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## KEY INDICATORS OF THE DEVELOPMENT OF HIGHER EDUCATION IN THE NATIONAL ECONOMY

### Abstract

In this article, the authors consider the main indicators of the development of higher education in the system of national economy. The state and society are faced with the urgent task of forming an educational policy. It seems important to study and analyze the processes of reforming the entire system of higher education. The state policy of the Republic of Kazakhstan in modern conditions focuses on creating the powerful potential of highly qualified personnel, which is necessary for economic growth. For the economic development of Kazakhstan, it is necessary to revise the state's approaches to the further development of education and science. A high level of professionalism is ensured by the interaction of high-quality academic education with high-tech production. The authors analyzed macroeconomic indicators characterizing the impact of the higher education system on the development of the national economy. According to the results of the study, the authors identified the main areas of interaction between the higher education system and the national economy. The access to government subsidies is open to both public and private universities that have undergone accreditation. The Ministry of Education and Science of the Republic of Kazakhstan allocates the minimum size of grants and their number. This type of funding is provided to higher education institutions, and the targeted use of these funds is strictly controlled. The article discusses the key indicators of the higher education system, which form the competitive potential of the economy. The authors analyzed the dynamics of GDP growth, the number of students, the number of government grants placed. State funding of higher education in Kazakhstan continues to be a very important issue.

Key words: educational policy, academic education, scientific and pedagogical staff, economy modernization, higher education, education funding, grants.

The former state and society is at the core of the task of forming a formal policy. It is important to study and analyze the processes of reforming all systems of higher education.

The state policy of the Republic of Kazakhstan is based on the current conditions of the creation of high-qualified personnel, which are economically inaccessible. For economic development in Kazakhstan, it is impossible to overestimate the state of the country in the development of education and science. The highest professionalism is ensured by the highest degree of professionalism in high-tech production [1].

High-quality development of Kazakhstani universities is one of the main priorities for the development of the country's competitiveness. For independent Kazakhstan, the highest priority was the preservation of the achieved level and the further build-up of quality potential, which is closely related to the overall progressive development of the socio-economic and political life of the republic.

Higher education in the world is one of the most rapidly growing and promising sectors of the economy. According to experts, the demand and supply of educational services around the world are growing quite significantly, especially in higher education, and in the most dynamically developing countries their annual growth rate reaches 10–15%.

The process of developing universities is a complex and multifaceted problem, in which economic, social, technical, and managerial aspects are closely intertwined, the solution of which will raise the quality of training specialists to a high level.

However, this information does not provide a complete picture of the state of higher education in Kazakhstan. In our opinion, a need arose for a systematic approach to assessment. For this, it is necessary to identify factors that influence the development of the university management system in modern business conditions, based on the analysis of which it is possible to formulate a concept for the development of each university in relation to a specific macro- and microeconomic situation;

to forecast educational potential using quantitative assessments and taking into account structural changes; to link the need for a highly skilled workforce, and in the specialties necessary for an innovative economy [2].

To analyze the status and development trends of higher education, the official sources of the Republic of Kazakhstan contain rather diverse, but scattered information about their activities; on the state of supply and demand for training specialists for labor markets; quantitative and qualitative structure of the personnel potential of universities; living standards of various categories of the population; trends in demographic indicators necessary to determine the contingent of future applicants; development of scientific and innovative potential of universities of the republic, etc.

Therefore, in our opinion, it is advisable to monitor the status of university management using a factor approach.

Global changes in the technological, economic and social development of world civilization have turned universities into a strategic factor in the progress of society. The increase in the scientific, technical, sociocultural and spiritual potential of society is directly related to the level and condition of the higher education system, and the increase in the educational and professional level of the entire population.

The role of universities at the present stage of development of Kazakhstan is determined by the tasks of building a democratic and legal state with an innovative economy, the need to overcome the danger of a country lagging behind global trends in economic and social development.

For dynamically developing Kazakhstan, the development of intellectual resources is the most important strategic landmark. Considering the training of qualified personnel to be the main condition for Kazakhstan's competitiveness, the head of state noted the need for educational reform to achieve such a level of education that "any citizen of our country, having received the appropriate education and qualifications, will be able to be in demand in any country in the world."

To overcome the negative aspects in the preparation of scientific and scientific-pedagogical personnel, the state policy of Kazakhstan must solve a number of urgent tasks: to provide training for scientific and scientific-pedagogical personnel at the level of world qualification requirements by creating an effective system of postgraduate education; to improve the democratization of the certification system, ensuring transparency of the procedure for considering dissertation works; to improve the integrated three-level system of training professional personnel in accordance with the Bologna process (bachelor – master – PhD); create a regulatory framework for the functioning of a new model of postgraduate professional education.

Over the years of independence, the Kazakhstani economy, as analysis shows, has steadily maintained high growth rates. According to the State Statistics Committee of the Republic of Kazakhstan, the growth in the country's gross domestic product (GDP) for the period from 1991 to till the end 2018 amounted to 183.2%.

End-use GDP accelerated to 3.1% in the first quarter of 2017, primarily due to a recovery in consumer demand and an increase in gross capital formation. In addition, for the first time since the second quarter of 2015, there was a positive contribution from net exports.

The positive contribution of net exports was accompanied by a significant reduction in imports of goods and services. At the same time, a moderate recovery in exports occurred against the background of an increase in the value terms of exports of mineral products and metals, which was associated with an improvement in the pricing environment on world commodity markets [3].

The growth in gross fixed capital formation amounted to 3.0% and was ensured by an increase in fixed investment in manufacturing by 32.0%, agriculture – by 22.0%, real estate operations – by 21.8%, and transport – by 2.9%, as well as activities in the field of administrative and support services – by 90.2%.

The Ministry of Education and Science of the Republic of Kazakhstan finances higher and postgraduate education in two ways: to increase the material and technical base (only for state universities) and through the so-called state orders (grants) for training specialists.

Access to government subsidies is open to both public and private universities that have undergone accreditation. MES RK establishes the minimum size of grants and their number. This type of funding is provided to higher education institutions, and the targeted use of these funds is strictly controlled.

Currently, 83.9% of the state order is placed in state universities (more than 103,000 grants out of 123,300) and is aimed at supporting the priorities of training in technical, technological, educational, medical, agricultural and transport specialties.

Since 2014, the state has also allocated funds to receive an educational grant under the Serpin–2050 program for studies in basic universities in 7 regions. The program aims to reduce unemployment in the southern regions and to fill the lack of personnel in the western, eastern and northern regions of the country in pedagogical, technical and agricultural specialties. Under this program, 1050 grants were allocated in 2018, in 2019 – 5000 thousand; training of specialists will be carried out in 19 universities of the country.

Over the past five years, funding for the education system has increased by almost five times. Today, this amount is 1.4 trillion tenge. The financing of science has doubled – today it is about 45 billion tenge. Clause 2 of Article 30 of the Constitution of the Republic of Kazakhstan stipulates that a citizen has the right to receive free higher education on a competitive basis in a state higher educational institution, which means that the state is aware of the need to allocate significant funds for the education of its citizens in universities. In this regard, it should be noted that the developed countries of the world spend significant, constantly increasing budget funds on the development of higher education.

In the USA, 1.5% of GDP is spent on higher education, which is less than in Finland, where the similar indicator is 2.1%, but higher than in the UK (1.1%). However, it is in the United States that special attention is paid to the problem of financing higher education.

If we compare the effectiveness of financial efforts of Kazakhstan with other countries, then government spending on higher education in Kazakhstan looks extremely low. With spending on higher education at about 0.3% of GDP, Kazakhstan cannot stand comparison with countries such as Malaysia and China (0.8%). No country has been able to achieve sustainable development without significant and effective investment in higher education.

State funding of higher education in Kazakhstan continues to be a very important issue. By financing educational services of higher education, the state regulates the production of services to the extent necessary for society, provides an opportunity to study for poor, but capable students, and helps to maintain the structural balance of supply and demand of the labor market and the market for educational services of higher education.

With the advent of non-state universities and their branches along with state universities, the educational field in the regions has expanded [4].

However, as before, more than 1/3 of the universities are concentrated in the city of Almaty, their contingent is 20% of all students in Kazakhstan. The smallest number of universities and students studying in them is in Kyzylorda, Atyrau, Mangystau, and North Kazakhstan regions.

Significant differences in the regional location of universities stem from trends in the socio-economic development of the regions of Kazakhstan. The largest number of specialties (areas of training) – 41 are offered by universities in Almaty, more than 30 – educational institutions of the Karaganda and East Kazakhstan regions, from 15 to 20 – Aktobe and Kyzylorda regions, 8 – the smallest – universities of Almaty region, the remaining regions – from 20 to 30 specialties.

At the beginning of 2019, only 8 555.3 thousand citizens were employed. Of these, 3080 thousand people had higher education, 2987 people had secondary special education, and the rest had secondary and primary education.

At the same time, the development of the educational services market in a rapidly changing economic situation, the lack of social partnership between employers and the system of primary secondary vocational education have led to imbalances in the training of personnel by educational level and economic sectors.

The number of trained technical and service labor specialists per 10 thousand people is significantly lower than in the field of higher education, and at the beginning of 2019 amounted to 162 students in colleges, 66 students in vocational schools, while this figure in universities the same time period amounted to 439 students.

There is an increase in training for the non-manufacturing sector, while the need for technical, construction, and agricultural specialties remains extremely low. It follows that Kazakhstan has not

developed a mechanism for attracting private sector funds to the organization of vocational education and training.

A significant problem remains the aging of personnel, which is observed in all CIS countries. There is an outflow of the most qualified teaching staff.

The number of students in universities in the 2018–2019 academic year is 477,074 people. There are fewer people wishing to get higher education with each academic year. The number of students decreased by 94 617 people – from 629 507 to 477 074 people.

The greatest decline in interest in higher education can be noted in Akmola, Zhambyl, Karaganda, Kostanai, Pavlodar, East Kazakhstan regions and the city of Almaty. It should be noted that in Astana, undergraduate students, on the contrary, became more [5].

Despite the fact that the number of undergraduate students is significantly reduced, a qualitative approach to postgraduate education is growing. Those students who complete the first stage of higher education prefer not to stop there and continue their studies in the future. So, the number of undergraduates and doctoral students over the past 4–5 academic years has increased significantly. In general, in the academic year 2018/19, Kazakhstan decided to continue further education and 29,882 people entered the magistracy.

Almost half the number of applicants to the magistracy in the South Kazakhstan region and Pavlodar region has increased. In other areas, there is also a tendency towards an increase in the number of undergraduates.

According to 2018 data, 9.4% of the total number of faculty members have a doctorate degree, 37.7% have a candidate of science, 6.1% have a professorship, 17.1% have been an associate professor.

The number of teachers with an academic master's degree is 10 108 people, or 26.5%, doctors of philosophy (PhD) and doctors in profile – 1273 people, or 3.3%.

Thus, the analysis of the current state of the higher education system, as well as the undertaken content analysis, allowed us to draw the following conclusions.

1. The Law “On Education” adopted in Kazakhstan (2007) legislated a new national model of the education system[6]. In accordance with the Law, the educational policy in Kazakhstan should be based on such strategies as the development of education as one of the leading factors in the formation of the intellectual and social base of reforms, modernization and democratization of public life; the democratization of education itself as a social institution and educational practice. In modern conditions, modernization of education is necessary, the leading direction of which should be the preparation of specialists for innovative activities.

2. The implementation of the main provisions of the Law of the Republic of Kazakhstan “On Education” is reflected in 24 resolutions of the Government of the Republic of Kazakhstan, 7 of which relate to the system of higher professional education.

3. In the process of modernization of Kazakhstani legislation in the field of education, 58 regulatory legal acts were adopted.

4. The education system of Kazakhstan turned out to be generally stable in relation to various post-crisis factors, to destructive processes in society.

5. The analysis made it possible to establish freedom in the choice of educational programs, forms of training, types of educational institutions, teaching methods.

6. The reduction in funding directly affected all segments in the education system. The balance in the field of scientific research in the field of basic and applied sciences is upset.

7. In general, the reforms in the field of education in Kazakhstan have led to the democratization of higher education and the decentralization of its management, the development and implementation of new state standards for higher education, and an increase in the number of students.

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#### Аңдатпа

Бұл мақалада авторлар ұлттық экономикадағы жоғары білімнің дамуының негізгі көрсеткіштерін қарастырады. Мемлекет пен қоғам алдында білім беру саясатын қалыптастыратын, өзекті міндет тұр. Жоғары білімнің барлық жүйесін реформалау процестерін зерделеу және талдау маңызды болып көрінеді. Қазақстан Республикасының қазіргі жағдайындағы мемлекеттік саясаты, экономикалық өсу үшін, қажетті, жоғары білікті кадрлардың қуатты әлеуетін құруға бағытталған. Қазақстанның экономикалық дамуы үшін мемлекеттің білім мен ғылымды одан әрі дамытуға деген көзқарасын қайта қарау қажет. Кәсіби шеберліктің жоғары деңгейі, жоғары сапалы академиялық білімнің жоғары технологиялық өндіріспен өзара әрекеттесуімен қамтамасыз етіледі. Авторлар жоғары білім жүйесінің ұлттық экономиканың дамуына әсерін сипаттайтын макроэкономикалық көрсеткіштерге талдау жасады. Зерттеу нәтижелері бойынша авторлар жоғары білім жүйесі мен ұлттық экономика арасындағы өзара әрекеттесудің негізгі бағыттарын анықтады. Мемлекеттік субсидияларға аккредитациядан өткен мемлекеттік және жеке университеттер қол жетімді. ҚР БҒМ гранттардың ең төменгі мөлшері мен олардың санын белгілейді. Қаржыландырудың бұл түрі жоғары оқу орындарына беріледі, және бұл қаражаттардың мақсатты пайдаланылуы қатаң бақыланады. Мақалада экономиканың бәсекеге қабілеттілігін қалыптастыратын жоғары білім жүйесінің негізгі көрсеткіштері қарастырылған. Авторлар ЖІӨ-нің өсу динамикасын, студенттердің санын, мемлекеттік гранттардың санын талдады. Қазақстандағы жоғары білім беруді мемлекеттік қаржыландыру маңызды мәселе болып қала бермек.

Тірек сөздер: білім беру саясаты, академиялық білім, ғылыми-педагогикалық кадрлар, экономиканы модернизациялау, жоғары білім, білім беруді қаржыландыру, гранттар.

#### Аннотация

В статье авторами рассматриваются основные показатели развития высшего образования в системе национальной экономики. Перед государством и обществом стоит актуальная задача формирования образовательной политики. Представляется важным изучение и анализ процессов реформирования всей системы высшего образования. Государственная политика Республики Казахстан в современных условиях основной упор делает на создание мощного потенциала высококвалифицированных кадров, которые необходимы для роста экономики. Для экономического развития Казахстана необходимо пересмотреть подходы государства к дальнейшему развитию образования и науки. Высокий уровень профессионализма обеспечивается взаимодействием качественного академического образования с высокотехнологичным производством. Авторами проведен анализ макроэкономических показателей, характеризующих влияние системы высшего образования на развитие национальной экономики. По результатам исследования авторами были определены основные направления по взаимодействию системы высшего образования и национальной экономики. Доступ к государственным субсидиям открыт как для государственных, так и для частных университетов, которые прошли процедуру аккредитации. МОН РК устанавливает минимальный размер грантов и их количество. Этот тип финансирования предоставляется высшим учебным заведениям, целенаправленное использование этих средств строго контролируется. В статье рассмотрены ключевые индикаторы системы высшего образования, которые формируют конкурентоспособный потенциал экономики. Авторами проанализирована динамика роста ВВП, численность обучающихся, количество размещенных государственных грантов. Государственное финансирование высшего образования в Казахстане продолжает оставаться весьма важным вопросом.

Ключевые слова: образовательная политика, академическое образование, научно-педагогические кадры, модернизация экономики, высшее образование, финансирование образования, гранты.