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DEVELOPMENT OF THE PERSONNEL POTENTIAL OF INNOVATIVE ENTERPRISES - THE BELL IN THE NEW MODEL OF ECONOMIC GROWTH

Abstract. In a planned economy, the social factor was a sufficient incentive for economic growth and development. In the realities of the principle of universal employment, the labor market was "tightly tied" to the branches of the production and social sphere, and the education system - the trained technical and professional cadres in vocational, technical, secondary and higher educational institutions were distributed to ministries and regions. Thus, in the planned economy there was practically no unemployment and there were no problems with the employment of graduates of the education system. In other words, there was a balance in the output of specialists in the middle and senior level with the economy's need for cadres. All these established interrelations between labor markets and educational services with their adequate response to the demands of the production and social spheres of the economy were significantly deformed in the conditions of the market stage of development of Kazakhstan.

Keywords: grain, personnel, model, competition, innovation, agriculture, economic growth

Introduction. In the early years of market transformations, production and the economy, on the whole, were based on personnel prepared in planned times, in time, serious disproportions arose: on the one hand, universities began to focus not on labor market demand, but on training specialists for the spheres of activity that caused the greatest interest of young people. Due to the fact that practically all the existing and newly created universities began to be involved in this transformed system of "training for people by interests", regardless of their profile, this led to a decrease in the level of quality of specialists.

On the other hand, as a result of the processes of denationalization and privatization in Kazakhstan, the system of training vocational and technical personnel for production was completely destroyed.

All this causes today an imbalance between the labor market and the needs of the economy in technical and professional personnel, which is especially acute in structural inconsistencies.

In the conditions of the formation and development of an innovation-oriented economy, in our opinion, the elimination of such disproportions in the system "educational system-labor market-economy" is already inadequate, the educational factor in the new, innovative training of personnel for the market labor. In this context, the article presents a description of the training of personnel for the fuel and energy sector and the data of the Atyrau region, as it is here that the petrochemical cluster is formed and the only special university of oil and gas in the country is located, where, according to the training program of the GPIIIR- 2 "students of specialties" Oil and gas business "and" Chemical technology of organic substances "are trained.

Methods of research. The purpose of the article is dictated by the message about the need to train personnel for enterprises of the State Program for Industrial and Innovative Development of the Atyrau region, which are included in the development plans of the region.

The first stage of the implementation of the State Program for Forced Industrial Innovative Development (hereinafter GPFIIR) of the Republic of Kazakhstan (- further RK) is recognized by foreign and domestic experts as successful.

GPFIIR is a colossal project to dramatically change the country's industrial economy, which was nominated by the President of the Republic of Kazakhstan N.A. Nazarbayev [1]. The reform was able not only to provide tens of thousands of people with work, but also allowed Kazakhstan to produce new products that we had not previously produced. During the period 2010-2014, the main goal of the First Five-Year Plan was achieved, the legislative base, the industrial infrastructure, the investment climate were improved, the formation of an innovative environment was developed, and potential industries-locomotives of the Kazakhstan neo-economy were identified.

The discussion of the results. Among the concrete results, the following achievements can be named:

- Since 2011, the processing sector has grown, ahead of the mining sector. At the same time, Kazakhstan became the leader in real growth of manufacturing industry among the countries of the Customs Union;
- for 5 years of implementation of GPFIIR in the manufacturing sector, foreign direct investment was raised by 2.9 more than in all previous years of independence. Twenty-nine foreign investors from the Global 2000 list (TNC), which launched 46 projects, were attracted;
- 28 new (significant) sectors of manufacturing industry appeared, the range of exported goods increased by 38%;
- The share of domestic production in the domestic consumption of a number of technologically complex products has grown;
- Labor productivity in the manufacturing industry increased 1.6 times. Kazakhstan entered the top 50 countries in terms of labor productivity.

The energy intensity of the economy decreased by 18.6%. New projects became the impetus for re-industrialization in 7 regions (updating ≥1 / 5 of total manufacturing sector output);

- it was possible to develop the free economic zones from a sluggish regime to a phase of active filling with industrial projects;
- the historic maximum has been reached for all the main indicators of innovative development;
- a breakthrough in the development of innovations in the Global Competitiveness Index of the World Economic Forum.

The second cycle of the program of industrial-innovative development has undergone significant changes, since the main goal of the new stage is the diversification of Kazakhstan's economy based on a breakthrough in industry and manufacturing industries. The format of the transformations has been changed, now the focus is on the manufacturing industry, and the service component is implemented in other programs, including the state program for the development of education.

The reason for changing the format can be explained as follows. The way, which was based on hydrocarbons, exhausted itself. A critical mass of innovations has accumulated, allowing efficient distribution of energy, reducing the demand for hydrocarbons. In this connection, the initial assumptions change, and the task of reviewing the GPIIIR itself arises. This led to the instructions of the State Head, the Government of the Republic of Kazakhstan on making changes to the Second Five-Year Plan of the GPIIIR.

We see that as the first five-year plan, and the second was focused more on the growing demand for industrial products, which will be made in Kazakhstan. Program GPIIR 2015-2019gg., [1], in contrast to the SPFIID 2010-2014 [2], have focused on manufacturing, and 80% of all resources were to be sent on the 14 priority sectors in manufacturing. The sharp drop in commodity prices and the emergence of a new, additional integration project "Economic times are New Silk Road", reinforcing the integration process in the macro-region, greatly changing the context in which the program is being implemented. The main

features of the program, mainly related to the change in business models, the development of technology and human capital.

Further development of this message was in the Address of the President of the Republic of Kazakhstan to the people of Kazakhstan dated November 11, 2014, where it is presented that "10 universities are defined within the framework of the industrialization program, on the basis of which science will be connected with sectors of the economy and personnel training. I instruct to form the material and technical base of these educational institutions, having directed up to 10 billion tenge for these purposes "[3].

In the Address of the President, special attention is paid to the development of the system of training technical personnel and vocational education, therefore, when the economy is diversified and the tasks for modernizing the oil and gas industry are set, this thesis is an important area for universities that are training in technical specialties. The search for new forms of partnership of science, education and industry, the quality of engineering education programs, new tools and technologies for teaching, and other issues are being actualized. In this context, the labor market was diagnosed and results obtained: an excess of graduates in various specialties, but a shortage of young professionals with practical training in the regions. This is due to the lack of systemic coordination at the national level of the number of applicants and the number of graduates with employer plans, that is, a lack of a job support system. Therefore, the T-shaped training system acquires special importance: basic training and in-depth competences, emphasis on practical-oriented training and internships. These areas of training are structure-forming in training and at the university.

To provide qualified specialists with projects implemented in the framework of GPIIIR and in accordance with the order of the Ministry of Education and Science of the Republic of Kazakhstan, the Atyrau University of Oil and Gas (hereinafter AUNG, University) is entrusted with the preparation of bachelors in the direction "Petrochemistry" for the sectors "oil refining" and "oil and gas chemistry" .

The university solves the complex task of providing qualified personnel with oil and gas enterprises of the Atyrau region, both for the construction period and during the operation, in accordance with the needs of investment projects.

To implement the state policy in the preparation of highly qualified personnel for the petrochemical cluster enterprises, innovative educational programs were developed in the specialty 5B070800 - Oil and Gas Business (Development and Operation of Oil and Gas Fields on Land and Sea) and Production and Preparation of Downhole Products. specialty 5B072100 - "Chemical technology of organic substances" ("Technology of production of petrochemical products" and "Chemical technology of oil and gas"). These programs are innovative and saturated with new content that meet the requirements of modernizing the oil and gas industry. Over 160 state educational grants have been allocated for GPIIR programs, where students are enrolled and trained.

To implement the basic strategy of education with emphasis on improving the quality of teaching at the University there are 4 laboratories of a new generation:

- Laboratory of production of petrochemical products;
- Laboratory for the collection and preparation of wells;
- Laboratory of oil and petroleum products research;
- Unique training laboratory "Virtual deposit".

New educational programs are developed with the involvement of foreign partner universities and are tied to specific GPIIIR projects from the Republican and regional maps of Kazakhstan's industrialization for 2015-2019. For the development of educational programs for 2015-2017, budget funds were allocated in the amount of 962.1 million tenge per year for the country and 80,178,200 tenge for a separate institution.

To realize the tasks set, the university cooperates with many leading foreign universities from the Russian Federation, the United States, the Czech Republic, the Italian Republic, the People's Republic of China, Finland, the French Republic, Great Britain and others.

All educational programs are designed jointly with foreign partners and employers. Expert opinions and reports on the examination of working curricula of educational programs were received and changes were made in educational programs, according to their recommendations, more than 25 new disciplines were included.

In the period from 2015-2016, 2016-2017 academic years 160 teachers and staff of the University passed courses of qualification upgrading with obtaining certificates in the near and far abroad [4].

To strengthen the training of specialists, regional scientific and practical conferences "Oil and gas industry - the priority of growth and development of the Republic of Kazakhstan" are held with the participation of foreign professors, representatives of local executive bodies, the PPS, the press and television; round tables with the involvement of employers and representatives of local executive bodies, since for the implementation of the main strategy of the educational direction - improving the quality of education, it is necessary to create conditions for obtaining knowledge on modern technology and technology, production management and personnel.

For the development of academic mobility and the implementation of the policy of multilingualism, courses for intensive study of foreign language (English), Englishclub, ParleItaliano, and the Chinese language center Zhibek Zholy are organized. Currently, 8 students of the university undergo a one-year language training in universities of the People's Republic of China [4].

To strengthen the practical orientation of teaching at the University, the experimental site "Polygon" has been created. Dual training, together with JSC "Embamunaigas", LLP "ZhigerMunayServis" covered specialties 5B070800-Oil and Gas business, 5B070600 - Geology and exploration of mineral deposits; with KazNIGRI, specialty 5B072900-Construction; with LLP "Atyrau Oil Refinery", specialties 5B070200-Automation and control, 5B072100- Chemical technology of organic substances [4].

In dual training, the principle of the relationship between theory and practice is realized, which allows the future specialist to acquire the necessary competencies in the process of work at the enterprise. Such education is as close as possible to specific requests for production, while employers themselves participate in the training of specialists of the required level. To strengthen the educational component in the university, 28 professors from Europe, the USA, the Russian Federation, and Azerbaijan conduct classes.

The academic mobility of students occupies a special place in the educational process, which will allow achieving a high level of quality of higher education in the next decade until 2020, satisfying the needs of the labor market, corresponding to the tasks of industrial and innovative development of the country. Kazakhstan can succeed in this effort only if it maximizes the capabilities and capabilities of its citizens, will participate fully in the lifelong learning process, and in expanding participation in higher education. Result-oriented learning and mobility will help learners develop competences that they need to adapt to the changing labor market and that will enable them to become active and responsible citizens. In this context, in pursuance of the Order of the Ministry of Education and Science of the Republic of Kazakhstan "On the direction for study abroad in the framework of academic mobility" of 09.06.15, No. 369 [4], from 30.09.15, within the framework of training personnel for innovative economy, from the Atyrau University oil and gas, are sent to the leading US, European and Russian educational institutions (Lane Community College (USA, Oregon)), to the State Higher School of Professional Education named after Jan Amos Komensky, Liesno, to the Polytechnic University in Turin (Italian Republic), University of Chemistry and Technology, Prague (Czech Republic) Kaya Republic); in Astrakhan State Technical University, Astrakhan,. in the Russian State Oil and Gas University named after Gubkin, Russia) 24 students in different specialties of training [4].

Academic mobility of students is a response to the global challenges of modern trends, one of which is the internationalization of higher education. International integration of education implies for universities of different countries:

• the introduction of comparable qualifications and their mutual recognition;

• three-level system of higher education: bachelor's degree - master's degree - doctorate;