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**THE ROLE OF HIGHER EDUCATION
FOR SUCCESSFUL DEVELOPMENT OF KAZAKHSTAN**

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Keywords: Kazakhstan; globalization, shift to market economy, workforce, highly skilled human capital, human resources development, Bologna, higher education reforming, societal development.

Abstract. The article examines the role of Kazakhstan's higher education in successful socio-economic development of Kazakhstan in the context of globalization. Overview of socio-economic development indicators and socio-cultural perspectives indicate that higher education plays a fundamental role in fulfillment of the national strategic priority tasks, which are vitally important for further societal development of Kazakhstan. The article concludes that successful higher education reforming implies the capability of Kazakhstan's higher education system to provide highly qualified and skilled workforce in compliance with the needs of the society and globally practiced international standards.

The purpose of this article is to examine the role of the higher education in the context of world globalization and its role in successful overall development of Kazakhstan. Therefore, the approach included socio-economic development indicators and socio-cultural perspectives, which allowed viewing higher education of Kazakhstan, as a part of multidimensional national development strategies initiated by the government in all spheres as well viewing in the light of societal development patterns.

The significance of the proposed approach is due to the fact that it allows viewing the role of Kazakhstan's higher education in the overall societal state development through multiple lenses of socio-economic and socio-cultural perspectives, which covers state, organizational and individual levels.

After collapse of the USSR in the early 1990s, Kazakhstan entered the international arena as an independent state with vast and rich natural resources, an underdeveloped industrial infrastructure and economic deficiencies, a stable but rigid political structure and a relatively small population of 16 million people. Given the complexity of Kazakhstan's transition to a market-based economy, the government started by focusing on rebuilding a nation with new values, developing a democracy, reorienting economy and creating political alliances. Years of independence have been marked by multidimensional socio-economic reforms, enabling profound societal transformation at all levels. In order to consistently and comprehensively approach the issues of the overall societal development, the government's multifaceted reforming have has been determined influenced by focused on transformations in the development trends in internal and international domains National State 2005-2010 and 5CITE.

Internationally, globalization trends underline the importance of a knowledge-based economy through utilization of competitive knowledge and advanced technology; therefore, is of vital importance for Kazakhstan's positioning in the international arena. Internal trends of development and reforming focus on strengthening market economy status through development of political, economic and legislative infrastructures at all levels striving to embrace and introduce the best international practices and standards in all spheres. In Kazakhstan's context, the internal development trends combine globalization tendencies, which ultimately, transcend into the government level of reforming initiatives in Kazakhstan, which aims to ensure that the country is integrated into the global community in all spheres.

In order to ensure sustainable economic development, the government initiated a series of strategic development programs: the Industrial Innovation Development Strategy for 2003-2015, Kazakhstan 2030 Strategy, and Strategy 2050, which consistently consolidates both internal and international domains outlining strategic planning in the areas of economics, politics and education. The main goal behind the strategic development for Kazakhstan is to join the list of the top 50 developed countries in the world by 2030. This socio-economic strategy focuses on strengthening a free market economy, attraction of foreign investments, economy diversification, which encompasses all government system with identified strategic plans for specific individual government entity in the face of corresponding Ministries. As a result, European Union recognized Kazakhstan as a market economy in 2000 and in 2002 this recognition was endorsed by the US [2].

The most significant implication of the world globalization is that leaders of developed and developing countries around the world realize that economic growth and development is equated with societal development and their human capital skills formation [3].

In national context, all government reforming initiatives target at profound socio-economic transformations in various spheres, which require a serious update of knowledge and expertise of the country's human resources. As a result, the socio-economic development of Kazakhstan is directly linked to the nation's ability to acquire and utilize technical and socio-economic knowledge, whereas the globalization tendency for knowledge based society supports expediting reformation processes [4].

Following the perspective of the socio-economic indicators, human resource development is the process of increasing the knowledge, the skills, and the capacities of all people in a society," whereas the

primary level of human resource development is the formal education, which includes various forms of secondary education and higher education institutions. Being the first-level of HRD, the significant role and importance of higher education for the national development worldwide has given proof of its viability and of its ability to change and to induce change and progress in society. The higher education system happens to be a multifaceted phenomenon that combines a variety of institutions, systems, and diverse people, which serve multiple purposes for the progress of any society [5].

As defined by Harbison and Myers there are four categories/levels of human capital. The composite index determines the development level of a given country based on the HDI (Human Development Index) which distinguishes the four levels: (1) underdeveloped; (2) partially developed; (3) semi-advanced and (4) advanced. HDI analysis suggests measuring the country's stock of human capital and measuring the gross or net additions to this stock. In order to obtain an objective picture, it is necessary to look into the levels of educational attainment within formal levels of education (primary/elementary, secondary and higher education), number of persons, in relation to the population or labor force, who are in high level occupations and number of selected strategic occupational groups such as scientists, engineers, managers, teachers (all levels), doctors, dentists, scientific & engineering technicians, nurses & medical assistants and skilled worker category [5].

As a result, the socio-economic indicators based on HDI analysis indicate that Kazakhstan has characteristics of both semi-developed (advanced) and partially developed countries. Understandably, the pre-conditions of the current HRD level ties up to the economic deficiency created by the Soviet centralized system and resulted in a lack of expertise in specific areas. Typical challenges for this category are characterized by (1) shortages of "high-level" manpower with critical skills and competence, and (2) redundant or underutilized manpower. The identified challenges are explained by factors shaped by Kazakhstan's historical context, which are due to the economic deficiencies, underdeveloped structures and a lack of expertise in the most important strategically critical areas.

Over the years of independence Kazakhstan gradually is becoming self-sufficient in the high-level manpower. However, there is still shortage of highly educated human capital in all spheres and especially there is no sufficient capacity in terms of qualified manpower in science and computer or information systems technology. Therefore, the government deals with the challenges when advanced countries export high-level manpower to Kazakhstan to establish certain functions, and at the same time they tend to lure high-level manpower away from the country. A dependence on expatriate manpower in oil and gas industry, technical, petroleum and chemical engineering, computer and information sciences is still evident. The country needs to develop a solid knowledge base in these fields in order to progress economically in the nearest future.

For this reason, the efforts of Kazakhstan's government multidimensional initiatives focused on elimination of the socio-economic dependence through restructuring the centralized economy and creating its own self-sufficient socio-economic economic system. In order to perform such profound shift from one political and socio-economic order to another, the country urgently needed highly qualified manpower with updated knowledge in various fields.

Logically, multidimensional reforming measures undertaken by the government of Kazakhstan represent comprehensive and consistent series of national development strategies and policies, which serve as a mechanism for addressing key developmental issues that influence nations around the globe. Furthermore, the human capital of the country are considered to be the driving force in the implementation process of all government reforming initiatives, which imply that active workforce and human resources of Kazakhstan in general, are capable and qualified to reinforce such profound social-economic transformations in the country.

In light of the National Conception of Education Developmentthe National State Conception of Education Development (2005-2010; 2010-2020) and 2010 (NSCED), HE higher education in Kazakhstan is viewed as the most fundamental liaison between academia, research and innovation in industry and business of the country CITE. It was believed that integration of these three components represents the concept of a national innovation system that will allow Kazakhstan to establish successfully itself successfully in the global arena [1]. As a result, higher education was framed to serve as a solidly out foundation orfor fulfilling multifaceted national development strategies by the means of a wide range of reforming initiatives targeting education, science and research in the country to ensure societal development.

Owing to its nature, higher education institutions bear the responsibility for dispensing knowledge, producing highly skilled labor and research output to meet the economic needs, which promotes progress. Historically, in the periods of social transformation, HE institutions take on the fundamental role in the processes of social change and development through facilitation of new cultural values, training and socializing members in a society.

Therefore, one of the most important government initiatives focused on addressing issues of formation of highly skilled human capital is joining the Bologna Convention in 2010. The Bologna Convention is the initiative of leading European countries, which agreed to establish and design a framework ensuring comparability in the standards and quality of higher education qualifications.

The Bologna process provided Kazakhstan with an opportunity for integration into the international education and research arena, which ultimately will result in upgrade of knowledge and expertise of the country's workforce. Bologna Convention was signed by 49 countries and aims to reform the higher education system in order to create overall convergence at an international level. The purpose is to establish a common framework of academic programs, credit system and equivalent degrees to enable cooperation in teaching and research, and enhance the mobility of students, faculty and researchers as well as increase the employability of graduates.

More specifically, this includes: adoption of comparable degrees and introduction of three academic levels of higher learning system (bachelor, master and PhD programs); transition to the credit hours system; promotion of student and faculty mobility through international cooperation; promotion of cooperation in academic quality assurance and lifelong learning; and promotion of students participation in the HE administration [6].

The central role of higher education for the successful societal development of any country cannot be overemphasized due to the fact that higher education is a liaison between research and industry innovation. There is a link between the higher education, research and innovation and in this relation, many surveys on technical innovation in the US and other countries show that producing companies emphasize the strategic importance of academic research in the development of new industrial products and processes.

Numerous studies on university-industry spillovers indicate that there is a link between formal university education, research and productivity growth in different industries and businesses. For instance, empirical evidence collected on 12 Japanese industries for the period of 1973 to 1998, shows that the supply of highly educated human capital (workforce) from universities to industry plays an important role in the productivity growth of Japanese manufacturing industries during the period of 1973-1985, which has started declining due to the weakening of the connection between the university-industry spillovers. In other words, Japan's economic growth and outstanding technological achievements and performances until 1990 was primarily explained by the significant improvement in labor quality, which helped Japan to catch up with the advanced economies of that time [7].

According to Mansfield the key university function is the role of universities in stimulating innovation, because it is an abundant source of new ideas that are transferred to the market. Econometric arguments can be made that academic research has a high return of investment (ROI). For example, in the United States on average, 19% of new products and 15% of new processes were directly based on academic research. The proportion was even higher, 44 and 37% respectively, in high technology industries such as drugs, instruments and information processing [8].

Following the approach of the socio-cultural construct frames, Kazakhstan's social changes through the Parsons' lenses indicates that all social reformative measures in the country have to do with a profound societal transformation called "a shift from a socialist socio-economic economy to a market based economy", which is characterized by a significant change in economic, social and political system of the country. This concept underlines the notion that the shift to the market economy involves construction of new social structures, values and patterns at the state and organizational levels, which are so important for the development of any society [9].

Furthermore, the cultural materialism approach by Raymond Williams explains the relationship between culture and society. His approach draws from the common socialist theory of base and superstructure. According to this theory the base is the socio-economic status of a given society, which is represented through the specific mode of production and the superstructure, i.e. the social order is

enforcing the mode of production. In other words, the superstructure is the entire remainder of society, culture, technology, institutions, and etc. Therefore, Kazakhstan's case serves as a vivid example when a socialistic base and superstructure is being replaced by the base and superstructure of a market based economy and underlines the complexity of such transformations [10].

In addition, the socio-cultural and cultural-historical perspectives allow to view Kazakhstan's phenomenon in terms of the formation of a new socio-cultural constructions, whereas formation of highly educated and skilled human capital goes in parallel with re-construction of a new socio-cultural identity of Kazakhstan. In other words, the context of transformation to a market based economy and globalization trends, the human resources of Kazakhstan being "social products" of the previous socio-economic system, have been undergoing through serious update of not only knowledge, expertise and skills, but also the de-construction of the previous socio-cultural identity, which includes internalization of new or updated set of values, attitudes, standards, beliefs, behaviors, mentality and cultural attributes by all social actors of Kazakhstan's society. Construction of new socio-economic and socio-cultural identity is gradual and continuous process, which is deeply rooted in the historical and cultural background of the country.

In such manner, the higher education is a unique phenomenon that is charged and capable for the relation between academic research and industrial applications. As abovementioned research findings indicate there is a significant impact of university research and spillover effects of academic research into the industrial technology advancement and introduction of innovations introduced into various industries and businesses around the world. For this reason, the appropriate and prompt response of the higher education to the challenges created by globalization becomes a strong determinant of how successful the national development strategic plans can be accomplished. As a result, the higher education system bears the responsibility for sustaining appropriate national development in a society in the context of various environmental factors both domestic and international.

Finally, higher education institutions carry over not only the knowledge itself, but also the social values, attitudes, behavior patterns, mode of thinking and culture. Therefore, higher education institutions have the responsibility and capacity to socialize the values of a society, which enables efficient and comprehensive socialization process of the active workforce and consistently the human capital of all generations to learn the required and updated knowledge, skills, expertise, attitudes and values. The social superstructure in the face of higher education system is supposed to serve, support and reinforce the economic base. Understandably enough that in order to function effectively; a society needs to achieve the social equilibrium, which is based on common social values accepted by its social members.

In conclusion, higher education plays a central and critical role in the transformation of socio-economic and socio-cultural realities of Kazakhstan in the modern context, which is crucially indispensable for further overall societal development of the country. Moreover, successful higher education reforming implies that higher education of Kazakhstan managed developing capability to «produce» its own highly qualified and skilled workforce in compliance with the contemporary needs of the society and globally practiced international standards.

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ҚАЗАҚСТАННЫҢ ТАБЫСТЫ ДАМУЫНДАҒЫ ЖОҒАРЫ БІЛІМНІҢ РӨЛІ

Д. Т. Сентова, М. Кабдулшарипова

Тірек сөздер: Қазақстан, жаһандану, нарықтық экономикаға өту, еңбек ресурстары, біліктілігі жоғары адами капитал, адам ресурстарын дамыту, Болондық конвенция, жоғары білім реформалары, елдің дамуы.

Аннотация. Мақалада жоғары білімнің жаһандану жағдайында Қазақстанның әлеуметтік-экономикалық табысты дамуының рөлі қарастырылған. Елдің әлеуметтік-экономикалық және әлеуметтік-мәдениеттік болашағына сәйкес, елдің ары қарай дамуының өмірлік қажеттілігін жасау үшін, жоғары білім ұлттық стратегиялық маңызды міндеттерді орындауда басты рөл ойнайды. Нәтижесінде жоғары білімнің табысты реформациясының аяқталуы Қазақстанның жаһандану жағдайындағы халықаралық стандарттардың талаптарына сай және мемлекеттің қазіргі заманғы сұраныстарын қанағаттандыратын біліктілігі жоғары мамандарды дайындау үшін қажетті әлеуетке ие екендігін айтылады.

РОЛЬ ВЫСШЕГО ОБРАЗОВАНИЯ В УСПЕШНОМ РАЗВИТИИ КАЗАХСТАНА

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Ключевые слова: Казахстан, глобализация, переход на рыночную экономику, трудовые ресурсы, высококвалифицированный человеческий капитал, развитие человеческих ресурсов, Болонская конвенция, реформы высшего образования, развитие страны.

Аннотация. В статье рассматривается роль высшего образования в успешном социально-экономическом развитии Казахстана в условиях глобализации. Согласно социально-экономическим и социально-культурным перспективам, высшее образование играет основополагающую роль в выполнении национальных стратегических приоритетных задач, жизненно необходимых для осуществления дальнейшего развития страны. В результате, успешное завершение реформации высшего образования предполагает, что Казахстан обладает необходимым потенциалом для подготовки высококвалифицированных специалистов в соответствии с современными потребностями государства и требованиями международных стандартов в условиях глобализации.