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**N.B. Ruditsa**, PhD,

**L.K. Orlova**

Innovative University of Eurasia (Pavlodar)

E-mail: nruditsa@mail.ru, liliya.orlova.1982@mail.ru

## **Management Trends in reforming the higher education system**

***Annotation.** This article discusses global trends in the development of the higher education system, including higher education of the Republic of Kazakhstan. It is also considered and the processes. Analyzed determines the transition to the post-industrial stage of development, which is based on an innovative direction. As part of the innovation activities of the state is considered the intellectual capital as a strategic factor determining the prospects of its development and competitiveness. All this implies the development of effective resource management measures.*

***Keywords:** education, higher education, student, professional development, scientists.*

Evidences of the UNESCO study identified several global trends in the development of higher education in recent decades in increasing the global aspect of the role of higher education, which. The most obvious and significant of them are:

– increase in the number of students from 1960 to 1995 by more than 6 times (13 and 82 million people, respectively). At this rate, in 2011 the number of students is projected to increase to 120 million people, and by 2020 to 130-140 mln. people, that is almost 2 times more compared to 1995. This will lead to the expansion of the material and technical base of the higher education system and increase its maintenance costs [1];

– a significant increase in government spending on its maintenance (except for countries that made up the socialist bloc). In the US, these costs increased by 3 times, in Western Europe – by 3.4 times, in China – 2 times in East Asia – in 4 times. In former socialist countries, a decrease of 25% of the costs [2];

– increased migration of scientists to developed countries, separation of unity of science and education, the expansion of the influence of multi-level Anglo-Saxon education system and the emergence of global educational megasystems. Currently a mega includes the US (14 million students), India (5.7 million), China (5.7 million), Russia (4.4 million), Japan (3.9 million), Indonesia (2, 3 million), Korea (2.2 million), Germany (2.1 million), the Philippines (2 million), Canada (2 million). Thus the total number of foreign students are enrolled in 28 % US, 12 % – in the UK, 10 % – in Germany, 8 % – France, 4 % – in Russia, 3 % – in Japan. Higher education from the education system has become a global industry education and training, estimated in excess of US \$ 27 billion [3];

– openness and variety of higher education as a result observed in all spheres of globalization and unification and expanding capabilities of information technology. The integration in the economic and social sphere led to the convergence and integration of the higher education systems of Western European countries, where higher education is seen as one of the main priorities of national development.

The basic concept of the development of higher education of Kazakhstan is the abandonment of the state monopoly on education, resulting in a formed market of educational services in the country, where public and private higher education institutions function on an equal footing [1].

The market of educational services, as well as any other market, is developing on the law of competition. Redistribution of policy management powers in a higher education system and its gradual decentralization has been traced that will not only distribute power and responsibility, but also introduce a more democratic form of government, expand the autonomy of institutions of higher education and ensure active public participation in the management of higher education institutions and the quality of its educational programs.

Following the strategic development plan of the Republic of Kazakhstan till 2010, Ministry of Education and Science of the republic of Kazakhstan has developed a program of modernization of the national system of multilevel education to improve the quality of human resources, meet the needs of the individual and society. The amount of the state budget, necessary to implement the program, according to preliminary estimates, amounted to 330 812.0 million tenge, including the republican budget that has allocated 175769,8 mln tenge, and from local budgets – 155 042, 2 mln. In the present economic system of the world there are processes that determine its transition to a post-industrial stage of development, which is based on an innovative direction. The state considers the intellectual capital as a strategic factor determining the prospects of its development and competitiveness as a part of the innovation activities. All this implies the development of effective resource management measures.

Effective management of the education system requires an accessible and adequate information about its status and trends. Most people, even from professional circles related to education, are often left in the darkness about a consistent state and prospects of development of the national education system, as these comparative studies are extremely rarely published, analytical comparative reviews. The entry of Kazakhstan

into the world educational space also requires comparative data on the characteristics of the education system development in the context of international comparisons.

With the problems of education reform since the mid-80s, are facing the former socialist countries of Europe, in particular the German Democratic Republic, Bulgaria, Romania, Poland. just begun reforms of national education systems, due to political and economic changes associated with the transformation to a market economy in these countries [4].

The highest percentage of private higher education institutions specializing in the field of commerce (45 %), business and management (75 %) [5]. There are 465 institutions of a university rank, 95 of them – national, 36 local and 334 – private; opening of any private university is held with the approval of the central government. In the UK all universities receive government grants in the amount of 62 % of its budget, 12 % – at the expense of tuition, 19 % – for scientific research, and the rest from local authorities [4]. In Canada, the share of government subsidies in the budgets of universities is 70–85 %, the fee for training students is 11 % on government appropriations account for a significant portion of the construction costs of educational institutions. In the Netherlands, universities budget formed at the expense of public expenditure up to 90 % [6, 7].

The general trend is to increase the share of expenditure on education, paid from private sources, due to the development of the system of individual targeted scholarships and provision of funds for the whole period of training on the principles of repayment and interest payment, ie, education loans. Funding for higher education from the state budget is still not comparable in terms of other sources [8]. Analysis of available data shows the growth of Kazakhstan's expenditures on education. To develop modern education, training and retraining, economic conditions adequate to the real annual state budget expenditures gradually increases. In search of ways to reform the higher education system of the country, as well as Russia, addressed primarily to the experience of Western Europe, the United States, where structural reforms were carried out in the 60's – 70's. It does not take into account that in Western European countries and the US reforms were gradually and systematically prepared within the legal framework. In Central and Eastern Europe, most of the changes carried out spontaneously. After the Second World War, the Western model of the education system was replaced by a socialist. In the 80s a transition to higher education market model and mixed financing. Despite the common aims of the reforms these transformations have particularly caused by historical traditions and national features in each country [5, 6].

Social and economic conditions in which the reform process began in Central Europe varied considerably. In Poland, Romania, Hungary, the political "thaw" began in the first half of the 80s was accompanied by the gradual introduction of market mechanisms in the economy and, consequently, in the sphere of education. In the course of the reform of the education system the main emphasis in these countries was placed on the diversification of educational systems, delegation of administrative functions to regional and local authorities. To diversify sources of funding and education: in addition to tuition fees in private institutions, increasing participation in the financing of higher education regions, foundations, companies and individuals.

The transition from a centralized, administrative-driven economic system to a market economy has changed the conditions for the functioning and development of higher education system, forms and methods of state regulation of education.

The development of market relations led to the formation of the education market, a new system of relations between the subjects of educational activities, the diversification of sources of resource mobilization, resulting in formation of a new management system.

As the initial methodological prerequisites identifying generic nature of the education market, the idea that the basis of its functioning are common to all market structures laws is formed, the content of which is determined by the specificity of relations in the sphere of education, reflects the degree of their maturity and changes in the forms of manifestation in concrete – cultural conditions.

An important feature of the design of the educational process in the European higher education institutions is a clear definition of the competencies that students should acquire in the study of each discipline, module, unit, as well as during the semester, academic year and, in general, at the end of study at undergraduate or master's degree. Focusing on the modular principle and competence can distribute effectively complexity depending on what function is performed by the module in the program structure. This principle will be implemented by Kazakhstani universities in the transition to ECTS credit type of system.

The experience of some European countries, USA and Japan shows that higher education is financed from the state budget; preference in choosing universities entrants are given to public universities. In Austria, Greece, Holland, Denmark, Germany, all higher education institutions are public, with the exception of two or three per cent of the universities belonging to the church, but they receive government subsidies [3]. In the US in the number of high schools of the public sector far exceeds the private: There are 1520 public and 170 private educational institutions of post-secondary education. Public universities enroll 77 % of the students, and there is a steady trend of increasing this figure, due to the high tuition for middle class. In Japan, France preference is also given to public universities

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However, the financial situation of the education system continues to be insufficiently stable, although the proportion of GDP allocated to education, comparable to the most developed countries [7].

The main problems of the present development of the higher school in these countries, as well as in Kazakhstan include: financing, adaptation of higher education to the labor market, improving the efficiency and quality of education. A major problem for the countries of Central Europe, including Kazakhstan, is the problem of the introduction of tuition fees in public universities in order to increase the resource base.

In Poland, where it is forbidden to charge full-time higher education institutions, the introduction of tuition fees for all forms of correspondence with the simplification of rules for admission has led to an increase in part-time students 3 times. In Poland and Hungary, private sector of higher education is rapidly developing, so from 1990 to 1994 in Poland created 56 private universities. In the Czech and Slovak Republics there is a legislation that prohibits the operation of private schools, but in the framework of university number of fee-based services rises [8].

The most rapidly developing higher education exists in Romania, where the share of the private sector is significantly higher than in other countries. In 1994, in Romania there were 48 public universities and 68 private ones. The changes taking place in Romania, meet the general trend of the evolution of educational reforms.

The private higher education sector has emerged as an alternative to the public and is profitable. Before the reform the only source of funding for education, as well as in Kazakhstan, was the state budget. After 1989, qualitative and quantitative changes have taken place in the financing, its sources of funding have been diversified, now, internal sources of financing higher education in Romania must include a budget and special education funds, as well as extra-budgetary funds of universities revenues; external sources presented by programs of international organizations. It should be noted that in Romania the extensive use of the system of student loans is quite popular, which is another source of high schools budgets. In the private sector the main source of resources are the fees and various support and donations from individuals and legal entities [9].

Experience of Germany to reform the higher education system and the development of higher education resources is noteworthy. The development of the resource base of higher education institutions in Germany after the merger is carried out at the expense of the federal budget and the budgets of the land in the following areas: construction and restructuring of higher education institutions; organization of training places that allowed to create 12 thousand practice sites for training in management, marketing, computer science; Additional financial support for students. Since 2000, half of the sums on the financial support of students should be recovered within five years after graduation. There has been a public consensus on the issue of the introduction of free education; board size varies depending on the family income, the continuing financial support for the poorest students. Program support research – 4 million euros per year [10, 11].

The leading countries of the world, due to socio-economic changes in society, define the parameters of the development of education systems, develop programs of higher education reform. The most large-scale changes are taking place on the European continent; integration processes necessitated the training of professionals who will work in the conditions of the extended system of European cooperation, labor intensive exchange of results, information. 29 European countries have adopted the 1999 Bologna Declaration, which marks the beginning of the reform of the national education systems. reforming can be determined as follows: The content: the transition of national education systems to the three-level higher education qualification (Bachelor-Master-Doctorate); reducing the regulatory period of study; changes in the structure and organization of programs; mainly the introduction of decentralized mechanisms to ensure the quality of education [12].

Access to a common educational space of Europe is open for Kazakhstan in connection with the accession of Kazakhstan to the Bologna declaration, the decision was taken at the II Forum in March 2010, the European Ministers of Education of the year.

The universal and profound transformation of national education systems determined the recognition of education the backbone of economic progress, the undoubted economic value, the productivity of investment in education. Level of education and human resources of training enhances their value and, consequently, increases the attractiveness and cost of the organization as a whole. In assessing the organization financial analysts pay more attention to its human capital and management efficiency to them. It is proposed to evaluate the specific human resource management strategy. At the same time, there are opinions that the policy in this area can affect the value of the company's shares at least 30 % [13].

Modern approaches to the management of the organization is based on the need to maximize the full potential of people working them when the staff is seen as a key factor that determines the efficiency of the use of all other resources at its disposal [13].

The experience of the most successful domestic and foreign companies shows that investments in staff, creating the conditions for the professional growth of employees and increase their willingness to resolve problems quickly and provide a high return on investment. Every year, large Western corporations spend from 2 to 5% of their budget on training and development of its employees [14].

The social significance of education due to the positive impact on social processes, the social environment: educated person creates an appropriate environment, can be easily adapted to a dynamic environment. The effectiveness of investment in education confirms the need for further increase [15].

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**ТҮЙІН****Н.Б. Рудица, PhD,****Л.К. Орлова***Инновациялық Еуразия университеті (Павлодар қ.)***Жоғары білім беру жүйесін реформалаудың басқару үрдістері**

Бұл мақалада Қазақстан Республикасының жоғары білім беру, соның ішінде жоғары білім беру жүйесінің дамуына жаһандық үрдістері талқыланады. Сондай-ақ олар қарастырылады және процестер болып табылады. Талданатын инновациялық бағытқа негізделген дамудың постиндустриялық кезеңде, көшу анықталады. Мемлекет инновациялық қызметінің бір бөлігі ретінде, оның дамуы мен бәсекеге қабілеттілігін келешегін айқындайтын стратегиялық фактор ретінде зияткерлік капитал саналады. Мұның барлығы тиімді ресурстарын басқару жөніндегі іс-шаралар әзірлеуді көздейді.

**Түйін сөздер:** білім беру, жоғары білім, студенттік, кәсіби даму, ғалымдар.

**РЕЗЮМЕ****Н.Б. Рудица, PhD,****Л.К. Орлова***Инновационный Евразийский университет (г. Павлодар),***Тенденции реформирования управления ресурсами системы высшего образования**

В статье рассмотрены общемировые тенденции в развитии системы высшего образования, в том числе и высшего образования Республики Казахстан. Проанализирован определяющий переход на постиндустриальный этап развития, в основе которого лежит инновационная направленность. В рамках инновационной деятельности государства интеллектуальный капитал рассматривается как стратегический фактор, определяющий перспективы его развития и повышения конкурентоспособности. Все это предполагает выработку эффективных мер по управлению ресурсами.

**Ключевые слова:** образование, высшее образование, студент, повышение квалификации, научные работники.