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L. Mussanova*, DBA student¹
M. Karimova, PhD, assoc. professor²
B. Asilov, c.e.s., acting assoc. professor³
G. Saimagambetova, c.e.s., assoc. professor⁴
Almaty Management University,
Almaty, Kazakhstan¹
Abai Kazakh National Pedagogical University,
Almaty, Kazakhstan²
Kazakh Agrotechnical Research University
named after S. Seifullin, Astana, Kazakhstan³
Caspian University of Technology and Engineering
named after Sh. Yessenov, Aktau, Kazakhstan⁴
* – main author (author for correspondence)
e-mail: mussanovalyazat@gmail.com

THE CURRENT STATE OF DEVELOPMENT OF THE HIGHER EDUCATION MANAGEMENT SYSTEM

This study examines the current state of development of the higher education management system, particularly in the context of Kazakhstan. It identifies critical factors such as the structure of educational institutions, student demographics, and the accessibility of higher education, alongside the conditions of educational programs including teacher qualifications, student performance, and research initiatives. The article employs a statistical and comparative analysis approach to evaluate various indicators pertinent to higher education.

In light of the third industrial revolution and its subsequent socio-economic transformations, the demand for highly skilled professionals has escalated, necessitating a robust examination of the governance structures of higher educational institutions. This research underscores the importance of data analysis, comprehensive research, and rigorous evaluations to foster empirical evidence-based practices. Such practices are essential for shaping effective educational outcomes that align with the national economic efficiency and broader societal impacts.

The article presents an in-depth analysis of the financing sources of education, including state budget allocations and private sector contributions, and assesses their adequacy in fostering a conducive learning environment. It also explores the impact of educational reforms on improving access to quality education and enhancing the overall competitiveness of educational institutions in Kazakhstan.

Furthermore, the study delves into the educational outcomes and their correlation with the socio-economic integration opportunities presented by global educational standards. The findings highlight significant discrepancies between the perceived preparedness of university graduates and the expectations of employers, emphasizing the need for ongoing reforms in higher education systems.

This research contributes valuable insights for educators, policymakers, and researchers aiming to advance the education sector, particularly through informed policy-making and strategic educational planning. It serves as a resource for those interested in the sustainable development and effective management of higher education systems.

Keywords: quality education, development of the education system, effective educational results, development Goals, analysis of the education system, source of education financing, problems of higher education, R&D, Kazakhstan.

Кілт сөздер: качество образование, развитие системы образования, эффективные результаты образования, цели устойчивого развития, анализ системы образования, источники финансирования образования, проблемы высшего образования, НИОКР, Казахстан.

Ключевые слова: сапалы білім, білім беру жүйесін дамыту, тиімді білім беру нәтижелері, даму мақсаттары, білім беру жүйесін талдау, білім беруді қаржыландыру көзі, жоғары білім беру мәселелері, ҒЗТҚЖ, Қазақстан.

JEL classification: D7

Introduction. In 2015, world leaders adopted the Sustainable Development Goals, aiming to eradicate poverty, fight inequality and injustice, and address climate change [1]. Kazakhstan actively implements measures on sustainable development in all areas. However, according to the global ranking on the achievement of the SDGs by the end of 2023, Kazakhstan ranked 66th out of 166 countries, scoring 71.6 points out of 100 [2].

The key element and priority area for achieving the Sustainable Development Goals is education, which is a key element in the implementation of SDG target 4 «Quality Education», which contributes to reducing social inequality and achieving gender equality, thus ensuring quality education for children of early childhood and preschool age, primary education, secondary education, creating comfortable conditions for access to higher education, providing effective vocational training, acquiring the necessary knowledge and skills to achieve the SDGs. Special attention is paid to ensuring an effective and socially safe learning environment for all members of society and, consequently, the elimination of poverty. The development of a knowledge-based society and the advent of globalization, informatization, integration, and internationalization in the business, economic, and educational domains herald the shift to a new knowledge-based economy. The competitiveness of companies and the long-term economic prosperity of society depend on developing new strategies for human resource development, which is a major challenge presented by this change. Consequently, education has emerged as the economy's most crucial element.

In developed countries, considerable attention and government support are directed to the development of higher education as an integral aspect of continuous professional development. It is noteworthy that while a large majority (90%) of university graduates consider themselves well prepared for the labor market and more than half (60%) believe they possess critical thinking skills, only about half (50%) and 40% of hiring managers share this view. This dissonance emphasizes the relevance of studying the development of higher education systems as a suitable research topic.

The purpose of this research is to analyze the current state of development of the higher education management system in Kazakhstan, with a focus on identifying strengths, weaknesses, and areas for potential improvement. Specifically, the study aims to:

- Evaluate the structure and governance of higher education institutions in Kazakhstan.
- Analyze the accessibility and quality of educational programs.
- Assess the alignment of educational outcomes with the labor market demands and global integration challenges.
- Investigate the financing mechanisms of higher education and their impact on educational quality.

To achieve these objectives, the study employs a mixed-methods approach, combining quantitative data analysis with qualitative insights. Statistical data from government and educational bodies provide a macro-level overview of the trends and outcomes in higher education. This is complemented by comparative analysis to benchmark against global standards and best practices. In-depth interviews and case studies offer micro-level perspectives from educators, policymakers, and students, enriching the analysis with experiential insights.

By integrating both theoretical frameworks and empirical research, this study endeavors to contribute to the scholarly discussion on higher education management and to provide actionable recommendations for policymakers and educational leaders in Kazakhstan and similar contexts. This comprehensive approach aims not only to assess the current state but also to foster a dialogue on sustainable and strategic improvements in higher education that are crucial for national development and global competitiveness.

Literature review. Current research in economic theory, budgetary theory and socio-political sciences confirms the importance of studying the financing of an effective education system, including the use of innovative mechanisms for financing curricula that promote sustainable development, as well as increasing the scale of public financial support [3].

Research in interdisciplinary fields, including economics, pedagogy, psychology, management, marketing, human resource management, and education system management, is necessary to fully understand the topic of corporate learning. It is still challenging to classify this topic as well researched, even if a number of publications on internal education systems have been published in contemporary academic and industry circles.

We can name several foreign authors specializing in human resources education, business education development, training and management of employees, Drucker P., Pedler M., Levy B., Bredik W., Ouchi W., Dillick S., Peter E., Warnecke H.J., Starkey K., Kleiner S. and others [4-5].

As one of the central sections of modern labor supply analysis within the framework of human capital theory, the results of the study of the process of qualitative improvement of human resources are presented in the works of J. Ben-Poret, M. Blaug, R. Layard, J. Mintzer, S. Rosen and F. Welch. Issues related to the understanding, realization, development and planning of professional career are well developed in domestic and foreign literature [6].

Several scientists, such as Zhanbaev R.A., Maksimov D.G., Erkin A.E. and Temirbaeva G.R., also considered the problems of sustainable development, which are especially related to the process of development of the education system [5].

The main part. The Sustainable Development Goal implies the implementation of a comprehensive development program aimed at improving the welfare of the population, although the priority of SDG 4 «Quality Education» is confirmed by the fact that 70% of targets in this area are covered by the budget program. However, it is necessary to solve several problems in the field of quality preschool education and accessibility of development, to increase the level of services provided, to create a favorable educational environment for school-age children, to provide affordable quality secondary specialized education, as well as to improve the competitiveness of Kazakhstani universities [7].

Thus, analyzing the ratio of education expenditures in the state budget of the Republic of Kazakhstan to GDP for the period 2016-2021, education expenditures reached 17.7% in 2016, which decreased to 14.76% in 2017, but since 2018 has a steady growth trend, while increasing by 3.34% from 17.17%, it will reach 20.51% of GDP in 2021 [8].

Within the context of social investment, the targeted public education spending by 2016 reached a level of around 3.5-4.6% of the nation's yearly GDP by 2021 (the Russian Federation's public education spending as a percentage of GDP from 2016 to 2020). The UNESCO statistical office predicts that public education spending in Italy will be 4.3% in 2019, Spain 4.6%, Germany 4.7%, the UK 5.5%, India 4.5%, Greece 4.4%, Mongolia 4.7%, and Belarus 4.7% in 2019 [9]. However, according to the recommendations of the UN Commission on Education, the states should strive to ensure the financing of education at the level of 5.8% of GDP.

Table 1

Expenses on education Republic Kazakhstan cost structure state budget And GDP*

Name	2016	2017	2018	2019	2020	2021
GDP, billion tenge	46,971.2	54,378.9	61,819.5	69,532.6	70,649.0	80,302.1
Expenses from state budget, billion tenge	9,433.7	12,485.4	11,346.1	13,535.6	16,725.1	17,951.9
% to GDP	20.1	23.0	18.4	19.5	23.7	22.4
incl. Education, billion tenge	1 669	1 843	1 948	2 332	3 141	3 682
% To costs state budget	17.7	14.76	17.17	17.23	18.78	20.51
% to GDP	3.55	3.39	3.15	3.35	4.45	4.59

* Compiled by the authors based on the source [9]

An assessment of financing mechanisms is necessary to take into account the level of educational development and strategies to ensure access to a quality education system. In the Republic of Kazakhstan, education is financed through allocations from the state budget, per capita funds of public-private partnership, investments of private entrepreneurs engaged in educational activities, and contributions from public funds.

The analysis of the volume of services provided by educational institutions in the period from 2016 to 2021 is presented in Table 2. As can be seen, for the period 2016-2021, the volume of educational services provided increased 2.3 times and amounted to 388.98 million tenge.

Table 2

Volume provided educational services for 2016-2021 gg., million tenge*

Name	2016 year	2017 year	2018 year	2019 year	2020	2021 year
Services provided, Total	1657249.7	1797740.6	1991244.5	2341170.3	2886093.5	3807898.8
volume number due to means:						
budget	1360200.3	1458560	1619364.6	1921064.7	2527390	3347724.9
population	241097.9	269946.7	300060.7	331334.6	301929.4	384034.5
enterprises	55951.5	69234	71819.2	88771	56774.1	76139.4
From general volume, rendered services provided through net Internet, Total	1652.9	2002.4	3094.5	5588.9	357336.4	174934.5

* Compiled by the authors based on the source [9]

Analyzing sources financing educational services, necessary Mark, Whatmain share educational services financed due to funds budget.

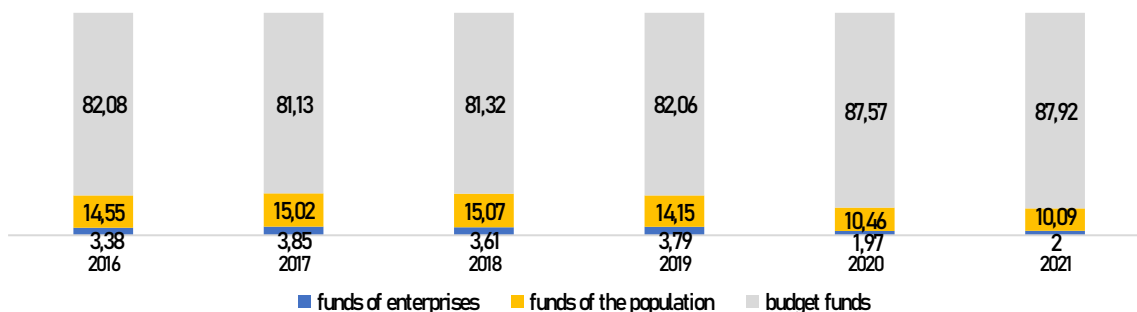


Figure 1. Amount of financing of services provided organizations education Republic Kazakhstan*
* Compiled by the authors based on the source [9]

In 2022, the volume of services provided by educational institutions of the Republic of Kazakhstan on the main type of activity amounted to 127,581.1 million tenge, of which 85.2% came from the budget, 12.1% – funds received from the population, and 2.7% – the costs of the enterprise.

Educational programs are built in such a way as to stimulate continuous improvement of qualification of the population, which is necessary for successful development and competitiveness.

Analysis of the structure of educational services shows that in 2021, the main share of services falls on preschool education and development – 14.83%, primary education – 10.17%, secondary education – 48.5%, higher education – 11.41%.

Table 3

Structure services in the field of education Republic of Kazakhstan behind 2016-2022*

Index	2016	2017	2018	2019	2020	2021
Services provided, Total	100	100	100	100	100	100
volume number:						
Services region preschool education And Training	14.89	15.27	15.63	16.00	13.72	14.83
Services region primary education	7.60	7.48	8.04	8.12	9.52	10.17
Services region main And general average Education	41.44	40.77	40.97	41.92	46.82	48.50
Services technical and professional average education	9.48	9.41	9.20	8.66	8.51	7.16
Services region post-secondary education	0.0002	0.0006	0.0000	0.0042	0.0029	0.0076
Services region higher education	15.80	15.55	15.19	14.40	12.96	11.41
Services region sports education And education specialists organizations leisure	2.38	2.55	2.56	2.58	2.53	2.28
Services field of education V cultural sphere	1.49	1.45	1.46	1.41	1.47	1.33
Services schools preparation drivers	0.17	0.17	0.19	0.11	0.07	0.11
Services field of education other things, not included other factions	5.44	6.13	5.65	5.54	3.57	3.44
Services educational auxiliary	1.31	1.21	1.12	1.27	0.83	0.78

* Compiled by the authors based on the source [9]

At the beginning of the year, there were 578,200 students, of whom 308,600, or 53.4%, were women. 98.5% of all students were full-time, 0.7% part-time and 0.8% evening students.

21.7% of students were enrolled in public universities and 77.5% in private universities.

In the reporting year, 213.3 thousand students (36.9%) studied under state subsidies, while 364.9 thousand (63.1%) received paid educational services.

31.4% are studying in educational specialties, 16.2% in business, engineering, production and construction, 13.1% in management and law, and 9.8% in information and communication technologies.

At the beginning of the 2022-2023 academic year, 555,7 000 or 96.1% of the total number of students were residents of the Republic of Kazakhstan, 1.9% or 11,1,000 – from CIS countries and 2% or 11,4,000 – from abroad. The largest number of students is from Uzbekistan (1.4%) and India (1.3%).

According to statistics, the number of universities in the Republic of Kazakhstan has remained relatively stable over the past decade: as of 2021, there are 122 universities in Kazakhstan. The largest number of universities is registered in urban areas. However, it is worth noting that more than 30 percent of higher education institutions in the Republic of Kazakhstan are concentrated in Almaty.

According to the data, the largest number of students are registered in the cities of Almaty and Shymkent.

According to the Statistical Committee of the Ministry of State Economy of the Republic of Kazakhstan, the total number of students of 18-22 years studying in universities in the RK has not significantly decreased between 2012 and 2021.

In the six most competitive countries of the world, the average gross enrollment rate in higher education is 72.3% (Germany – 61.78%, Netherlands – 77.32%, Singapore – 82.8%, USA – 94.45%, Switzerland – 55.71%, Japan – 61.45%). However, a high level of tertiary education enrollment does not always mean a high place in the Global Competitiveness Index (GCI) ranking. For example, in Greece this indicator amounted to 86.61% (81st place in the ranking of the National Economic Commission), in Argentina – 80.32% (106th place), in Ukraine – 79.2% (79th place), in Russia – 76.5% (45th place) [9, 13].

In 2021, research and development (R&D) expenditures climbed by 15.6% to reach 134.9 billion tenge. R&D spending showed a 1.1% annual reduction the previous year.

The lowest R&D expenditures were recorded in North Kazakhstan (KZT 411.1 mln) and West Kazakhstan (KZT 1.4 bln) oblasts.

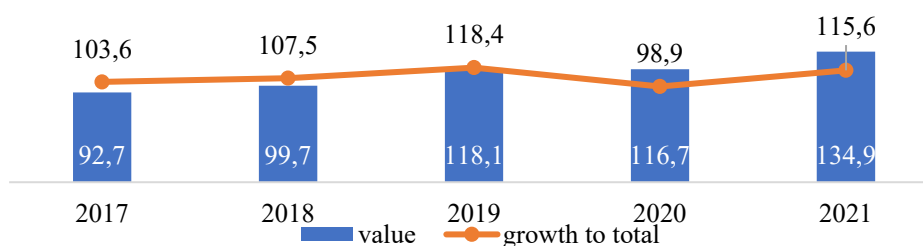


Figure 2. R&D costs. Annual data, billion tenge*

* Compiled by the authors based on data from the Bureau of National Statistics ASPIR RK

By type of activity, the largest expenditures on research and development are directly attributable to scientific research and development: this is 18.5% more than in 2020.

This is followed by education (24.8 billion tenge) and architectural and engineering surveys, technical testing and analysis (18.3 billion tenge).

At the end of 2021, the R&D sector employed 21,600 people, 4.6% less than at the end of 2020. Of these, 11,600 were women, down 3.4% from the previous year.

Of the total number of employees in the research and development sector, 79% were scientific specialists, whose number decreased by 6.2% year-on-year to 17.1 thousand people. There were 2.8 thousand technical specialists, 5.1% more than a year earlier, and 1.7 thousand other specialists.

Of the total R&D expenditures in 2021, 81% are internal, i.e. carried out by the companies themselves: 109.3 billion tenge, which is 22.8% more than in 2020.

The share of external R&D expenditures, i.e. expenditures on research and development carried out by third-party organizations on a contractual basis, amounted to 23.3% compared to 23.6% in the previous year. It declined by 7% to 19% and volume fell by 7.6% to KZT25.6 billion.

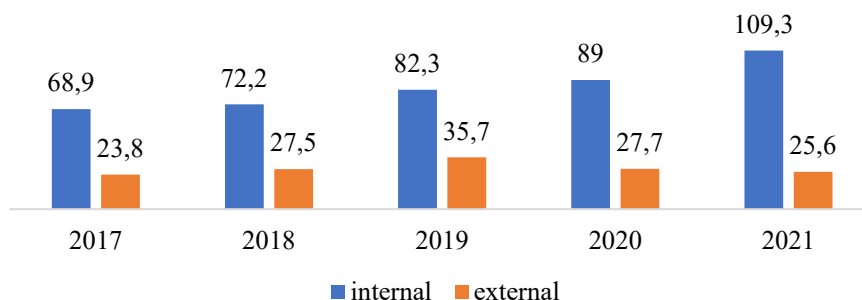


Figure 3. Internal and external R&D costs. Annual data, %*

* Compiled by the authors based on data from the Bureau of National Statistics ASPIR RK

Labor costs accounted for the largest portion of internal research and development (R&D) expenses, totaling 48.7 billion tenge, marking a notable increase of 17.9% compared to the previous year. Following this, expenses for purchasing services amounted to 17.2 billion tenge, reflecting a significant immediate increase of 42.9% compared to 2020.

Costs associated with fixed assets increased by 35.9% over the year, reaching 12.8 billion tenge, while other current costs rose by 16.7% to 30.7 billion tenge.

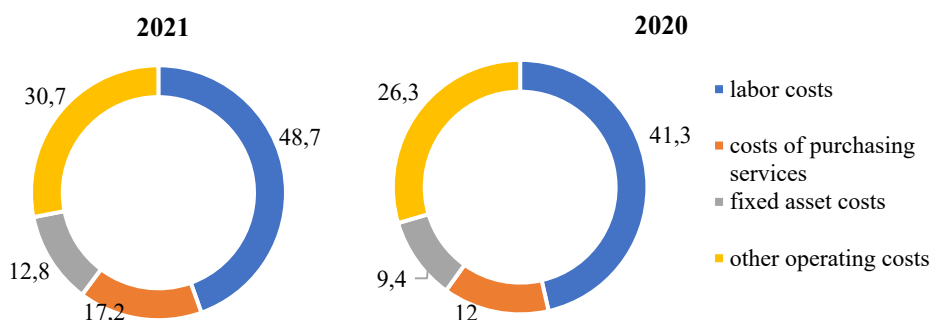


Figure 4. Costs of fixed assets*

* Compiled by the authors based on data from the Bureau of National Statistics ASPIR RK

The analysis conducted in this study revealed several key findings regarding the state of higher education in Kazakhstan. Firstly, the study showed that investment in education from both the public and private sectors has significantly increased, reflecting a national commitment to enhancing educational quality. Specifically, the percentage of GDP allocated to education rose consistently from 2016 to 2021, indicating a strategic emphasis on educational development as a cornerstone for socio-economic progress. Secondly, the research identified a persistent gap between the skill sets of university graduates and the requirements of the labor market, suggesting that current educational programs may not be fully aligned with industry needs. This misalignment underscores the necessity for curriculum reforms to incorporate more practical and skills-oriented content. Additionally, the study highlighted a considerable increase in the number of educational services provided, which nearly doubled over the five years, suggesting an expansion in educational accessibility and diversity of offerings. However, the growth in service provision did not uniformly translate to improved educational outcomes, pointing to the need for enhanced effectiveness in educational delivery and assessment methods. These results provide a comprehensive overview of the challenges and progress in the higher education sector, setting a foundation for targeted reforms aimed at increasing the relevance and efficacy of higher education in Kazakhstan.

Conclusion. This study has critically evaluated the evolution and current state of the higher education management system in Kazakhstan, with a specific focus on enhancing the alignment between educational outputs and the socio-economic demands precipitated by the third industrial revolution. Through a thorough statistical and comparative analysis of educational structures, funding mechanisms, and student outcomes, this research has provided empirical evidence that underscores the imperative for continuous reforms in higher education governance.

The findings reveal that despite considerable investments in education, there remains a notable gap between the competencies of university graduates and the expectations of the labor market. This discrepancy highlights the urgency for educational institutions to refine their curricula and pedagogical approaches, ensuring that they are not only contemporary but also pragmatic in equipping students with the requisite skills and knowledge.

Moreover, the analysis of funding sources and their utilization within the educational sector has led to important insights regarding the optimization of financial resources. It is evident that strategic public and private investments are crucial in sustaining educational quality and accessibility, particularly in an era where education is a pivotal element of national competitiveness.

The practical implications of this study are manifold. For policymakers, the results advocate for the enhancement of regulatory frameworks that encourage private sector involvement and innovation in education financing. For educational administrators, there is a clear directive to foster environments that enhance both teaching quality and research output, thereby improving the overall educational outcomes.

In terms of future research directions, this study suggests an in-depth analysis of the impact of educational reforms on specific demographic segments, particularly marginalized groups, to ensure inclusive educational policies. Additionally, further exploration into the effectiveness of new educational technologies and teaching methodologies could provide valuable insights into enhancing student engagement and learning outcomes.

Ultimately, this research contributes to the ongoing discourse on the development of higher education systems, offering a robust framework for assessing and enhancing the efficacy of educational management in response to the dynamic demands of the global economy and labor market.

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Мусанова Л.М., Каримова М.Д., Асилов Б.Ө., Саймагамбетова Г.А.

ЖОҒАРЫ БІЛІМ БЕРУДІ БАСҚАРУ ЖҮЙЕСІНІҢ ДАМУЫНЫҢ ҚАЗІРГІ ЖАҒДАЙЫ

Аннотация

Бұл зерттеу Қазақстан контекстінде жоғары білім беру жүйесінің қазіргі даму күйін зерттейді. Ол білім беру мекемелерінің құрылымы, студенттердің демографиясы және жоғары білімге қолжетімділік сияқты маңызды факторларды анықтайды, оқытушылардың біліктілігі, студенттердің орындауы және зерттеу бастамалары қоса алғанда, білім беру бағдарламаларының жағдайымен қатар. Мақала жоғары білімге қатысты әртүрлі көрсеткіштерді бағалау үшін статистикалық және салыстырмалы талдау әдісін қолданады.

Үшінші өнеркәсіптік революция және одан кейінгі әлеуметтік-экономикалық өзгерістер жоғары білікті мамандарға деген сұранысты арттырды, бұл жоғары оқу орындарының басқару құрылымдарын мұқият зерттеуді қажет етеді. Бұл зерттеу деректерді талдау, толыққанды зерттеулер және қатаң бағалауларды жүзеге асыру арқылы тәжірибеге негізделген тәжірибелерді қалыптастырудың маңыздылығын атап өтеді. Мұндай тәжірибелер ұлттық экономикалық тиімділік пен кең ауқымды қоғамдық әсерлерге сәйкес келетін тиімді білім беру нәтижелерін қалыптастыру үшін өте маңызды.

Мақалада білімді қаржыландыру көздерінің терең талдауы, мемлекеттік бюджет бөлулері мен жеке сектордың үлестері қоса алғанда, және олардың қолайлы оқу ортасын қалыптастыруға қаншалықты жеткілікті екенін бағалау ұсынылады. Сондай-ақ, білім беру реформаларының сапалы білімге қолжетімділікті жақсартуға және Қазақстандағы білім беру мекемелерінің жалпы бәсекеге қабілеттілігін арттыруға әсері зерттеледі.

Сонымен қатар, зерттеу білім беру нәтижелері мен глобалдық білім беру стандарттары ұсынатын әлеуметтік-экономикалық интеграция мүмкіндіктерімен байланысты зерттейді. Нәтижелер университет түлектерінің дайындығы мен жұмыс берушілердің күткендері арасындағы маңызды алшақтықты көрсетеді, бұл жоғары білім беру жүйелерінде әрі қарай реформалар жүргізу қажеттігін атап өтеді.

Бұл зерттеу білім беру саласын дамытуға ұмтылатын педагогтар, саясаткерлер және зерттеушілер үшін құнды көзқарастар ұсынады, әсіресе саналы саясат құру және стратегиялық білім беру жоспарлау арқылы. Ол жоғары білім беру жүйелерінің тұрақты дамуы мен тиімді басқаруына қызығушылық танытқан адамдар үшін ресурс ретінде қызмет етеді.

Мусанова Л.М., Каримова М.Д., Асилов Б.У., Саймагамбетова Г.А.

СОВРЕМЕННОЕ СОСТОЯНИЕ РАЗВИТИЯ СИСТЕМЫ УПРАВЛЕНИЯ ВЫСШИМ ОБРАЗОВАНИЕМ

Аннотация

Это исследование рассматривает текущее состояние развития системы управления высшим образованием, в частности, в контексте Казахстана. Оно выявляет критические факторы, такие как структура образовательных учреждений, демография студентов и доступность высшего образования, наряду с условиями образовательных программ, включая квалификацию преподавателей, успеваемость студентов и исследовательские инициативы. Статья использует статистический и сравнительный анализ для оценки различных показателей, относящихся к высшему образованию.

В свете третьей промышленной революции и последующих социоэкономических преобразований потребность в высококвалифицированных специалистах усилилась, что требует тщательного изучения структур управления высшими учебными заведениями. Это исследование подчеркивает важность анализа данных, всесторонних исследований и строгих оценок для разработки практик, основанных на эмпирических данных. Такие практики необходимы для формирования эффективных образовательных результатов, соответствующих национальной экономической эффективности и широким общественным воздействиям.

Статья представляет глубокий анализ источников финансирования образования, включая государственные бюджетные ассигнования и вклады частного сектора, и оценивает их адекватность для создания благоприятной учебной среды. Также исследуется влияние образовательных реформ на улучшение доступа к качественному образованию и повышение общей конкурентоспособности образовательных учреждений в Казахстане.

Кроме того, исследование затрагивает образовательные результаты и их корреляцию с социоэкономическими возможностями интеграции, представляемыми глобальными образовательными стандартами. Результаты подчеркивают значительные расхождения между воспринимаемой подготовленностью выпускников университетов и ожиданиями работодателей, подчеркивая необходимость продолжения реформ в системах высшего образования.

Это исследование вносит ценные взгляды для педагогов, политиков и исследователей, стремящихся продвигать образовательный сектор, особенно через осознанное формирование политики и стратегическое образовательное планирование. Оно служит ресурсом для тех, кто заинтересован в устойчивом развитии и эффективном управлении системами высшего образования.