

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

IRSTI 06.71.45
UDC 339.13+378(574)
JEL A10; I2; J6

<https://doi.org/10.46914/1562-2959-2025-1-4-542-553>

BEZLER O.D.,*¹

PhD, associate professor.

*e-mail: bezleroxana@mail.ru

ORCID ID: 0000-0002-6717-7471

BORBASOVA Z.N.,¹

d.e.s, professor.

e-mail: borbasova@mail.ru

ORCID ID: 0000-0003-2314-7438

¹Karaganda University of Kazpotrebsoyuz,
Karaganda, Kazakhstan

**INTERNATIONAL MODELS OF INTERACTION BETWEEN
THE LABOR MARKET AND UNIVERSITIES:
OPPORTUNITIES FOR ADAPTATION IN KAZAKHSTAN**

Abstract

It cannot be denied that serious measures are being taken in Kazakhstan at the governmental level to promote employment and education among the population. However, current developments are facing an imbalance in the labor market and the higher education market (hereinafter referred to as LM&HEM). In the context of rapidly changing trends in the fields of labor and higher education, the issue is no longer merely about the interaction of their mechanisms, but about their integration - when, taken together, quantitative and qualitative satisfaction with employment among the population will be achieved, thereby enhancing the socio-economic stability of the country. It is relevant to study international experience on this issue and the possibility of its application in Kazakh practice. The authors tried to analyze successful foreign models of LM&HEM interaction. The features of market interaction through the use of foreign models are revealed, which undoubtedly have an impact on meeting the needs of its participants. An assessment of the effectiveness of their use by end users is given through an analysis of the opinions of university graduates and employers. The empirical research method was based on the analysis of theoretical scientific material, using the tools of economic and statistical analysis, the study was made up of OECD indicators. The studied international experience of LM&HEM cooperation has revealed the high role of using incentive financial mechanisms. However, for the successful implementation of foreign models in domestic practice, it is important to take into account financial and organizational constraints, and the ability to adapt international practices. The results obtained allowed the authors to systematize the main stimulating areas of LM involvement in educational policy, the experience of which can be applied and adapted in Kazakhstan. The study of international experience on this issue and the possibility of its application in Kazakhstani practice are of particular relevance.

Keywords: labor market, higher education market, employment, workforce demand, elasticity, interaction, integration.

Introduction

In economic reality, the ideal model of the studied markets is that the supply of the HEM satisfies the demand of the LM, as a result of which an ideal equilibrium model is observed. The participants in this interaction are employers, bachelors, masters, universities and government agencies. In reality, the interests of the subject and the low quality of the object create an imbalance.

However, in modern conditions, the potential supply of expense of graduates of universities does not guarantee the reproduction of qualified LM personnel for the economy in qualitative and quantitative terms, since each of the participants makes mistakes. These processes are impossible without the participation of the state, the subject of both markets, which is able to exert a dominant influence on the process of their integration. The most important direction in strengthening the markets of integration processes is state regulation and the implementation of an active policy on the part of the state. Using foreign experience of stimulating and predictive models of integration of the LM&HEM.

Thus, the study of international experience in the interaction of LM&HEM and the possibility of their application in domestic practice is relevant.

Materials and methods

The empirical basis of the study was fundamental research conducted by international and Kazakhstani authors in the field of LM&HEM interaction development. The analysis tool was an economic and statistical analysis of the indicators of the analyzed markets and international statistical data (OECD) and an assessment of the effectiveness of the use of foreign models in domestic practice.

The authors tried to assess the success of the interaction between the labor market and universities using international practices by analyzing the opinions of end users – a survey of university graduates and employers. The survey was conducted among stakeholders and graduates of Karaganda universities. To increase the reliability and validity of the survey, a structured questionnaire was used with clear, neutral questions covering both demographic and substantive aspects of the interaction between universities and the labor market. For the sake of representativeness of the sample, the survey covered various industries and types of enterprises, and data collection was anonymous and voluntary, and the questionnaire itself was pre-tested.

The conclusions are based on a general scientific method of systematization of empirical and theoretical data using comparative analysis. As a result, it allowed the authors to identify the main stimulating mechanisms and modern effective models of LM involvement in the educational environment that can be applied and adapted in Kazakhstan.

Discussion

Solving problems in determining the specifics and effectiveness of the interaction between the LM&HEM are topical issues in the international scientific arena. It is impossible not to mention the works of M. Weber [1], E. Durkheim [2], R. Merton [3], T. Parsons [4], who made a significant contribution to the theory of understanding the relationship of vocational education with socio-economic and political processes.

Each country applies its own methods of forecasting the needs of the LM for highly qualified specialists. At the same time, the LM often cannot offer the required number of jobs that graduates expect. In this case, many graduates receive limited profits from investments in education [5].

Taking into account the needs of the national economy in the LM, it is necessary to provide employment prospects for university graduates. As a result, the graduate should have modern professional competencies [6].

The Bologna Declaration has important role in the reform of the higher education system. Denmark, Italy, and Finland have chosen an intensive path of reform, which has led to a number of problems with the non-recognition of a bachelor's degree in the LM [7, p. 35].

The analysis of scientific sources on the problem of interaction between LM&HEM has shown that creating an effective mechanism for integrating these institutions is closely related to the need to

improve the content of vocational education and forecast changes in the professional structure in the LM.

In practice, various models of interaction between LM&HEM are known. In this area, we have accumulated experience in improving HE through the introduction of such modern models:

1. Dual Model

At the end of the 20th century, Hungary implemented a Strategy for the development of higher education. At that time, she introduced two-level training. In the process of implementing the reform, the problem of employment of bachelors and masters was solved, involving enterprises in an innovative training system.

In Germany, the bachelor's degree was born from the Anglo-American system and did not fully correspond to the current HE system [7, p. 35].

The German dual system is one of the models of public-private partnership. It obliges employers to participate in the preparation of the university curriculum and teaching. The business manages a system of high-quality training provided by firms within the framework of the dual system [8].

The German Dual Model has components:

- ♦ within the legal framework, the LM requires investing in employee training;
- ♦ it provides financial support from government, regional and private entities;
- ♦ the progress of students' professional competencies is monitored as a result of changes in curricula [9].

The German Government provides a transparent foundation for HE programs. Encourages companies to hire interns. This practice satisfies the business needs for qualified employees in the long term [10].

In German HE, the main strategic objectives are:

- ♦ clear rules of training. The rules for universities use teaching standards. The current rules can easily use the rules and standards and implement them. Companies hire interns in production and current activities;
- ♦ accessibility of education for everyone. Successful students of the dual system have opportunities for professional development. Young people from disadvantaged families and adults have access to lifelong learning programs;
- ♦ optimization of final exams. Employees of enterprises participate in the exam and in qualification commissions. According to the results of the exam, a certificate from the employer is issued.

Already in 1979, Educational Standards were developed. The standards are consistent with Federal Regulations, coordinated with social partners, and stakeholder experts [10].

However, scientists highlight the serious specifics of dual education. The special and unique social and cultural conditions of each country dictate the need to understand the experience of the formation and functioning of the dual education system. This system requires serious adaptation from historical experience, cultural characteristics and socio-economic development of the country at the stage of implementation [11].

2. The Model of Practice-Oriented Learning

In Japan, a different model is used to involve employers in the development of HE and vocational training. This model differs from the German model. However, the Japanese model is similar to the models in American professional colleges with high quality education. The models used in these countries are similar to the equal participation of employers in the educational system.

The American model is practice-oriented. The training takes into account the needs of the LM and the necessary competencies for this. An intern has a great chance to get a job on the basis of an internship or internship [7, p. 37].

Foreign researchers M. Payne and A. Packer call this model «mentoring». And they claim that having a mentor in practice/internship, the student gets acquainted with professional competencies and at the same time undergoes professional adaptation [7, p. 37].

Russian scientists share the opinion of foreign authors about the importance of this model in the formation of professional competencies. Practice-oriented interaction makes it possible to bring teaching closer to the professional activity of the chosen specialty, to form the life experience of

students, thereby increasing the level of knowledge and skills, cognitive interest and, as a result, to form the level of professional competence of students [12].

3. The Model for Encouraging Enterprise-Level Learning through Public Policy

This Model is often referred to as «Human Resource Development» or «Workforce Development». The main priority of this area is the tax policy of the states. The government receives revenue from firms. Initially, firms pay certain percentages of labor costs to the state budget. But later, the state allows these payments to be used for training in companies [10].

We would like to mention the Model of stimulating the interaction of the LM&HEM in Scotland. SQA encourages lifelong learning. SQA experts from various sectors of the economy, together with employers, develop professional standards and tools for their assessment [7, p. 41].

The Chinese government is actively encouraging employers to develop on-the-job training programs. The essence of Chinese programs is that grants are allocated to cover the costs of training employees of enterprises, and subsidies are allocated for salaries for the period of training specialists.

There is a Skills Development Fund in Singapore. The Fund has a stimulating financial mechanism – reducing the payroll tax from above \$2,000 to 1% per employee upgrading their qualifications. Enterprises contribute to the Fund and can apply for support for the training of their employees at any time. The Fund encourages small and medium-sized businesses through the issuance of vouchers for training specialists in the field of information technology. There is a certain scheme of financial support to improve the skills of older employees of companies [10].

4. The Model of Advanced Education

«Advanced» education poses new challenges to modern universities and the LM. High-quality personnel training is required in accordance with the rapidly changing needs of the LM. The Triple Helix has become widespread in the United States, Great Britain, the Netherlands and Denmark. UK schoolchildren themselves create a company or cooperative in order to gain practical experience and entrepreneurial skills on school miniatures. Stakeholders participate in the development of educational programs, building the trajectory of training the necessary specialists. In addition, the state system for forecasting the needs of both markets is seriously working [7, p. 40].

Continuing education allows us to re-evaluate the role of advanced learning in the development of education throughout life [13].

In European countries, only private institutions are engaged in forecasting, for example, such as the Institute for Employment Research at Warwick University or the Institute for Employment and Occupational Research. The state is not enthusiastic about participating in the forecasting system, because the authorities, according to scientists, do not want to take responsibility for the quality of forecast estimates.

The forecast assessment is developed separately by country, but there are also forecasts for the countries of the European Union - CEDEFOP of the European Center for the Development of Vocational Education [14, p. 112].

CEDEFOP predicts the professional structure through offers in sequential Modules. Foresight methodology plays an important role here. The sectorial quantitative employment is predicted by Module 1, the assessment of the professional structure in Module 2, using econometric and extrapolation methods. QUALMOD (Module 3) evaluates changes in the number of employees at three levels of formal education (ISCED 1–6). The number of new jobs is determined by Module 4. It can be noted that the right side analyzes the demand for labor; the left side analyzes the supply of labor (variety of professions, skill level, gender policy of the market). The market imbalance for the forecast period is modeled in sector 7 (figure 1) [14, p. 113–114].

Forecasts of the professional and qualification structure of the workforce are an important component of national forecasts in European countries with developed market economies. CEDEFOP prepares forecasts for the entire European Union and recently selected transition economies of the OECD member countries have been included [14, p. 116].

According to the available data from the World Bank, the average government spending per student of primary and secondary, HE among OECD countries was 43% and 25%, respectively (figure 2).

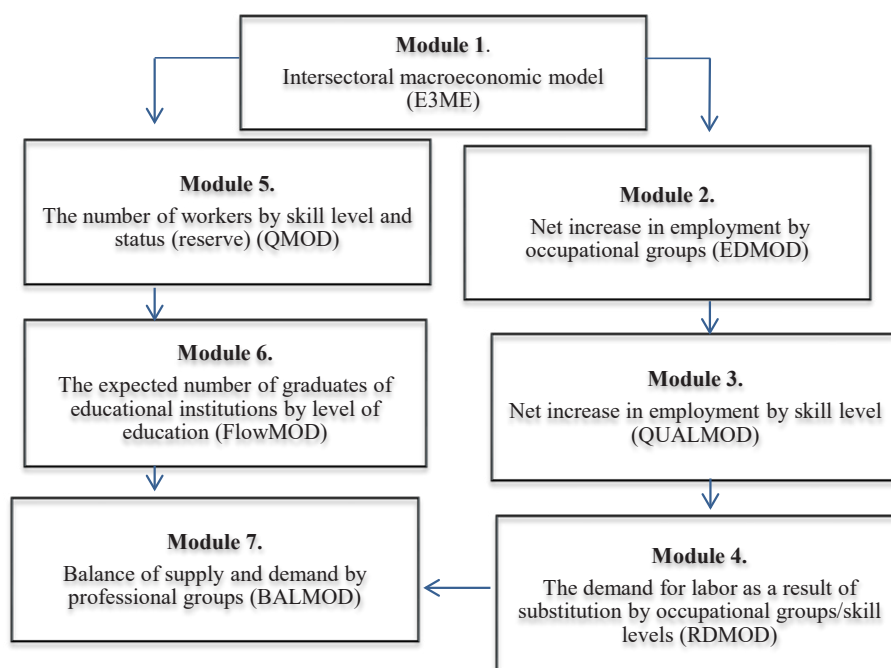


Figure 1 – The Forecasting the Structure of the Workforce

Note: Compiled on the basis of the source [14].

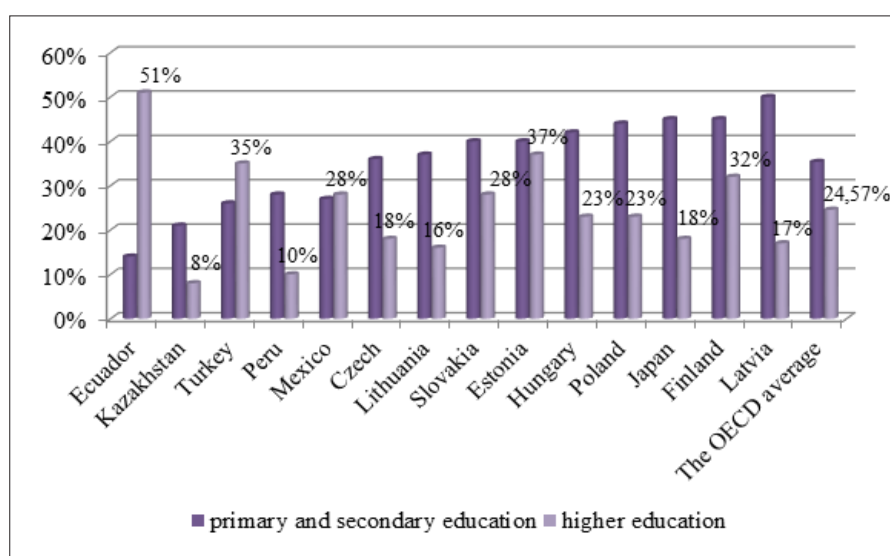


Figure 2 – State Financing of Education

Note: Compiled by the authors based on the source [15].

Government mechanisms play an important role in the effective development of the integration of LM&HEM. Sufficient financing, setting budget goals and their effective allocation are the basis for the operation of this process. On average, Kazakhstan spends about 3,4% of GDP on all levels of current education, which is significantly lower than in neighboring countries (Uzbekistan – 5,7%, Tajikistan – 5,2%) [12]. The authors' analysis of the global practice of implementing integration models showed that our government took into account foreign experience in its choice (table 1).

From the models presented in the table, it can be seen that China, Germany and Singapore in their practices use a variety of methods to stimulate the interaction of LM and universities.

Table 1 – International Mechanisms of State Stimulation of the Proposed Integration

Type	Tax Benefits	Funds for Training/Fees	Public Procurement	Refund of Part of the Costs	Subsidies
Characteristic	Tax discounts, tax deferrals, tax benefits, tax exemptions for providing financial support to educational institutions, repayment of educational expenses for current or future employees	Pooling employers' resources and allocating funds to pay off education costs	Awarding government contracts to firms depending on the provision of certain types of training	Employment contracts with reimbursement of funds or part thereof, in case of dismissal after training at the expense of the employer	Refund of part of the funds to employers for training or retraining of employees
Country Experience	South Korea Malaysia Singapore China	USA UK Austria	Hungary Germany	Germany Singapore	Singapore China
Advantages	Administrative costs are lower than in other types due to the use of the existing tax infrastructure	They allow you to increase the amount of contributions from employers	Low government workload	Reducing the risk of loss of investments invested in training	Flexible scheme, the ability to focus on specific groups or results
Disadvantages	Monitoring can be difficult and expensive; a relatively drastic measure	High support from employers; large employers may receive disproportionately large benefits; the risk of making the wrong decision to finance the chosen university	Shifting the burden of training to employers; possible distortion of data in the procurement process	Suitable for formal training, not suitable for informal training of employees; low risk of participation of small companies	Targeting will increase administrative costs for the government and participants; in the absence of targeting, the risk of irretrievability
Note: Compiled by the authors on the basis of [7–14].					

At the same time, in figure 3, it can be seen that population density and employment are interconnected through the availability of jobs, the level of competition, economic development and the quality of the country's infrastructure, which affects the LM and employment opportunities.

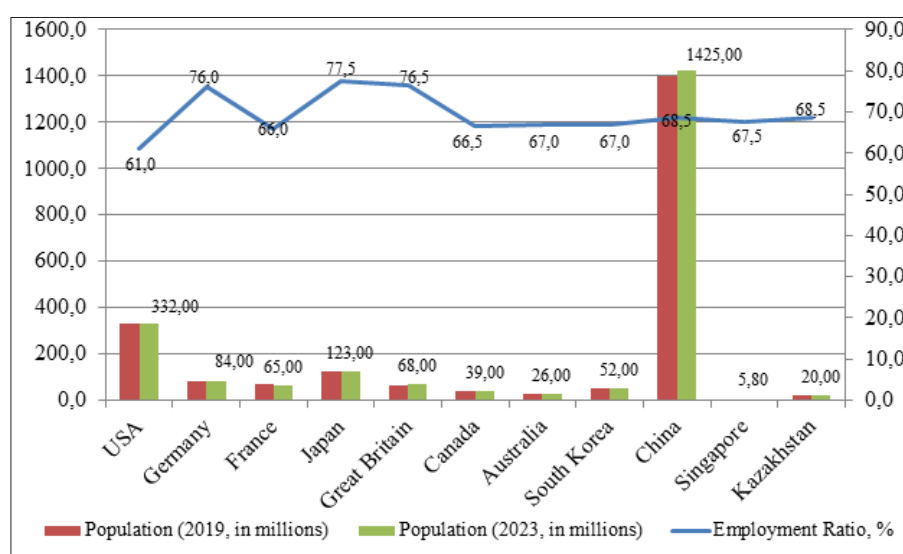


Figure 3 – Population Distribution and Employment Share

Note: Compiled by the authors based on the source [16].

The share of employment in the tertiary sector of the economy has increased in the modern Kazakh labor market. The number of people employed in wholesale and retail trade, transportation and warehousing, real estate transactions is 1 of the total employed population of the country. This trend should be taken into account when forming an effective state policy in the field of employment [17, p. 36].

In 2020, the Atameken National Chamber of Entrepreneurs established a special subcommittee on qualifications. They coordinate the consideration of issues related to the development and supply of current and prospective qualifications in the labor market. Specialists of the National Chamber, stakeholders of the regions and universities coordinate the content of educational programs of universities. Atameken conducts a rating of Kazakhstani universities, which takes into account not only academic performance, but also cooperation with business, and the demand for graduates in the labor market. Consequently, the success of the interaction of universities in the labor market affects the success of the graduate's employment. In this interaction, domestic universities use foreign practices. The effectiveness of their application can be assessed through the analysis and evaluation of the opinions of end users – university graduates and employers.

For this assessment, the authors conducted a marketing study: «Assessment of the opinion of employers and university graduates using international practices of interaction between the labor market and universities». The survey was conducted among the heads of state-owned enterprises, small and medium-sized businesses and graduates of universities in Karaganda.

The opinion of employers on the application of international practices of interaction between the labor market and universities plays an important role in understanding how effectively education and the labor market can be integrated. Employers evaluate these practices from different perspectives: from improving the quality of training to increasing the availability of highly qualified specialists for businesses.

For a representative sample, the authors needed to interview 96 enterprises to achieve a 95% confidence level with an error margin of $\pm 10\%$ (online calculator – <http://socioline.ru/rv.php>). The survey was attended by the management of urban enterprises (including: directors, heads of departments, heads of government agencies, law enforcement agencies, banking and financial structures, private enterprises, services, as well as individual entrepreneurs, managers, leading experts, etc.), which employ university graduates. The results of the survey of employers showed the following (table 2).

Table 2 – Assessment of the opinion of employers using international practices of interaction between the labor market and universities

Parameters	Result	Notes
Familiarization with international practices	62%	Employers are familiar with the international practice of interaction between universities and the labor market.
Assessment of international practices	60%	Employers highly appreciate such practices and their impact on the quality of specialist training.
Impact on the training of qualified specialists	59%	They believe that international practices contribute to the training of specialists who are in demand in the labor market.
The advantage of real-world experience for young professionals	61%	It is noted that such practices allow students to gain not only theoretical knowledge, but also real-world experience.
Reducing the adjustment period for a new employee	56%	They indicate a reduction in the time required for the adaptation of new employees in the company.
Advantages of cooperation with universities (in the industrial sector)	70%	Employers see the benefits of cooperation within international models, especially in industry.
Types of profitable forms of cooperation:		
- joint research projects	25%	
- Internships and internships	31,5%	

Continuation of table 2

Parameters	Result	Notes
- creation of startups, business projects or scientific inventions	15,5%	
- investing in corporate training	45%	This is especially important in the context of rapidly changing technologies.
Advantages of the dual education system	45%	Reducing the cost of training and retraining employees.
Problems with participation in international practices:		
- resource costs for small and medium-sized enterprises	35%	Small and medium-sized enterprises are experiencing difficulties due to a lack of resources for active participation.
- concerns about the quality of student training	34,8%	Some employers express concern about the quality of student training at foreign universities.
Note: Compiled by the authors based on the results of the researches.		

The next group of respondents were graduates of urban universities. For a representative sample, the authors needed to interview 384 graduates in order for the result to be statistically significant – with a 95% confidence level and with an error of $\pm 5\%$, which is the standard level for sociological research. The graduates' answers to the survey questions showed the following results (table 3).

Table 3 – Assessment of the opinion of university graduates using international practices of interaction between the labor market and universities

Parameters	Result	Notes
Support for the idea of implementing international practices	80%	Graduates support the implementation of international practices such as the dual education system and competency-based models.
Support for the dual education system	61,7%	Most graduates support the introduction of a dual education system.
Support for competency-based models	72,8%	Graduates support the introduction of competency-based education models.
Opinion on practical skills from international practitioners	48,2%	Graduates believe that international practices provide real practical skills.
Rapid adaptation to the demands of the labor market	80,2%	Graduates believe that international practices help them adapt more quickly to the demands of the labor market.
Opportunities for interaction with employers		Graduates can take internships/internships and work on projects, which increases their competitiveness.
Assessment of international academic mobility	20%	20% of graduates believe that international academic mobility broadens their horizons and improves their skills in an international environment.
The impact of European mobility on global competencies	80%	80% of graduates believe that European mobility helps to develop global competencies and understand cultural and economic differences.
Restrictions on access to international programs:		Graduates face a number of limitations, such as:
- low level of foreign language proficiency	70%	Graduates are unable to participate due to their low level of knowledge of foreign languages.
- financial constraints	70%	Many cannot afford to participate due to financial difficulties.
- limited opportunities on the part of educational institutions	90%	Graduates note that not all educational institutions and employers provide opportunities to participate in international programs.

Continuation of table 3

Parameters	Result	Notes
Lack of connection between universities and the labor market	70%	Former graduates point to the lack of communication between universities and the labor market.
Difficulties in finding internships/ internships	30%	30% of graduates have difficulty finding relevant internships and practice bases for their professional activities.
A positive attitude towards the modernization of education	86,7%	Graduates and graduates have a positive attitude towards the modernization of education and the introduction of international practices.
Expected effects of education modernization:		
- professional skills improvement	82,8%	The introduction of international practices will enhance the professional skills of future specialists.
- opening up additional career opportunities	95,8%	Modernization of education opens up additional opportunities for career growth.
- development of personal and professional contacts	87,5%	International practices contribute to the development of personal and professional contacts.
- understanding global trends	50%	Half of the students believe that the introduction of international practices contributes to a better understanding of global trends in the labor market.
Suggestions for effective application of international practices		
- development of internship programs and internships with international companies	65,2%	Students consider it necessary to develop internship and internship programs with international companies.
- financing of international programs for students	48,1%	The students propose to introduce a grant system to finance participation in international programs.
- integration with employers and development of partnerships	59,8%	Universities should actively cooperate with companies to provide students with access to real-world projects and tasks.
Note: Compiled by the authors based on the results of the researches.		

Conclusion

The analysis of the existing integration mechanisms carried out by the authors revealed the importance of using stimulating state financial mechanisms. This allowed the authors to systematize effective stimulating areas of LM involvement in the educational environment. The study experience can be applied to Kazakhstan. Singapore's incentive mechanisms can be introduced, tax breaks and preferences can be provided for both entrepreneurs and employees. To introduce tax incentives for businesses for participation in personnel training, the development of corporate training and the introduction of flexible programs in cooperation with universities. The implementation of successful foreign experience will allow us to achieve effective employment with minimal public and private costs.

The opinion of employers on the application of international practices of interaction between the labor market and universities turned out to be generally positive. Especially when foreign practices contribute to the training of more qualified and ready-to-work specialists. However, there are certain problems, such as the need for significant resources to participate in educational processes, problems with adapting educational programs to rapidly changing market requirements, and insufficient training of specialists. Therefore, employers actively support the strengthening of partnerships with universities, the development of flexible educational programs and the strengthening of the role of corporate training to improve the skills of employees.

Students' opinion about the application of international practices of interaction between the labor market and universities is mostly positive, especially when these practices provide opportunities for professional growth and development.

However, for the successful implementation of such models, it is important to take into account financial and organizational constraints, as well as adapt international practice to the specifics of the local labor market.

Information about funding. The article was prepared as part of the grant project AP 26102391 «Models of effective interaction between universities, government and business: mechanisms of technology transfer to the digital economy of Kazakhstan» 2025–2027 years.

REFERENCES

- 1 Воробьев М.В. Концепция образования Макса Вебера // Ценности и смыслы. – 2016. – № 2(42). – С. 121–131.
- 2 Gautam A.K., Yadav N. Essay on Durkheim's theory of division of labour // National Journal of Multidisciplinary Research and Development. 2017. Vol. 2. Iss. 3. P. 580–585.
- 3 Merton R.K. Sociology of Science: theoretical and empirical research. Chicago: University of Chicago Press, 1973. 680 p.
- 4 Kroeber A.L., Parsons T. Concepts of culture and social system // American Sociological Review. 1958. Vol. 23. Iss. 5. P. 550–582.
- 5 Lauder H., Mayhew K. Higher Education and the Labour Market: an Introduction // Oxford Review of Education. 2020. Vol. 46. Iss. 1. P. 1–9.
- 6 Борбасова З.Н., Безлер О.Д. Исследование проблем трудоустройства выпускников вузов Республики Казахстан на современном рынке труда // Международный научный журнал «Актуальные проблемы современности». – 2017. – № 1. – С. 88–95.
- 7 Агранат Д.Л., Дикарев В.А., Круглова И.В., Гришаева Ю.М., Ливете В.С. Модели взаимодействия образовательных организаций и рынка труда: международный и российский опыт // Вестник московского городского педагогического университета. – 2014. – № 4(30). – С. 33–46.
- 8 Далабаев Ж.К., Далдыбаева А.Б., Утемисов А.У., Омарбекова Ж.К., Сейдагалиева А.М. Обзор зарубежных систем технического и профессионального образования. – Астана: Республиканский научно-методический центр развития технического и профессионального образования и присвоения квалификации, 2012. – 66 с.
- 9 Kalieva S.A., Arupov A.A., Abaidullaeva M.M., Biyakhmetov R.I. Formation of New Quality of Preparation of Qualified Personnel in the Republic of Kazakhstan // International Journal of Innovative Technologies in Economy. 2015, no. 2, pp. 33–43.
- 10 Идрисова А.Н. Международный опыт по разработке механизмов привлечения работодателей в подготовку кадров. URL: <https://www.rnmc.kz>. (дата обращения: 25.11.2023)
- 11 Pleshakova A.Yu. Germany's dual education system: the assessment by its subjects // The Education and science journal. 2019. Vol. 21. Iss. 5. P. 130–156.
- 12 Manashova G.N., Shkutina L.A., Mirza N.V., Beisenbekova G.B., Jabayeva G.N. Practice-Oriented Teaching in Preparing Future Teachers-Psychologists for Professional Activity // Journal of Intellectual Disability – Diagnosis and Treatment. 2021. Vol. 9. Iss. 5. P. 468–482.
- 13 Tsaturyan A. Advanced learning as an implicit model of continuous education // Main Issues of Pedagogy and Psychology. 2024. Vol. 11. Iss. 1. P. 83–97.
- 14 Вишневская Н.Т., Зудина А.А. Профессиональная структура рабочей силы в странах Европы: о чем свидетельствуют прогнозы? // Вестник международных организаций. – 2017. – № 4. – С. 109–129.
- 15 Word Bank. Education Statistics – all indicators. URL: <https://databank.worldbank.org/source/education-statistics>. (accessed: 14.12.2023)
- 16 OECD Employment and Labour Market Statistics. URL: <https://www.oecd-ilibrary.org/employment/data> (accessed: 16.03.2024)
- 17 Ералина Э.М., Алшанов Р.А. Тенденции развития рынка труда Казахстана в условиях трансформации экономики // Вестник университета «Туран». – 2023. – № 1(97). – С. 36–48.

REFERENCES

- 1 Vorob'ev M.V. (2016) Konceptsiya obrazovaniya Maksa Vebera // Cennosti i smysly. No. 2(42). P. 121–131. (In Russian).
- 2 Gautam A.K., Yadav N. (2017) Essay on Durkheim's theory of division of labour // National Journal of Multidisciplinary Research and Development. Vol. 2. Iss. 3. P. 580–585. (In English).

- 3 Merton R.K. (1973) *Sociology of Science: theoretical and empirical research*. Chicago: University of Chicago Press, 680 p. (In English).
- 4 Kroeber A.L., Parsons T. (1958) Concepts of culture and social system // *American Sociological Review*. Vol. 23. Iss. 5. P. 550–582. (In English).
- 5 Lauder H., Mayhew K. (2020) *Higher Education and the Labour Market: an Introduction* // *Oxford Review of Education*. Vol. 46. Iss. 1. P. 1–9. (In English).
- 6 Borbasova Z.N., Bezler O.D. (2017) Issledovanie problem trudoustrojstva vypusnikov vuzov Respubliki Kazahstan na sovremennom rynke truda // *Mezhdunarodnyj nauchnyj zhurnal «Aktual'nye problemy sovremennosti»*. No. 1. P. 88–95. (In Russian).
- 7 Agranat D.L., Dikarev V.A., Kruglova I.V., Grishaeva Ju.M., Livete V.S. (2014) Modeli vzaimodejstviya obrazovatel'nyh organizacij i rynka truda: mezhdunarodnyj i rossijskij opyt // *Vestnik moskovskogo gorodskogo pedagogicheskogo universiteta*. No. 4(30). P. 33–46. (In Russian).
- 8 Dalabaev Zh.K., Daldybaeva A.B., Utemisov A.U., Omarbekova Zh.K., Sejdagalieva A.M. (2012) Obzor zarubezhnyh sistem tehničeskogo i professional'nogo obrazovanija. Astana: Respublikanskij nauchno-metodicheskij centr razvitija tehničeskogo i professional'nogo obrazovanija i prisvoenija kvalifikacii, 66 p. (In Russian).
- 9 Kalieva S.A., Arupov A.A., Abaidullaeva M.M., Biyakhmetov R.I. (2015) Formation of New Quality of Preparation of Qualified Personnel in the Republic of Kazakhstan // *International Journal of Innovative Technologies in Economy*, no. 2, pp. 33–43. (In English).
- 10 Idrisova A.N. *Mezhdunarodnyj opyt po razrabotke mehanizmov privlechenija rabotodatelej v podgotovku kadrov*. URL: <https://www.rnmc.kz>. (data obrashhenija: 25.11.2023). (In Russian).
- 11 Pleshakova A.Yu. (2019) Germany's dual education system: the assessment by its subjects // *The Education and science journal*. Vol. 21. Iss. 5. P. 130–156. (In English).
- 12 Manashova G.N., Shkutina L.A., Mirza N.V., Beisenbekova G.B., Jabayeva G.N. (2021) Practice-Oriented Teaching in Preparing Future Teachers-Psychologists for Professional Activity // *Journal of Intellectual Disability – Diagnosis and Treatment*. Vol. 9. Iss. 5. P. 468–482. (In English).
- 13 Tsaturyan A. (2024) Advanced learning as an implicit model of continuous education // *Main Issues of Pedagogy and Psychology*. Vol. 11. Iss. 1. P. 83–97. (In English).
- 14 Vishnevskaja N.T., Zudina A.A. (2017) Professional'naja struktura rabochej sily v stranah Evropy: o chem svidetel'stvujut prognozy? // *Vestnik mezhdunarodnyh organizacij*. No. 4. P. 109–129. (In Russian).
- 15 Word Bank. Education Statistics – all indicators. URL: <https://databank.worldbank.org/source/education-statistics>. (accessed: 14.12.2023). (In English).
- 16 OECD Employment and Labour Market Statistics. URL: <https://www.oecd-ilibrary.org/employment/data> (accessed: 16.03.2024). (In English).
- 17 Eralina Je.M., Alshanov R.A. (2023) Tendencii razvitija rynka truda Kazahstana v uslovijah transformacii jekonomiki // *Vestnik universiteta «Turan»*. No. 1(97). P. 36–48. (In Russian).

БЕЗЛЕР О.Д.,*¹

PhD, доцент.

*e-mail: bezleroxana@mail.ru

ORCID ID: 0000-0002-6717-7471

БОРБАСОВА З.Н.,¹

э.ғ.д., профессор.

e-mail: borbasova@mail.ru

ORCID ID: 0000-0003-2314-7438

¹Қазтұтынуодағы Қарағанды университеті,
Қарағанды қ., Қазақстан

ЕҢБЕК НАРЫҒЫ МЕН УНИВЕРСИТЕТТЕР АРАСЫНДАҒЫ ӨЗАРА ІС-ҚИМЫЛДЫҢ ХАЛЫҚАРАЛЫҚ МОДЕЛЬДЕРІ: ҚАЗАҚСТАНДАҒЫ БЕЙІМДЕЛУ МҮМКІНДІКТЕРІ

Андатпа

Қазақстанда үкіметтік шешімдер деңгейінде жұмыспен қамтуды және халыққа білім беруді ынталандыру жөнінде елеулі қадамдар жасалып жатқанын жоққа шығаруға болмайды. Алайда, қазіргі заманғы процестер еңбек нарығында және жоғары білім нарығында (бұдан әрі - LM&HEM) теңгерімсіздікке тап болады. Еңбек және жоғары білім саласындағы тез өзгеретін үрдістер жағдайында мәселе енді олардың тетіктерінің өзара іс-

кимылында ғана емес, сонымен бірге елдің әлеуметтік-экономикалық тұрақтылығын арттыру үшін халықтың жұмыспен қамтуға сандық және сапалық қанағаттануына қол жеткізілген кезде олардың интеграциясында жатыр. Осы мәселе бойынша халықаралық тәжірибені зерделеу және оны қазақстандық тәжірибеде қолдану мүмкіндігі өзекті болып табылады. Мақала авторлары LM&HEM өзара әрекеттесуінің сәтті шетелдік модельдерін талдауға тырысты. Шетелдік модельдерді қолдану арқылы нарықтардың өзара әрекеттесу ерекшеліктері анықталды, бұл оның қатысушыларының қажеттіліктерін қанағаттандыруға әсер етеді. ЖОО түлектері мен жұмыс берушілердің пікірін талдау арқылы түпкілікті тұтынушылардың оларды қолдануының нәтижелілігіне баға берілді. Зерттеудің эмпирикалық әдісі экономикалық және статистикалық талдау құралдарын қолдана отырып, теориялық ғылыми материалды талдауға негізделген, зерттеудің статистикалық базасы ЭБДҰ көрсеткіштерін құрады. LM&HEM өзара әрекеттесуінің зерттелген халықаралық тәжірибесі ынталандырушы қаржылық механизмдерді пайдаланудың жоғары рөлін анықтады. Алайда, отандық тәжірибеде шетелдік модельдерді сәтті жүзеге асыру үшін қаржылық және ұйымдастырушылық шектеулерді, халықаралық тәжірибелерді бейімдеу мүмкіндігін ескеру қажет. Алынған нәтижелер авторларға LM-ді Білім беру саясатына тартудың негізгі ынталандырушы бағыттарын жүйелеуге мүмкіндік берді, олардың тәжірибесі Қазақстанда қолданылуы және бейімделуі мүмкін.

Тірек сөздер: еңбек нарығы, жоғары білім нарығы, жұмыспен қамту, кадрларға қажеттілік, икемділік, өзара әрекеттесу, интеграция.

БЕЗЛЕР О.Д.,*¹

PhD, доцент.

*e-mail: bezleroxana@mail.ru

ORCID ID: 0000-0002-6717-7471

БОРБАСОВА З.Н.,¹

д.э.н., профессор.

e-mail: borbasova@mail.ru

ORCID ID: 0000-0003-2314-7438

¹Карагандинский университет Казпотребсоюза,
г. Караганда, Казахстан

МЕЖДУНАРОДНЫЕ МОДЕЛИ ВЗАИМОДЕЙСТВИЯ РЫНКА ТРУДА И УНИВЕРСИТЕТОВ: ВОЗМОЖНОСТИ ДЛЯ АДАПТАЦИИ В КАЗАХСТАНЕ

Аннотация

Нельзя отрицать, что в Казахстане предпринимаются серьезные шаги по стимулированию занятости и образования населения на уровне правительственных решений. Однако современные процессы сталкиваются с дисбалансом на рынке труда и рынке высшего образования (далее LM&HEM). В условиях быстро меняющихся тенденций в сфере труда и высшего образования вопрос заключается уже не просто во взаимодействии их механизмов, а в их интеграции, когда в совокупности будет достигнута количественная и качественная удовлетворенность населения занятостью для повышения социально-экономической стабильности страны. Актуальным является изучение международного опыта по данному вопросу и возможность его применения в казахстанской практике. Авторы статьи попытались проанализировать успешные зарубежные модели взаимодействия LM&HEM. Выявлены особенности взаимодействия рынков через применение зарубежных моделей, которые, несомненно, оказывают влияние на удовлетворение потребностей его участников. Дана оценка результативности их применения конечными потребителями через анализ мнения выпускников вузов и работодателей. Эмпирический метод исследования был основан на анализе теоретического научного материала, с использованием инструментов экономико-статистического анализа. Статистическую базу исследования составили показатели ОЭСР. Изученный международный опыт взаимодействия LM&HEM выявил высокую роль использования стимулирующих финансовых механизмов. Однако для успешной реализации зарубежных моделей в отечественной практике важно учитывать финансовые и организационные ограничения, возможность адаптировать международные практики. Полученные результаты позволили авторам систематизировать основные стимулирующие направления вовлечения LM в образовательную политику, опыт которых может быть применен и адаптирован в Казахстане.

Ключевые слова: рынок труда, рынок высшего образования, занятость, потребность в кадрах, эластичность, взаимодействие, интеграция.

Article submission date: 02.01.2025