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HUMAN CAPITAL EDUCATION IN THE CONTEXT A PARADIGM SHIFT IN EDUCATION

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ANNOTATION

The article considers the issues of improving the quality of human capital, the demand for university graduates in the labor market, the problems of youth unemployment. The regularity between the demand, the appropriate level of training of specialists and the need to change the paradigm of education is shown.
The used *methodology* is based on the methods of scientific knowledge, a set of empirical methods, institutional, statistical, comparative analysis made it possible to study the theoretical and methodological aspects of human resources in conjunction with historical chronicle of the development of higher education.
The *main conclusion* of the article is the need to form a new education paradigm, which will set a high standard for the quality and dynamics of human capital development in Kazakhstan. Determining the directions of national higher education system will allow developing a mechanism for managing, preserving and increasing human resources to achieve the country's competitiveness in the future.
Key words: education, human capital, competitiveness, labor market, key competencies, demanded skills, innovations and innovations.

INTRODUCTION

The main vector of formation of an intellectual nation, recognized as the strategic goal of Kazakhstan's development in the context of the entry of 30 developed countries of the world, is to improve the quality of human capital. The first president of the Republic of Kazakhstan N.A. Nazarbayev in the Strategy “Kazakhstan - 2050” emphasized: “In order to become a developed competitive state, we must become a highly educated nation,” and in the Address of 2018 he identified as one of the priorities the improvement of the quality of

human capital, which will contribute to solving the problem of ensuring the country's competitiveness in the context of the Fourth Industrial revolution. The most important tool for the development of human capital is education.

Kazakhstan is a country with resource competitive advantages. The main advantages of Kazakhstan are rich natural resources, transit location, population with a high level of education and qualifications. At the same time, there are imbalances in the training of personnel for the country's economy and the level of professional knowledge and competencies due to the content of educational programs of universities.

Kazakhstan is advancing towards a new technological mode, bypassing the capitalist mode of production with characteristic economic coercion, where the relations of labor and capital had value content. If in the developed market countries the labor force took the form of a commodity, the price of which was determined by the market and its laws, and its cost for the capital owner became capital which is capable of generating profit, then for many Kazakhstani entrepreneurs the employee remains the object of administrative and economic exploitation.

Kazakhstan labor market does not yet reflect the effect of economic laws regulating the equilibrium price of a product - labor, and accordingly its properties are not adequate to the requirements of new technologies.

One of the important issues is the effective regulation of internal migration processes for a balanced supply of labor resources in individual regions of the country.

In this regard, it is relevant to train specialists in accordance with the forecasted needs of the labor market and economic development programs.

The level of qualifications of specialists is today one of the most important factors determining the level of development of the country's economy. The analysis gives reason to say that the republic has a fairly powerful personnel potential. The development of human capital in Kazakhstan is considered as a necessary condition for the breakthrough development of Kazakhstani society, obtaining competitive advantages and achieving the country's competitiveness at the international level.

THE MAIN PART OF THE RESEARCH

Particular interest in terms of assessing the demand and relevance of specialists in modern conditions evoke the data characterizing the difficulties with the employment and distribution of specialists after graduation.

Many higher education institutions are not directly responsible for the employment of their graduates, especially universities on a paid basis. The situation with the employment of university graduates cannot be called satisfactory. The number of unemployed young specialists, as well as those who are not employed in their chosen specialty, continues to remain high. The existing duplication of training in state and non-state universities leads to overproduction and different levels of training for specialists of the same profile, makes it difficult to take into account the national-regional component in the educational standard, and exacerbates the problem of employment of graduates. The expansion of the sphere of paid educational services is often unregulated, and the admission of students to non-state higher educational institutions in a number of specialties exceeds the admission for state orders, which creates a complex of social problems. Slowly resolving issues of closing specialties that are not competitive in the labor market, as a result of this, graduation of specialists who do not meet the needs of the economy and the labor market continues and the ranks of the unemployed replenish. The practice of accelerating the employment of graduates through the organization of guaranteed interviews between students and employers with the assistance of employment services is not used.

We can say that only 30-40% of university graduates find work in their specialty. This means that for others, the learning process could be different, as well as its content. Many students, not yet completing the first education, plan the second. The state does not spend money effectively, and young people waste time in gaining unclaimed professions. Due to the fact that wages in healthcare, science, and education are low, many graduates of this profile are not employed in the specialty they have acquired, but in companies with high wages or jobs that do not require higher education (drivers, service workers, etc.)

Imbalances in the labor market are associated with the overproduction of some and a shortage of other specialists, a mismatch between the scale and structure of demand for specialists and their supply. First of all, this is due to the lack of flexibility and mobility of education in ensuring compliance with the demand and supply of training. The training of specialists of one group of specialties is advisable to be carried out within the framework of one ministry, which will help to improve the methodological, methodological and organizational guidance of student training, and facilitate planning. In these conditions, it is advisable to entrust specialized ministries with the functions of coordinating the training and distribution of specialists.

The prevalence of economic, legal, and humanitarian specialties that influenced the personnel structure of specialists in economic sectors are explained by the following factors:

− the formation of market relations, small business have become a cause of interest on the part of students and the growth of student enrollment in economic specialties;

− an increase in the number of non-governmental educational institutions, the training of which is mainly aimed at the social sciences;

− the unfavorable state of the real sector of the economy affected the growth of unemployed specialists with a technical and technological bias, the demand from the economy for these specialties fell sharply, the admission of students on state orders decreased for technical specialties

− integration into the global space, activity in international relations, and an open economy contributed to the growing need for specialists in international law, jurisprudence, management, translation, and international relations.

In the structure of specialist training, changes were observed in favor of social and humanitarian specialties. But this trend is now replaced by the training of students of technical specialties. Demand for popular specialties depends on the needs of the national economy and trends in the labor market.

It is impossible to unambiguously assess the changes taking place in the structure of training specialists. On the one hand, they are in line with global trends, which are characterized by an increased role for humanitarian education. On the other hand, the need to ensure the country's competitiveness in the technical and technological spheres, and the activation of innovative processes requires new specialists of a scientific and technical profile.

The higher education system does not provide advanced education today, that is, training specialists with a focus on technological progress and broad-based workers who are able to quickly change their profession. Meanwhile, this is required not only because of the accelerated pace of development of the technical base of production and the frequent change of technologies, but also because of changes in the labor market [1].

The labor market of Kazakhstan with seemingly successful indicators has many structural problems that require a forecast of the needs of the labor market.

As the experience of the economic development of the Western world shows, during the replacement of dominant technological structures, unique opportunities open up for accelerated development on the basis of the timely development of key factors of the new technological structure. However, the problems of the so-called “trajectory of the previous development” in the post-Soviet countries restrain this process. The primary task is to break the prevailing trends, overcome depression and initiate economic growth, based on promising opportunities and expected results. A new phenomenon on Kazakhstan labor market is the influx of labor from the border republics, as well as the relocation of unskilled labor to cities from rural regions, which generally leads to a decrease in labor quality and negatively affects the indicators of social labor productivity.

In modern conditions, the working environment of Kazakhstan economy is poorly integrated with new technological transformations. This is evidenced by the low productivity of social labor in all sectors of the economy. An indicator is the low productivity of social labor.

On average, labor productivity per person in Kazakhstan is $ 30-40 thousand, while in developed countries this indicator is $ 200 thousand. At the same time, the highest labor productivity is observed in the extractive industries, due to high prices in world markets. The lowest labor productivity is observed in agriculture - about 3 thousand US dollars per employee per year, while in developed countries - 50-70 thousand US dollars. In mechanical engineering in Kazakhstan, this figure is 10-17 thousand dollars. In the USA and foreign competitors - 90 thousand US dollars.

The imbalances between the volume of gross regional product per employed and average wage in the regions of Kazakhstan are shown in Table 1 [2].

Table 1 – Macroeconomic indicators of the effective use of human resources in 2018 in the Republic of Kazakhstan

Region	Average salary (tenge)	GRP per employed (tenge) per year	Economically active population (person)
Akmola	132 000	2 370 395	444 683
Aktobe	143 000	4 354 476	430 936
Almaty	130 000	1 797 384	1 065 296
Atyrau	290 000	13 213 501	301 300
West Kazakhstan	150 000	5 731 736	333 566
Zhambyl	110 000	1 761 171	557 720
Karaganda	149 000	4 079 202	713 087
Kostanay	135 000	268 996	519 960
Kyzylorda	139 000	4 023 899	327 593
Mangistau	265 000	8 704 857	261 771
Turkestan	112 000	1 951 325	1 229 862
Pavlodar	140 000	3 970 137	441 257
North Kazakhstan	120 000	2 416 113	330 251
East Kazakhstan	145 000	3 088 834	740 911
Nur-Sultan city	245 000	8 852 189	454 551
Almaty city	210 000	10 076 337	809 221
Shymkent city	125 000		

According to the Table 1, the highest average annual wages of workers in Mangistau region; close to the national average in Atyrau, Kyzylorda, Karaganda regions and capital cities. Corresponding dispersion of indicators and gross regional product (GRP): the largest volume in oil producing regions. Obviously, the level of these indicators is predetermined by income from oil exports (western regions), in the northern capital - by the development of construction, and in the southern capital - by the income of the financial and commercial sectors of the economy.

As for Turkestan, Zhambyl, Almaty, North Kazakhstan, Kostanay regions, in which more than half a million people live (in the South Kazakhstan and Almaty regions - more than a million), the GRP is significantly lower than the national average, which indicates a low level of employment and low efficiency of use of economically active population. Accordingly, it is the lowest level of average wage.

It should be noted that the statistics do not reflect: how many people from other regions arrive and work on a rotational basis.

The economically active population of regions where production is not oriented towards the export of raw materials cannot work efficiently due to limited jobs and low quality; forced to migrate to other regions in search of any job, while losing their accumulated qualifications.

A significant lag of institutional changes from technological changes is manifested in the low quality of jobs due to the desire of employers to reduce production costs by attracting low-skilled workers. Such economic behavior is not effective, because it does not allow achieving growth of labor productivity and economic growth.

In Kazakhstan, out of 18.5 million people, 9 million are economically active, able-bodied people. Moreover, of these, about 8.5 million are employed, of which 2.4 million are self-employed, and the rest are hired. According to the results of a study by JSC “Information and Analytical Center for Employment Problems” of the Ministry of Labor and Social Protection of the Republic of Kazakhstan, 1.8 million people do not work in their specialty. This is actually 20 percent of the working population. To solve this problem, it is proposed to

build a forecasting system and build a flexible system of the relationship between the education system and the labor market. According to the Center, since 2014 it has been engaged in forecasting popular professions. And for this, a survey of 4 thousand enterprises was conducted, where about 600-800 thousand employees work. According to the results of the survey, it became known that most enterprises need specialists with secondary vocational education as the main ones. 90 percent of the needs mentioned by employers are related to graduates with professional and low qualification education. Also, according to the global situation on the labor market, 45 percent of the specialists in demand are low qualifications, 37 percent are average qualifications, and only 18 percent are highly skilled workers. Such a trend is growing among the employed, and the main jobs are created in the service sector, and such a trend will accordingly be in Kazakhstan too. It is noted that the average annual growth rate of labor demand will be one and a half percent [3].

The system-forming link at the present stage of the country's development, when the market structure of the economy was formed, is the relationship between capital and labor. Despite the fact that the entire legislative framework has been formed, informal rules of economic behavior (institutions) retain the seal of the old administrative-command model of relations. Labor and workers, relations between the employer and the staff are underestimated and are not considered as a key factor in development. The first priority is the modernization of these relations.

The acceleration of this process is possible with a change in the paradigm of higher education. Unfortunately, in most universities, only the format has changed so far: commercialization and new forms of workflow in connection with the transition to credit training technology. As for the quality of education, according to employers, university graduates are poorly adapted to the real requirements of the market. At the same time, most employers take the observer position, although they are actually an interested party in the training of qualified young specialists. New methods for the proper implementation of the planned state programs and the mission of the education system require development. It is supposed to develop forms and methods of motivation and responsibility of all participants of the labor market in establishing effective labor relations.

Particularly sensitive to institutional costs in the organization of labor and labor relations is the higher education system, which, like a litmus test, reflects the state of society.

For example, technological innovations in the format of the educational process do not give the expected effect in improving the quality of education. Confirmation of this is the low level of employment of university graduates.

Employers express dissatisfaction with the level of professional knowledge and competencies, the performing discipline of young specialists, note their low adaptability to the requirements of realities.

The transition of Kazakhstan to a new (sixth) technological structure will be longer in comparison with the developed market countries. Nevertheless, the catch-up development model also has positive aspects, since the costs of ideas and the introduction of innovative products can be reduced by creating joint ventures with technologically and institutionally advanced foreign companies. This opportunity will shorten the transition period, using the experience of labor management in developed countries.

New technologies have changed the structure of the economies of developed countries. In this regard, there is an evolution of professions, the birth of new specialties that require new skills and interdisciplinary competencies. The requirements for a person of work have changed no matter at what level he is busy.

At the same time, changes are growing and accelerating, requiring a response from the higher education system. The modern market requires specialists to constantly update and enrich knowledge, skills, and competencies.

In the conditions of the modern technological structure, labor productivity depends on the professional competence of all personnel at all official levels and positions to a greater extent than on material capital.

It is known that many large companies are criticizing universities because of the unsatisfactory training of young specialists for the economy. This is the truth. The main claims: poor knowledge of industry characteristics and the legal framework of the chosen field of activity, lack of practical skills, insufficient knowledge of the principles of interpersonal communications, work culture. One can agree with these claims, and the costs of training and education methods are traced here.

Fundamentally important are the methodological approaches needed by future economists and managers when developing a strategy for the development of the state and companies. To do this, it is necessary to take on the challenges of our time, to take into account the demand for key competencies, globalization processes with all its internal contradictions, and to maximize the use of the accumulated potential and competitive advantages of the country.

When developing models of constructive actions, one should proceed not only from the language of numbers, but to a greater extent from economic logic, understanding of cause and effect relationships, social and economic dependencies. For example, an increase in labor productivity should not lead to a reduction in free working time, deterioration in the way of life due to excessive intensity and length of labor, discrimination of labor of women and youth, and demographic recessions and imbalances.

We must not forget that the law of succession also applies in the economy. The economic scientific heritage of previous generations of scientists is a kind of starting point for building new theoretical paradigms.

One of the solutions to the national security problem in the field of science, technology and education is the creation of a network of national research universities (NRU) - higher education institutions that provide training for highly qualified specialists of the highest class in demand in the high-tech sector of the economy for work in the field of science and education, the development of competitive technologies and models high-tech products, organization of high-tech production. The most important distinguishing features of NRU are: the ability to both generate knowledge and provide an efficient transfer of technology to the economy; conducting a wide range of basic and applied research; the presence of a highly effective system of training masters and highly qualified personnel; developed system of postgraduate retraining and advanced training programs.

The issues of enhancing innovation, the need to ensure the competitiveness of the national economy, including in order to strengthen the economic security of the country, also actualizes the process of forming national research universities [4].

A modern research university is a large economic entity, which has great independence, and has become an equal partner of business in the integration of science, education and production, and sometimes fulfills the role of a leading, main integrator in the regions. So, for example, the annual budget of the University of Texas is more than 3 billion dollars, Stanford and Manchester Metro universities - 1 billion dollars [4].

According to the analysis of information on research universities, world research universities combine training, research, scientific discoveries and their introduction, the leading position in which is given to scientific research, as an environment that forms new knowledge and scientific and technological developments, which are then transformed into innovative industries. In the USA, for example, the so-called "Carnegie Classification" is used, according to which all universities and colleges are divided into six categories, and the higher one is called research universities. They are characterized by a wide range of academic disciplines, award at least 50 doctoral degrees (Ph.D.) per year and receive government funding for research at a certain level (at least $ 15.5 million per year).

The integration of science, education and production should be the main mechanism for the innovative development of the economy of the Republic of Kazakhstan by eliminating the technological gap of domestic enterprises from foreign competitors, increasing the flow of investment in innovation and innovation in production, as well as developing science and education, as the country's innovative potential [5].

In order to form the intellectual potential of the Republic of Kazakhstan, it is advisable to develop the university’s innovative activities: to ensure the connection between the education sector and the economic environment, to orient universities to the educational services market and the promising labor market, and to seek non-budgetary ways to invest in educational services. From the dynamic development of science, education and business in interconnectedness, the growth of the well-being of the people and its culture depends initially.

Of the main priorities in the field of research and innovation, it is important to ensure the integration of science and education, the development on this basis of the scientific and educational process, competitive research and innovation as the most important element of a productive and effective national innovation system [6].

Until the beginning of this century, it was believed that the key figures in the life of universities are teachers, but with the advent of a new era, the vector changed to meet the needs of students and stimulate their success. All university activities should be aimed at becoming a successful student.

Teaching students practical skills and professional development.

Entering the university, students expect that higher education will help them get a decent job by profession and the necessary amount of knowledge for career growth. However, the situation with yesterday's graduates suggests otherwise. According to statistics, unemployment among the youth of the Republic of Kazakhstan with higher and incomplete higher education is 3.3%, among young people with secondary and vocational (special) education - 4.2%, with basic, secondary, general, primary - 4.8% . [3]. In Kazakhstan, there is an increase in the number of labor, which is explained by the growth of the demographic situation in the country and the number of students annually graduated from universities. At the same time, the number of employed people in 2018 amounted to 8695 thousand people, and the number of unemployed people - 443.6 thousand people. or 4.8% of the working-age population (9138.6 thousand people) (Table 2).

Table 2 – Data on employment and unemployment in the Republic of Kazakhstan for 2009-2018

Name	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Labor force (ages 15 years and older)										
thousand people	8457,9	8610,7	8774,6	8981,9	9041,3	8962,0	8887,6	8998,8	9027,4	9138,6
as a percentage of the previous year	100,5	101,8	101,9	102,4	100,7	99,1	99,2	101,3	100,3	101,2
Busy population										
thousand people	7903,4	8114,2	8301,6	8507,1	8570,6	8510,1	8433,3	8553,4	8585,2	8695,0
as a percentage of the previous year	100,6	102,7	102,3	102,5	100,7	99,3	99,1	101,4	100,4	101,3
Unemployed population										
thousand people	554,5	496,5	473,0	474,8	470,7	451,9	454,2	445,5	442,3	443,6
as a percentage of the previous year	99,4	89,5	95,3	100,4	99,1	96,0	100,5	98,1	99,3	100,3
Unemployment rate, in percent	6,6	5,8	5,4	5,3	5,2	5,0	5,1	5,0	4,9	4,9
Youth unemployment rate (15-24 years), in percent[1])	6,7	5,2	4,6	3,9	3,9	3,8	4,2	3,8	3,8	3,7
Youth unemployment rate (15-28 years), in percent[2])	8,5	6,6	6,1	5,4	5,5	4,2	4,4	4,1	3,9	3,8

Age of inclusion in youth according to the standards of the International Labor Organization.
Age of attribution to youth in accordance with the Law of the Republic of Kazakhstan "On State Youth Policy".

According to the analysis of statistical data, the unemployment rate as a whole was 4.9% across the country, and the youth unemployment rate was 3.7% between the ages of 15-24 years (according to the standards of the International Labor Organization, the age of youth classification) and 3.8% between the ages of 15 -28 years (the age of being classified as youth according to the Law of the Republic of Kazakhstan "On State Youth Policy".). And such a steady trend has been observed over the past 10 years.

Of course, this is a signal to universities about the need to radically revise the educational program, focus on the development of practical skills and competencies of students, and pay considerable attention to practice using modern technologies.

RESULTS

Analyzing the quality of education, it should be noted about the importance of the key competencies in demand in the modern world. With the development of innovation and digital technology, new competencies

are becoming in demand. For example, in the report of the World Economic Forum "The Future of Jobs. Employment, Skills and Work force Strategy for the Fourth Industrial Revolution" (2016) noted that in most industries, the most popular specialties did not exist 10 or even 5 years ago and the rate of obsolescence of specialties is increasing. More than one third of the skills important to the labor market will change in five years. Technology development by 2020 will reduce the number of jobs in the world by 5 million. At the same time, 50% of the content of bachelor's programs will become obsolete in five years due to digital transformation [2].

One of the problems we see is the inability to adapt to dramatic changes in the requirements of the domestic education system to the demanded knowledge and skills, the lack of understanding of the need to improve one's skills, to constantly develop and study throughout life according to the concept of Life Long Learning (LLL).

Currently, cooperation between universities is one of the key factors to increase the competitiveness of the university. Serious competition among universities has become the basis for the formation of strategic alliances between several universities from different countries. At present, we are observing how the cooperation of universities is developing, and alliances are being formed that help them to occupy winning positions in the global educational services market.

A good example of such a country alliance is the Institutional Collaboration Committee, which includes 12 research universities in the Midwest USA (University of Chicago; University of Illinois; Indiana University; University of Iowa; University of Michigan; Michigan State University; University of Minnesota; Northwestern University; Ohio State University; Pennsylvania State University; Purdue University; University of Wisconsin-Madison).

The development of online learning is gaining popularity today. Online education is the greatest discovery in higher education. While universities compete for each student, educational platforms are gaining millions of students. According to the results of the Class Central study, in 2016 educational platforms were presented by more than 700 universities, 6850 courses, and 58 million students were trained on them. According to the College Data website, the secondary university has between 5,000 and 15,000-200,000 students, the Courser a educational platform - 23 million students, EdX - 10 million, XuetangX (the first non-English platform that entered the top 5 leading MEPs in the world) - 6 million, Future Learn - 5.3 million; Udacity - 4 million.

A key problem throughout the world, including Kazakhstan, is that not all groups of the population have the same access to the Internet and may be limited in their development opportunities. According to the International Telecommunication Union, 47.9% of the world's population uses the Internet.

The largest number of people with Internet access is traditionally in developed countries (81%), in developing countries this number is 40%, in the least developed countries - only 15%. In Kazakhstan, 77% of the population has access to the Internet (13 million people). In rural areas, this indicator is 71%, and in cities - 81% [4].

The presence at the University of such Advanced Technological Solutions as online education, blended and mobile learning, in fact, is a key factor in the success of the university. If the university does not have an effective strategy for integrating these approaches, we can say that such a university has no future. At the same time, it is necessary to monitor the impact of educational technologies on learning outcomes, which will show the effectiveness of each of them in a specific situation.

The essence of the modern crisis in education is seen, first of all, in the reversal of the existing education system (the so-called "supportive learning") into the past, its focus on past experience, and the lack of future orientation.

Therefore, the modern education system is faced with the task of modernization in accordance with the requirements of the time for the transition to an effective and dynamic education system based on innovations and digital technologies.

The world entered the era of the Fourth Industrial Revolution, which is characterized by tremendous speed and fierce competition. Therefore, in order to become the leader of the new world, we must understand in which direction technological development will take place in the coming years, and what breakthrough innovations await us in the future. Kazakhstani universities need to adapt the educational sphere to modern economic conditions, which should lead to fundamental changes in the structural, organizational, personnel, infrastructure and financial support.

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ТҮЙІН

Мақалада адами капиталдың сапасын арттыру, ЖОО түлектерінің еңбек нарығында сұранысқа ие болуы, білім беру парадигмасын өзгерту қажеттілігі мәселелері қарастырылған. Сонымен қатар мамандар даярлаудың тиісті деңгейі мен сұраныс арасындағы заңдылықтар көрсетілген.

Қазіргі заманғы трендтерді ескере отырып, жоғары білім беру жүйесін дамытудың стратегиялық бағыттарын дамыту бойынша ұсыныстар берілді. Бұл болашақта елдің бәсекеге қабілеттілігіне қол жеткізу үшін адам ресурстарын басқару, сақтау және көбейту тетігін әзірлеуге мүмкіндік береді.

РЕЗЮМЕ

В статье рассмотрены вопросы повышения качества человеческого капитала, востребованности выпускников вузов на рынке труда, необходимость изменения парадигмы образования. Показана закономерность между востребованностью и соответствующим уровнем подготовки специалистов.

Даны рекомендации по развитию стратегических направлений развития системы высшего образования с учетом современных трендов. Это позволит в перспективе выработать механизм управления, сохранения и приумножения человеческих ресурсов для достижения конкурентоспособности страны

SUMMARY

The article considers the issues of improving the quality of human capital, the demand for university graduates in the labor market, the need to change the education paradigm. The pattern between demand and the corresponding level of training of specialists is shown.

Recommendations are given on the development of strategic directions for the development of the higher education system taking into account current trends. This will allow in the future to develop a mechanism of management, preserving and increasing human resources to achieve the country's competitiveness.