттер осындай дамудың аясында қалалардың экономикалық, мәдени және әлеуметтік трансформациясының маңызды актерлерінің біріне айналды. Университеттер өздері құрылған аймақтың экономикалық дамуына ғана ықпал етіп қана қоймай, қоғамның әлеуметтік-мәдени құрылымына да әртүрлі деңгейде әсер етуде. Университеттер әртүрлі мәдени ерекшеліктері бар студенттер мен академиялық немесе ғылыми қызметкерлерді бір ортаға біріктіріп, мәдениеттер арасындағы өзара әрекеттесуді қамтамасыз етеді. Университет пен қаланың өзара әрекеттесуінен бастау алатын бұл зерттеу жұмысы университет пен қаланың өзара әрекеттесуін зерттеуге және университеттердің қалаларға әлеуметтік, мәдени және экономикалық әсерін анықтауға бағытталған. Басқаша айтқанда, біздің бұл зерттеу жұмысымыз жергілікті халықтың өз қаласындағы университетке деген көзқарасы мен күтетін нәтижелеріне талдау жасау арқылы университеттің қаланың экономикалық, әлеуметтік және мәдени өміріне қосқан үлесін анықтауды мақсат етеді. Зерттеу үлгісі ретінде Түркістан қаласында орналасқан, Қазақстанның жас жоғары оқу орындарының бірі Ахмет Ясауи университеті таңдалды. Зерттеу деректері бетпе-бет жүргізіген сұхбат арқылы алынған сауалнама әдісімен жиналды. Біздің зерттеуіміз Ахмет Ясауи университеті қаланың экономикалық өмірін жандандырып, жаңа инвестицияларды тарта отырып, қаланың өмір сүру сапасын жақсартуға ықпал еткенін көрсетті. Авторлардың пікірінше, зерттеу нәтижелері, Түркістан қаласының уақыт өте келе дамуының аспектілерін көрсетеді және Ахмет Ясауи университеті мен Түркістан қаласына қызығушылық танытқан басқа зерттеушілер үшін жаңа ізденістер көзіне айналып, басқа қалалар мен университеттерге үлгі болады.

Тірек сөздер: университет және қала, трансформациялық үрдіс, әлеуметтік-экономикалық даму, университеттердің үлесі, даму салалары, қала өмірі.

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ИЗМЕНЕНИЕ РОЛИ УНИВЕРСИТЕТОВ В СОЦИАЛЬНО-ЭКОНОМИЧЕСКИХ ТРАНСФОРМАЦИОННЫХ ПРОЦЕССАХ ГОРОДОВ

Аннотация

Новый тип людей и восприятие жизни, созданные современным миром, заставляют страны и города развиваться в самых разных областях. В рамках этого развития университеты в последнее время стали важными участниками экономической, культурной и социальной трансформации городов. Университеты не только способствуют экономическому развитию в регионе, где они созданы, но и оказывают различное влияние на социокультурную структуру общества. Университеты также объединяют студентов и преподавателей из разных культур и обеспечивают взаимодействие между культурами. Это исследование направлено на изучение взаимодействия университетов и городов и выявление социального, культурного и экономического влияния университетов на города. Другими словами, наше исследование было направлено на определение вклада университета в экономическую, социальную и культурную жизнь города путем анализа восприятия и ожиданий местных жителей в отношении университета в их городе. В качестве объекта исследования выбран Университет имени Ахмета Ясави города Туркестана, один из молодых вузов Казахстана. Данные исследования проводились с использованием метода анкетирования посредством личных интервью. Наше исследование показало, что Университет Ахмета Ясави оживил экономическую жизнь города, привлек новые инвестиции и способствовал повышению качества жизни города. Результаты исследования, по мнению авторов, показывают аспекты развития города Туркестана с течением времени, служат источником новых изысканий для других исследователей, интересующихся Университетом Ахмета Ясави и городом Туркестаном, и станут примером для других городов и университетов.

Ключевые слова: университет и город, трансформационный процесс, социально-экономическое развитие, вклад университетов, области развития, жизнь города.