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**PROBLEMS OF HIGHER EDUCATION DEVELOPMENT
IN THE REGIONS ON THE EXAMPLE OF AKMOLA REGION**

Abstract. This article provides an analysis of the data of higher education sphere on the example of Akmola region, estimated the dynamics of the number of universities, admission, graduation and number of students of higher education of Akmola region, as well as the distribution of received higher education institutions of the region by the type of reimbursement of costs for education. The qualitative and quantitative structure of the faculty of higher education institutions of the region, preparation scientific and research and educational personnel of the top skills in higher education institutions of the Akmola region was investigated; the analysis of the condition of material and technical resources of educational institutions was carried out. One of the key priorities of Kazakhstan's development strategy is the development of modern education and advanced science as the level of education and the development of human capital. The experience and practice of developed countries show that the effective functioning and development of this sphere, in the context of globalization and openness of the world economic space becomes determining factor for the successful development of the state. It should be noted that the process of providing educational services is taking place in the regional context. This fact makes it necessary to consider higher vocational education as the regional phenomenon. It is necessary to note the insufficient efficiency of higher education in Akmola region, which manifests the mismatch of the quantitative and qualitative composition of the produced specialists with the needs of the labor market.

Key words: education, human capital, higher education, science, higher education institutions, investment, competitiveness, education system, educational programs, educational services.

The relevance of the topic. The transition of the Kazakh education system to market relations revealed the problem of reducing the efficiency of higher education, which immediately affected the reduction of the quality of training of specialists. The low level of knowledge of graduates, the changes in the structure of employment of the population, the change in the structure of demand for different categories of workers, the training and graduation of educational programs, which are no longer in demand, the low rate of employment of graduates - all this indicates the low efficiency of the management in the field of higher education.

Meanwhile, the emergence and rapid development of high technologies, the growth of the level of technical equipment of production, the provision of high rates of the development of science and technology, due to the need to achieve competitiveness of domestic production and services, require an effective regional system of higher education, capable of training qualified specialists with an appropriate system of their training.

The modern labor market requires improvement of the quality of vocational education, professional training, and higher level of qualification received by the specialist at the beginning of his/her life path [1].

Materials and methods of research. In the process of collection, study, accumulation, processing, analysis and synthesis of the obtained information, the following scientific methods of economic research were used in the article: monographic, economic-statistical, abstract-logical, comparative and system analysis. The information base was compiled by the data of the Committee on Statistics of the Ministry of National Economy of the Republic of Kazakhstan, as well as the works of scientists-economists, published in periodicals and posted on websites, legislative and program documents.

Research results. Analysis of the number of strategic documents showed that education is the priority industry in the development of the Republic of Kazakhstan. The key role of education is outlined in Strategy 2050: “In order to become the developed competitive state, we must become highly educated nation. In today’s world, simple literacy is no longer sufficient. Our citizens should be prepared to constantly acquire skills in the most advanced equipment and modern production” [2].

The State Program for the Development of Education and Science (SPDES) for 2016-2019 was focused on the training of competitive personnel. In accordance with the “National Plan: 100 concrete steps”, the expansion of academic and managerial independence of universities has been introduced. The Address of the first President of the Republic of Kazakhstan N.A. Nazarbayev to the people of Kazakhstan “New opportunities for the development in the conditions of the fourth industrial revolution within the framework of the seventh direction “Human capital - the basis of modernization” defines the prospects of the education system” [3].

Changes in economic relations have an impact on the education system, requiring an inadequate response to the realities of the new historical stage and to meet the needs of social development. Today it is important to study, analyze and effectively use the necessary information for maximum self-realization and useful participation in the life of the society; the competence becomes a measure of professional suitability. Processes of reforming and modernization of education and science in the Republic of Kazakhstan go intensively [4].

The state of higher education of Akmola region in the first half of the last decade was characterized by contradictory trends. On the one hand, the reduction of the share of actual funding, the closure “optimization” of a number of educational institutions, crisis phenomena in the system; on the other hand, the education system of the region has entered a period of stabilization, which is characterized by wide development of innovative processes, organization and management of education, which produce certain positive results.

Akmola region has a small network of institutions of higher education, which is presented in Table 1.

Table 1 - Dynamics of the number of universities in Akmola region

№	Name of indicator	2014	2015	2016	2017	2018
1	Number of higher education institutions of RK	126	127	125	122	124
2	Number of universities in Akmola region	6	6	5	4	4
Note - Compiled on the basis of the data of the Department of Statistics of Akmola region of the Statistics Committee of the Ministry of National Economy of the Republic of Kazakhstan.						

The analysis of the table 1 shows the number of universities of the region over the last five years; decreased by 2 units (33%), which are connected with the closure of the Academy “Kyshe” and Kokshetau Institute of Economics and Management. However, despite the difficulties of the transition period, universities in the region have managed to mitigate the consequences of technical, material and personnel shortages; to continue work on the most important scientific and technical problems, related to the development of production of the region; to adapt to the new conditions of economic management and financing; to develop market mechanisms for the functioning of the scientific sphere, to take significant steps to integrate university science with production. Training of scientific personnel and retraining of production specialists, which is clearly evident from the dynamics of the number of students shown in table 2.

Table 2 - Dynamics of admission, graduation and number of students of Akmola universities regions, people

№	Name of indicator	2014	2015	2016	2017	2018
1	Number of students in higher education	10289	9267	8455	9441	10166
2	Admission of university students	2881	2339	2685	2709	3090
3	Graduation of university students	7197	3444	4520	2857	3295
Note - Compiled on the basis of the data of the Department of Statistics of Akmola region of the Statistics Committee of the Ministry of National Economy of the Republic of Kazakhstan.						

The table shows that over the past five years the number of students has not increased to 10166, the admission has increased by 6.8%, the output has decreased by 218.4%.

The analysis of the number of students by form of education revealed the following trends: in State educational institutions students give preference to study in day form, in non-State, on the contrary, in correspondence. Thus, in private higher educational institutions, the number of students in correspondence departments is 2 times higher, than the number of day schools. Evening uniforms were the least preferred, accounting for the lowest number of students.

As shown in table 2, since 2014, there has been a gradual decline in enrolment first of all, to the demographic situation in the region, which is characterized by a steady decline in the number of births, which is common in many regions. Secondly, the increase in tuition fees in higher education institutions, which indicates a decrease in the availability of education to socially and economically vulnerable segments of the population.

Of the total number of students in the 2017/18 academic year, 6,538 students (69,3%) were enrolled on fee basis, 2,903 (30,7%) were enrolled through state educational grants. More than 52,3% of students studied in Kazakh, 46,9% - in Russian and 0,007% - in English.

Table 3 - Distribution of admission to higher education institutions of Akmola region by type of reimbursement of training costs

Indicators	Academic year, person		
	2015/2016	2016/2017	2017/2018
In total	9267	8455	9441
Including, for the account:			
State educational grants	1518	1493	2903
State educational orders	991	987	-
On paid basis	6 758	5 975	6 538
Note - Compiled on the basis of the data of the Department of Statistics of Akmola region of the Statistics Committee of the Ministry of National Economy of the Republic of Kazakhstan.			

As shown in Table 3 in 2017/2018, the number of students increases annually. Compared to the last academic year, the increase was 11,1%. Despite the above-mentioned decrease in the level of State financing of education, the percentage of students enrolled at the expense of the State increases annually, which indicates an increase in the level of educational training of school graduates, according to the proportion of paid students' decreases. [7-9]

In the state higher education institutions of the region at the beginning of 2016/2017 academic year the number of students amounted to 5,590 people, in non-state - 2,865. Compared to the previous year, the number of students in state higher education institutions increased by 13,7%, in non-state institutions decreased by 34,2%, compared to 2014/2015 - by 39%. The decrease in the number of students was due to the termination of educational activities of the Kykshe Academy in 2016.

At the beginning of the 2017/2018 academic year, the admission of students to higher education institutions amounted to 2,709 people, and the graduation - 2,857 people. Over the past 3 years, admission to higher education institutions has increased by 15,8%, and output has decreased by 36,8%. In terms of specialties, the largest preference for students is given to the specialty "education" - 999 people, which amounted to 36,9% of the total number of accepted and the specialty "technical sciences and technology" - 438 people (16.2%).

The largest number of students study in the specialty "education" (31,8% of the total number of students), "technical sciences and technologies" (17,9%), "social sciences, economics and business" (15,5%).

Despite the decrease in the total number of students in higher education institutions, over the past three years there has been a tendency to increase the number of students in such demanded specialties, as "technical sciences and technologies" - in 42,8% and "agricultural sciences" - in 24,6%.

The age structure of tertiary students in the 2017/18 school year was characterized by the students, aged 18 to 22, and account for 69% of the total population. The proportion of men is higher in the age groups 19-20 and 23-24, the proportion of women is 17-18, 21-22, 25-29 and 30 and older.

Table 4 - Number of foreign students of higher education institutions of the region

№	Name of indicator	2014	2015	2016	2017	2018
1	Number of students in higher education	10289	9,267	8,455	9,441	10 166
2	Total foreign students, person	116	52	47	79	92
3	Share of foreign students, %	1,1	0,6	0,6	0,8	0,9
Note - Compiled on the basis of the data of the Department of Statistics of Akmola region of the Statistics Committee of the Ministry of National Economy of Kazakhstan.						

On full-time departments, 94,5% of all students fall to the share of pupils, aged from 17 up to 22 years, 22 years - 5,5% are more senior. In correspondence departments, older students make up larger percentage. Thus, there are 22 students aged 60% and over. The majority of the students are girls (61,7% of the total). Over the past 10 years, the number of female students has increased 2,4 times, and male students have increased 1,9 times. The proportion of women is higher, than men in most higher education institutions in the region. However, public education institutions preferred special form of education for them.

In addition to citizens of the Republic of Kazakhstan, the students from other countries study in the region. In 2018, 92 foreign students studied, while in 2017 only 79 people arrived from near and far abroad (see table 4).

For 2017/18 academic year the main (regular) personnel of higher educational institutions totaled 869 people from whom 309 people (35,5%) had an academic PhD doctors degree, the doctor or the candidate of science, and 112 people (12,8%) - an academic status of professor or associate professor [7-9].

There has been an improvement in the quality of teaching staff in non-State educational institutions. Thus, compared to the previous academic year, the share of those with PhD increased by 6%, and candidate of science - by 4%. However, the state of provision of scientific and pedagogical personnel to universities does not fully meet the modern requirements. Thus, in the state higher educational institutions of doctors of sciences there are 21 people, candidates of sciences 100 people, doctors PhD 14 people, which is accordingly less than in non-state.

In the Akmola region at the level of postgraduate education preparation scientific, research and educational personnel of the top skills the doctors of PhD are carried out. Training of specialists at the level of world standards and development of higher education depend, first of all, on scientific and pedagogical potential of universities of the Republic. Data on scientific training is presented in table 6.

Table 6 shows marked increase in scientific training. In comparison with 2016, the number of doctoral students tripled, and the number of master students increased by 14%.

An important factor, affecting the quality of the educational process, is the state of the material and technical base of educational institutions and the equipment of educational facilities.

On the balance sheet of higher educational institutions of the region in 2018/19 academic year there were 118,2 thousand m² of total area. Educational and laboratory buildings occupied 70,5 thousand m², which was 60% of the total area. About 1% (1,9 thousand m²) of all space higher educational institutions of the region rented. The area of dormitory buildings was 29,3 thousand m² or 24,7% of the total area of buildings [7-9].

Table 5 - Training of scientific and pedagogical personnel of higher qualification in higher education institutions of Akmola region

Years	Number of organizations, providing training		Number of undergraduates	Number of doctoral candidates
	undergraduates	doctoral candidates		
2016	3	2	534	18
2017	3	2	585	41
2018	3	2	611	61
Note - Compiled on the basis of the data of the Department of Statistics of Akmola region of the Statistics Committee of the Ministry of National Economy of the Republic of Kazakhstan.				

This is not the case with the book fund of higher education institutions. If for the 2018/19 school year the book fund numbered 1,380,672. Copies of books (54% were for textbooks, 25,8% for scientific literature, 7,9% for art literature and 12,3% for other publications), annual revenues for the 2018/19 academic year were 14,692 copies of books [10, P.91]. The number of readers in libraries on the single reading ticket in 2018/19 amounted to 12,065 people, and the number of visits for the year 242,591 people, the number of book releases for the year, amounted to 478,320 books [11, P.165].

Conclusion. Thus, the analysis of the development of higher education in the region revealed, that the policy has been implemented in the light of the reduction of the network of non-state institutions, which in general, did not affect the accessibility of higher education, as the statistics of admission and graduation of students show the dynamics increased. Despite a number of shortcomings in the educational sector of the region, we can say that the field of higher education has not suffered as a result of the consequences of the transition period, but rather has strengthened its position and adapted to market conditions.

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АҚМОЛА ОБЛЫСЫ ҮЛГІСІНДЕ ӨНІРЛЕРДЕ ЖОҒАРЫ БІЛІМ БЕРУДІ ДАМУЫ МӘСЕЛЕЛЕРІ

Андатпа. Бұл мақалада Ақмола облысы мысалында жоғары білім беру саласының деректерін талдау келтіріледі, жоғары оқу орындары санының динамикасы, Ақмола облысының жоғары оқу орындарын қабылдау, шығару және студенттер санының, сондай-ақ оқуға түскен шығындарды өтеу түрі бойынша облыстың жоғары оқу орындарына түскендердің бөлінуі бағаланады. Өнімнің жоғары оқу орындарының профессор-оқытушылар құрамының сапалық-сандық құрамы зерттелді, Ақмола облысының жоғары оқу орындарында жоғары білікті ғылыми және ғылыми-педагогикалық кадрларды даярлау, оқу орындарының материалдық-техникалық базасының жағдайына талдау жүргізілді. Қазақстанның даму стратегиясының негізгі басымдықтарының бірі Заманауи білім беру мен озық ғылымды дамыту болып табылады, өйткені білім деңгейі мен адами капиталды дамыту - бұл елдің бәсекеге қабілеттілігіне әсер ететін екі маңызды көрсеткіш. Дамыған елдердің тәжірибесі мен практикасы жаһандану және әлемдік экономикалық кеңістіктің ашықтығы жағдайында осы саланың тиімді жұмыс істеуі мен дамуы мемлекеттің табысты дамуының айқындалушы факторына айналғанын көрсетеді. Білім беру қызметін көрсету үрдісі өнірлік контекстте жүретінін атап өткен жөн. Бұл жағдай жоғары кәсіптік білім беруді өнірлік құбылыс ретінде қарастыру қажеттілігін алдын ала айқындайды. Ақмола облысында шығарылатын мамандардың сандық және сапалық құрамының еңбек нарығының қажеттіліктеріне сәйкес келмеуінен көрінетін жоғары білім берудің жеткіліксіз жоғары тиімділігін атап өтуге тура келеді.

Жаһандану және интеграция үдерістерін күшейту жағдайында адам капиталы елдің бәсекеге қабілеттілігін арттырудың құралы және негізгі тетігі ретінде әрекет етеді. Елдің әлемдік аренада табысты бәсекелестік етуі үшін өз білімі мен дағдыларын ел экономикасын дамыту үшін пайдалана алатын жоғары білікті кадрларды даярлауды қажет етеді. Адами капитал экономиканың шикізаттық бағыттылығынан, еңбек сыйымды өндірістен және инновациялар мен технологиялардың дамуын ынталандырудан көптеген елдердің кетуіне байланысты экономикалық өсудің негізгі факторы ретінде қарастырылады. Сондықтан жоғары білім берудің дамуы мен сапасын арттыруға және елдің барлық өнірлерінің жана жана жағдайларға сәйкес қажетті кадрларды қалыптастыруға бағытталған өнірлік жоғары оқу орындарын дамытуға ерекше назар аударылады.

Жоғары білім беруді дамыту проблемасының өзектілігі Қазақстан Республикасындағы жоғары оқу орындарының түлектерін даярлау сапасының әлемдік талаптарына сәйкес келтіру қажеттілігін көздейтін қазіргі заманғы әлемдік үрдістерге негізделген. Қазіргі уақытта Қазақстанда Қазақстан Республикасында білім беруді дамытудың 2011-2020 жылдарға арналған мемлекеттік бағдарламасының екінші кезеңі жүзеге асырылуда. Бағдарламаның негізгі мақсаты экономиканың тұрақты өсуі үшін сапалы білімге қол жеткізуді қамтамасыз ету жолымен білім берудің бәсекеге қабілеттілігін арттыру, адами капиталды дамыту болып табылады. Басқаша айтқанда, қолжетімді сапалы білім орта мерзімді перспективада елдің экономикалық дамуының негізгі тетіктерінің бірі болуға тиіс. Бағдарламаны табысты іске асыру Қазақстан Республикасында адами капиталды қалыптастыруға ықпал етуі тиіс.

Еліміздің өнірлерінде жоғары білім беруді дамытудың маңызы мен маңыздылығы университеттік білім беруді дамытудың жаңа деңгейін қамтамасыз ету, сондай-ақ қазақстандық жоғары оқу орындарының әлемдік білім беру кеңістігіндегі көшбасшылық позицияға шығуы мақсатында Қазақстанда жоғары білім беруді дамытудың өзекті мәселелерін зерделеу мен шешу қажеттілігіне негізделеді.

Жаһандану жағдайында жеткіліксіздігін көрсетіп отырған, тілдік дайындық мамандарға өз қызметін тиімді жүзеге асыру үшін шетелдік әріптестермен байланыс орнатуға кедергі келтіреді. Сондықтан білім алушылар мен оқытушылар үшін ағылшын тілін меңгеру сапасын әлемдік білім қоғамдастығына табысты кірігудің құралы ретінде жақсарту өте маңызды. Ағылшын тілі курстарын енгізу және мамандардың тілдік дайындығын кеңейту мүмкіндігін қарастыру керек.

Түйін сөздер: білім, адами капитал, жоғары білім, ғылым, жоғары оқу орындары, инвестициялар, бәсекеге қабілеттілік, білім беру жүйесі, білім беру бағдарламалары, білім беру қызметтері.

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ПРОБЛЕМЫ РАЗВИТИЯ ВЫСШЕГО ОБРАЗОВАНИЯ В РЕГИОНАХ НА ПРИМЕРЕ АКМОЛИНСКОЙ ОБЛАСТИ

Аннотация. В данной статье приводится анализ данных сферы высшего образования на примере Акмолинской области, оценена динамика численности вузов, приема, выпуска и численности студентов вузов Акмолинской области, а также распределение поступивших в высшие учебные заведения области по виду возмещения затрат на обучение. Исследован качественно-количественный состав профессорско-преподавательского состава вузов региона, подготовка научных и научно-педагогических кадров высшей квалификации в вузах Акмолинской области, проведен анализ состояния материально-технической базы учебных заведений. Одним из ключевых приоритетов стратегии развития Казахстана является развитие современного образования и передовой науки, так как уровень образования и развитие человеческого капитала - это два важнейших показателя, которые влияют на конкурентоспособность страны. Опыт и практика развитых стран показывают, что эффективное функционирование и развитие этой сферы, в условиях глобализации и открытости мирового экономического пространства становится определяющим фактором успешного развития государства. Следует отметить, что процесс оказания образовательной услуги протекает в региональном контексте. Данное обстоятельство предопределяет необходимость рассмотрения высшего профессионального образования как регионального явления. Приходится констатировать недостаточно высокую эффективность высшего образования в Акмолинской области, которая проявляется в несоответствии количественного и качественного состава выпускаемых специалистов потребностям рынка труда.

В условиях усиления процессов глобализации и интеграции человеческий капитал выступает как инструмент и основной рычаг повышения конкурентоспособности страны. Для успешной конкуренции на мировой арене страны нуждаются в подготовке высококвалифицированных кадров, которые смогут использовать свои знания и навыки для развития экономики страны. Человеческий капитал рассматривается как основной фактор экономического роста в связи с отходом многих стран от сырьевой направленности экономики, трудоемкого производства и стимулирования развития инноваций и технологий. Поэтому особый упор делается на развитии и повышении качества высшего образования и развитие региональных вузов, которое направлено на формирование востребованных кадров в соответствии с новыми реалиями всех регионов страны.

Актуальность проблемы развития высшего образования обусловлена современными мировыми тенденциями, которые диктуют необходимость приведения в соответствие мировым требованиям качества подготовки выпускников высших учебных заведений в Республике Казахстан. В настоящее время в Казахстане реализуется второй этап Государственной программы развития образования в Республике Казахстан на 2011-2020 годы. Основной целью Программы является повышение конкурентоспособности образования, развитие человеческого капитала путем обеспечения доступности качественного образования для устойчивого роста экономики. Иными словами, доступное качественное образование должно стать одним из основных механизмов экономического развития страны в среднесрочной перспективе. Успешная реализация Программы должна способствовать формированию человеческого капитала в Республике Казахстан.

Значение и важность развития высшего образования в регионах страны обуславливается необходимостью изучения и решения актуальных проблем развития высшего образования в Казахстане с целью обеспечения нового уровня развития университетского образования, а также выхода казахстанских высших учебных заведений на лидерские позиции в мировом образовательном пространстве.

В условиях глобализации недостаточная языковая подготовка мешает специалистам устанавливать контакты с иностранными коллегами для эффективного осуществления своей деятельности. Поэтому для

обучающихся и преподавателей очень важно улучшить качество владения английским языком как инструмента успешной интеграции в мировое образовательное сообщество. Следует рассмотреть возможность введения курсов английского языка и расширения языковой подготовки специалистов.

Ключевые слова: образование, человеческий капитал, высшее образование, наука, высшие учебные заведения, инвестиции, конкурентоспособность, система образования, образовательные программы, образовательные услуги.

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