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SOME ISSUES OF IMPROVING THE QUALITY OF THE LABOR RESOURCES IN THE REPUBLIC OF KAZAKHSTAN

Almas KURALBAYEV♣

Prof. Dr. Serikbay YDYRYS♣

ABSTRACT

This article deals with the problems of formation of quality labor resources in conditions of innovative development of the economy. On the basis of investigated experience of developed countries, the authors determined that the successful implementation of the program of innovative development of the state is possible in the presence of qualified labor resources for the preparation of which is necessary to modernize an existing system of the professional education. Economic development in the modern world is characterized by the defining role of technological progress. Innovative activity at the present stage of development becomes one of the most important system factors of economic growth, an increase of competitiveness of a domestic production, providing economic security of the country. Investigating Human Resource Management issues in Kazakhstan, this volume looks at the current state of Human Resource practice within Kazakhstan enterprises; its various problems and possible solutions. Following a detailed introduction into the current economic developments taking place in Kazakhstan, the article examines the new role of the Human Resource department in Kazakhstan enterprises, and the influence of national politics on Human Resource practice. The paper identifies positive and negative factors affecting the human potential of economic sectors of Kazakhstan. The authors disclosed structural elements of human potential: basic capacity and technological potential. The paper defines a set of target indicators influencing the formation of elements of human resources in the country. Also on the basis of the research, conclusions and offers, the recommendations for the involvement and training of qualified personnel for the innovation economy, which have scientific and practical value.

KAZAKİSTAN EKONOMİSİNDEKİ İŞ İMKANLARININ İYİLEŞTİRİLMESİNDE BAZI SORUNLAR

Keywords: innovation, science, quality, labor resources, field of education, competition

ÖZ

Bu makalede ekonominin yenilikçi gelişim koşullarında kaliteli işgücü kaynaklarının oluşumu ve sorunları ele alınmaktadır. Gelişmiş ülkelerin deneyimine dayanarak, devletin yenilikçi gelişim programının başarılı bir şekilde uygulanması profesyonel ve nitelikli işgücü kaynakları ile mümkün olduğu tespit edilmiştir. Bu bağlamda eğitim sisteminin modernize edilmesi de önemli bir faktör olduğu belirtilmektedir. Ayrıca bilimsel ve pratik değere sahip araştırmalar yapılarak, sonuçlar ve teklifler önerilmektedir.

Gelişme bugünkü aşamasında Yenilikçi faaliyet ülkenin ekonomik güvenliğinin sağlanması, ekonomik büyüme, bir yerli üretimin rekabet bir artışın en önemli sistem faktörlerden biri haline gelir. Kazakistan'da İnsan Kaynakları Yönetimi sorunlarını araştıran, bu hacim Kazakistan işletmelerde İnsan Kaynakları uygulamasının mevcut durumu bakar; çeşitli sorunlar ve olası çözümleri. Kazakistan'da yaşanan güncel ekonomik gelişmelere ayrıntılı bir

♣ International Kazakh-Turkish University, Faculty of Social Sciences, almas.kuralbaev@mail.ru
♣ International Kazakh-Turkish University, Faculty of Social Sciences, Department of Economics -Turkestan Serikday-s@mail.ru

tanıtılmasının ardından, makale Kazakistan işletmelerde İnsan Kaynakları departmanı yeni bir rol ve İnsan Kaynakları uygulamaları ile ilgili ulusal politikanın etkisini inceler. Kağıt Kazakistan ekonomik sektörlerin insan potansiyelini etkileyen olumlu ve olumsuz faktörler belirlemektedir. Temel kapasite ve teknolojik potansiyeli: Yazarlar insan potansiyelinin yapısal unsurlarını açıkladı. Kağıt ülkedeki insan kaynakları elemanlarının oluşumunu etkileyen hedef göstergelerinin bir dizi tanımlar. Ayrıca bilimsel ve pratik değere sahip araştırma, sonuçlar ve teklifler, inovasyon ekonomisi için tutulumu ve nitelikli personelin eğitimi için önerileri temelinde.

Anahtar Kelimeler: inovasyon, bilim, kalite, nitelikli işgücü, eğitim alanı, rekabet

In the modern world, the dynamic development of innovation sector is one of the main strategic factors of economic growth in country, economic competitiveness and national security.

Since the second half of the XX century, economic growth of western countries is exclusively due to innovation. The top ten countries with innovative economies are Finland, USA, Sweden, Japan, South Korea, Netherlands, UK, Canada, Australia and Singapore, followed by China and India (www.un.org/ru/databases).

According to the United Nations, today Kazakhstan is not even included in the top ten high-tech world. This is due, first of all, insufficient financing of science and education, as well as the underestimation of the importance of science in the economic development of the state. It should be noted that the country's competitiveness and its innovative development are directly dependent on the quality of labor resources - from their individual abilities, the degree of their training and health. In the new economic system, the main resources are not material resources, and intellectual capital. Intellectual capital plays an increasingly important role in improving socio - economic efficiency of companies and becomes a major source of profit. Knowledge becomes a major factor of production, like capital and natural resources. That's why, most developed countries produce a significant infusion of financial resources in the industry, ensuring the development of quality human resources.

It is known that developed countries are significantly inferior developing States workforce. They account for only 16% of the economically active population of the world. The main shares of the global work force have on the East and South-East Asia (35%), South Asia (20%) and Tropical Africa (10%) (Gorodetskiy 2000). Despite the fact that the labor force in developed countries is significantly less, they are ahead of the last on labor - general education level, the number of highly qualified specialists and mobility of the workforce.

It should be noted that any strategic model of economic development without the participation of highly skilled workforce, is doomed to failure. As noted by a number of scientists and economists, modernization of the economy should be based on the so-called "human factor", to improve the conditions of its reproduction. Modernization cannot be realized, if at the same time will not be carried out modernization of the education sector. Of these positions, virtually all technologically developed countries in the globalizing world economy and increasing competitiveness, developing their strategies for training manpower. For example, in the UK in 2008, the project

"Innovative nation", in South Korea – "Smart Korea 21", in China and Singapore adopted a guide to the mass attraction of talents from abroad, there is an implemented a well-known program "Grey heads" (Milner 2008: 10).

The global economic recession with deepening regional and professional dissonances is significantly reflected on the labor market opportunities. University graduates, who should get the attention, are at the forefront. Within the labor market, typical for its constant transformation, preferred and employers' (i.e. commercial and non-commercial subjects) sphere requirements conflict with the quality of the workforce. The most prominent is the educational system being the reflection of the graduates' quality and readiness for required skills (Soukalova 2014).

In Kazakhstan in recent years, development also focuses on "smart economy". In this regard, proclaimed the new principles of training and identify new vectors of development of science and education. So, for the last 2 years nearly 2.3 times increased financing of science. In the perspective plan of development of the substantial increase in investment in science and education was planned. It was mentioned in another message of the President of Kazakhstan:" development of new high-tech sectors of the economy will require increase in financing of science to the level of not less than 3 percent of GDP" (The Message of the president N.A.Nazarbayev to the people of Kazakhstan "Kazakhstan's way-2050: common goal, common interests, and common future", 2014).

In developed countries, investment in research and development in percentage of GDP are: US-2.5% of GDP, in Japan-2.7% of GDP in the UK-2,05% of GDP, in France - 2,05 % of GDP, in Italy and 1.13% of the GDP [6] in addition, due to the development of public-private partnerships, the bulk of the investment comes from businesses. For example, in France the share of business accounted for 54 % of investments in Sweden -65%, Luxembourg – 80% (Karibzhanova 2014: 37). It should be noted that the system of innovation can operate only when the country has sufficiently developed primary, secondary and higher education. Currently in Kazakhstan, the base for innovative development is nearly complete. So, in all regions of Kazakhstan began to operate, the Nazarbayev intellectual school. A significant contribution to the formation of a competitive Kazakhstani citizen makes a school for gifted children "Daryn" and the Kazakh - Turkish lyceums. Republican physics and mathematics school by Zhautykov today successfully operates and shows high results at competitions of world level.

One of the important conditions of innovative development is the availability of labor resources with a high level of technical and professional education. In the Republic, the training of such specialists provide 543 educational institutions of technical and professional education. In 2014, the system of technical and professional education received professional education 224 thousand people (www.edu.gov.kz).

Significant results have been achieved in the field of higher education. As of 1.01.2014 years Kazakhstan has 117 universities. Of them, international University 1, institutes have the status of National University 9, state universities 31, universities - private 75 (www.edurk.kz).

In 2013, the second Kazakh University is among top 400 universities of the world. In the prestigious rating of "QS" includes 8 Kazakh universities. 10 universities in innovative work focus on the experience of the Nazarbayev University. 20 leading universities of Kazakhstan, there are 20 laboratories of collective use for scientific and educational purposes. With 7 universities and 2 research institutes there are 9 pilot commercialization offices. The project "commercialization of technologies" jointly with the World Bank was implemented. In terms of the nation, "a Hundred concrete steps" are clearly defined the strategy for further reform of school, vocational and higher education. In higher education, the emphasis is on the creation of the ten strongest research universities that could form the basis of innovative development of universities and to compete on world markets in conditions of tough scientific and technical confrontation. They should actively participate in the strategic development of the country in the framework adopted by the state anti-crisis programs. In 2017, the modernization of material-technical base of these universities is planned to allocate 10 billion teenage.

Big groundwork in education of national scientific elite gave open in 2010 in Astana "Nazarbayev University".

Since 1993, it successfully and effectively has continued to operate the program "Bolashak". Thanks to the program, at the expense of the state, 10700 young people received education in the leading universities of the world. According to data of MES RK in 2013-2014, 28 doctors have successfully completed training under the program "Bolashak" program and returned to Kazakhstan.

However, we must recognize that constructive change in the area of science and education significant breakthrough in the field of innovative development is not made. One of the main reasons is that innovations are not sufficiently provided with qualified staff, as the current system of vocational education functions as its own entity takes a passive participation in innovative transformation of economy. Although for the last 15 years in the Republic, spending on education has increased more than 10 times in 2014 amounted to nearly 400 billion teenage. To update the material and technical base of colleges funding increased by 6 times. Almost 7 times financing of the nine universities that received international rating was increased. Despite the fact that the funding of education increases, the quality of the graduates does not meet the requirements of new industries. This is because the research activities of many universities are limited to academic conferences, training of specialists, master’s and doctoral students, without regard to their demand in the market.

Conclusion

As a result, the job market is oversaturated and increasingly uncompetitive updated by experts with substandard education. According to statistics, in 2014-2015 the number of students in universities amounted to 477.387 people. Of the total number of graduates of higher educational institutions on government grants 9 thousands of graduates were not employed. The training of these 9 thousands not found graduates, spent 4 billion teenage of budget funds. Annually of the total number of graduates of higher education institutions and colleges of the country, 70% are

employed while the rest of them can't find jobs, every year they lose skills. In the end, they are forced to retrain or profession qualifications. In turn, the high-tech industry of Kazakhstan is a large influx of foreign professionals working in conditions of high wages. According to official data, today there are more than 35 thousand foreign specialists of high qualification and about 100 thousand low-skilled workers. It should be noted that the creation of the Eurasian Union and the accession of Kazakhstan to the WTO (world trade organization) have created a common labor market, where labor resources can move freely. In these conditions, the most in demand are skilled professionals, educated at universities with a high rating.

However, due to the current events, the formation and rational use of labor resources are not efficient enough. For example, the Government of Kazakhstan in 2011 has adopted the program "employment Road map - 2020". The main objectives of this program are:

- Involvement in productive economic employment, unemployed, self-employed and low-income populations;

-development of personnel potential for the implementation of the industrialization program;

-improving the system of targeted social assistance.

The implementation of the program is conducted in three stages: pilot-2011; the second stage -2012-2015, the third phase 2016-2020 years.

The programme in 2014 was mastered among 94.5 billion teenage. The result was employed for 167,2 thousand people, including permanent job with -151 thousand people. These are impressive results. However, in the period of the maturing of the economic crisis, it is possible to reduce funding for the program "employment road map-2020". Therefore, a new generation of graduates who has received education in poor quality in universities and colleges of the Republic will again join the ranks of the unemployed, creating tension on the labour market. In this situation, in our opinion, the main effort in retraining and retraining of the unemployed must be imposed on those schools that produce uncompetitive and unclaimed in the labour market specialists. To do this, the structure of the educational institution you can create a "faculty training" should be financed from the budget of the University. This approach to solving the problem, first of all, increases the responsibility of school leaders in matters of training; secondly, significantly reduced expenditure from the state budget.

One of the important factors in the successful development of the economy of developed countries is to maximize the use of employee creativity. Thus, according to Western sources, the creative potential of the average Japanese uses about 60-75%, and the American and European worker at 45-55 %, of our domestic employees according to approximate calculations are used to 15-20% (Esimova 2008).

In Kazakhstan, to increase the participation of University employees in research grants annually. If the government in 2010-2014 for research funding is allocated to 16.9 billion teenage in the next three years, this amount will be increased to 20 billion

teenage. However, the majority degree of the scientific staff of the national universities is not engaged in scientific research, innovation-oriented, limited to educational work. According to official data, currently in the Republic of Kazakhstan scientific research is only among 23700 people. Of these, 56.8% of researchers are lack of scientific degree. It should be noted that today the system of higher education has a special role in the reforms of taking place in the country. Universities provide the economy with qualified personnel, without operating of the national economy. High schools prepare the elite of society - in politics, economy, science, culture. Universities are in parallel with teaching conducted research, which the society cannot develop. Within the walls of higher education institutions along with vocational skills are imparted moral and ethical standards inherent only for the intelligentsia. Therefore, higher education must be a driving force that should bring our country to a leading position.

One of the constraints of innovation development is the lack of communication between science and industry. Despite increased funding from year to year, science does not work on the economy of the Republic. Obtained in the process of research, scientific developments and new technologies are not in demand by the business, i.e. between science and industry there is a gap. In this regard, in terms of the nation's "100 concrete steps" tasked with drafting the law "On commercialization of results of scientific and scientific-technical activities". The law provides mechanisms for funding the implementation of innovations in production. On the workforce, there is a negative impact of emigration of scientists. In recent years, the Republic has left hundreds of scientists in countries near and far abroad. According to the MES, currently 232 scientists of Kazakhstan citizens are working abroad. The largest number work in the USA (59 scientists) and in Russia (61 scientist), including the well-known scientific centers belong to successful 53 scientists from Kazakhstan in promising areas such as nanotechnology, robotics, oil and gas field development, fluid dynamics, genetic engineering, biology of malignant cells, DA (deoxyribonucleic acid) repair and mutagenesis (www.edu.gov.kz).

The departure of highly qualified specialists for permanent residence in other countries causes serious damage to the economic and scientific-technical potential of the Republic of Kazakhstan.

However, due to the fact that the state underestimates the value of the scientific potential, the formation, taken for decades, many scientists left the field of education and science in more high-paying spheres. As a result, in the country there is an acute shortage of specialists of high qualification. In this regard, we are actively working to attract renowned scientists from abroad. In 2014 to work in Kazakhstan attracted more than 600 foreign scientists in different scientific areas, of which 75 of Kazakhstan. In AEO "Nazarbayev University" invited more than 350 foreign scientists from USA, UK, Canada, France, Italy, and the Netherlands [14]. It is obvious that such measures are accompanied by significant financial costs. Thus, summarizing the results of the study, I would like to mention that currently facing the scientific community is tasked to a new level - the creation in Kazakhstan of innovative economy. The successful solution of this problem primarily depends on the effective activity of system of higher professional

education, which needs modernization. The main efforts for its implementation should be directed to:

- Gradual retraining and updating of personnel potential of universities,
- Development of academic mobility,
- Developing students' research competencies,
- Developing effective mechanisms to engage young people in science,
- The strengthening of integration processes of the education system into the world educational space.

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