Торайғыров университетінің
ҒЫЛЫМИ ЖУРНАЛЫ

НАУЧНЫЙ ЖУРНАЛ
Торайгыров университета

Торайғыров университетінің ХАБАРШЫСЫ

Экономикалық сериясы
1997 жылдан бастап шығады

ВЕСТНИК

Торайгыров университета

Экономическая серия
Издается с 1997 года

ISSN 2710-3552

№ 1 (2025)

Павлодар

НАУЧНЫЙ ЖУРНАЛ
Торайгыров университета

Экономическая серия
выходит 4 раза в год

СВИДЕТЕЛЬСТВО
о постановке на переучет периодического печатного издания,
информационного агентства и сетевого издания
№ KZ93VPY00029686

выдано
Министерством информации и коммуникаций
Республики Казахстан

Тематическая направленность
публикация материалов в области экономики, управления,
финансов, бухгалтерского учета и аудита

Подписной индекс – 76133

https://doi.org/10.48081/HXBZ3185

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SRSTI 06.77.01

https://doi.org/10.48081/AWRJ5795

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HUMAN CAPITAL DEVELOPMENT: INTERACTION BETWEEN THE EDUCATION SYSTEM AND THE LABOR MARKET

The link between the education system and the labor market plays an important role in the creation of human capital, which is the basis for economic growth and sustainable social development. The effective interaction of these sectors ensures the training of personnel capable of meeting the needs of the modern market, which increases the competitiveness of the economy and improves the quality of life of people.

The example of Germany in the development of dual education is considered, the effectiveness of which is also confirmed by the successful experience of implementing dual system in vocational education in such European countries as Austria, Greece, Italy, Spain, Sweden and Romania.

An important condition for the development of a successful university and increasing its competitiveness is to improve the mechanisms of interaction between higher education and business. This includes training students in accordance with the current needs of the labor market, as well as active participation of educational institutions in innovative and successful integration associations. It is important that universities adapt their educational programs to changing conditions and market trends so that graduates have the skills and knowledge needed in today's environment.

In order to strengthen the relationship between business and higher education, close interaction between local authorities, business and educational institutions is necessary.

Keywords: higher education, labor market, forms of interaction, employment, dual training, educational programs.

Introduction

In the context of globalization and rapid technological change, it is important to consider how the synergy between education and the labor market contributes to the preparation of skilled professionals to meet the needs of the economy.

«… Government has a critical role to play in human capital formation – as a provider of health, education and financial services to ensure equal access to opportunities, and as a regulator of accreditation and quality control of private providers of such services. However, it often fails to do so. Most governments allocate a large share of the budget to education and health, but often public services fail to build human capital because of their poor quality. Sometimes these services are poor only for the poor. And sometimes they are unsatisfactory for all, in which case the rich simply stop using the services provided by the state» [1].

Materials and methods

This study is based on the experience of domestic and foreign scientists in the field of human resources research, which allows us to better understand its role in economic development and provide practical recommendations for business and government. The study used a variety of statistical methods, including observations, generalization and grouping of data, system analysis, sociological surveys, comparative analysis, as well as quantitative methods (tabular methods, calculations, absolute and relative indicators). This integrated approach allowed us to gain a broader understanding of the issues under study. Despite its widespread use, the method of temporal assessment of human resource quality has its limitations. While the duration of education does influence the level of knowledge and skills, it is not always a clear indicator of the quality of human resources, for example, two people may study for the same number of years but have very different levels of ability and skills to apply the acquired knowledge in practice.

Results and discussion

«… The basis of the new economy is human capital, which is the main driving force of socio-economic development of modern society. The changing role of human capital, its transformation from a cost factor into the main productive and social factor of development, has led to the need to form a new development paradigm. Within the new paradigm of development of countries and the world

community as a whole, human capital has taken the leading place in the national wealth of developed countries» [2].

«…The main conceptual provisions of the human capital theory are of practical importance and are fundamental in the development of policies for the functioning and interaction of the labor market and the market of educational services in order to achieve their equilibrium and ensure economic growth» [3]. Theodore Schultz in his research emphasized the crucial role of human capital in the economic development of countries and the well-being of the population.

Shultz realized that for prosperity, it is not enough to simply have food, machinery and other material resources. There was also a need for «human capital,» which was a qualitative aspect of the economy. Human capital, he argued, is formed not only by innate abilities, but also throughout a person's life through targeted investments in education, health, skills and knowledge.

«… Investment in human capital, as Schultz argued, yields high returns. Educated, healthy, and skilled people are more productive and able to solve complex problems. Schultz's theory of human capital has had a tremendous impact on economic science and education policy in many countries around the world. It helped to understand the importance of investment in people as a key factor of economic growth and improvement of living standards» [4].

«… The issues of development and improvement of human capital are also devoted to the works of economist G. Becker, one of which is «Investments in human capital» (1964). In his work, G. Becker noted that the development of human capital is associated with expenditures on education, training and retraining, health care of workers, migration, search for new jobs, etc. On the basis of his research, G. Becker contributed to solving problems with the employment of workers, i.e. the author noted that through investment in education it is possible to achieve the development and improvement of human capital, which is the driving force of scientific and technological progress» [5].

«… For the development and strengthening of the economy of countries, one of the main conditions is the provision of the labor market with high-quality competitive personnel, the formation and improvement of which is impossible without investment. The process of human capital formation throughout life consists of several stages, the main of which are: education, upbringing, training and retraining, so necessary to be in demand in the labor market» [6].

The labor market places great demands on the skills and abilities of employees, which are changing rapidly in response to economic conditions, technological advances and global trends. These changes emphasize the need for professionals to constantly update their skills and adapt to new challenges in order to remain competitive and meet the expectations of employers in a world of rapid growth.

The labor market imposes different conditions on the qualifications and abilities of employees. These requirements change depending on the economic situation, technological innovations and global trends. Key factors affecting the labor market include:

1) Technological changes: the development of digitalization requires new skills and knowledge from employees.

2) Economic cycles: during periods of economic upturn, the demand for labor increases, while during periods of recession, the demand for labor decreases.

3) Globalization: Increased international competition requires workers to be linguistically proficient and culturally competent.

Fruitful cooperation between the education system and the labor market implies:

1 Adaptation of educational programs: in order to update the content of educational programs in universities form academic committees, the composition of academic committees include students, graduate students, employers, faculty members of departments where the content of educational programs are considered.

2 Partnership with employers: in order to improve interaction with companies and organizations, universities develop training courses and organize internships. For this purpose, round tables are organized with the participation of business leaders to discuss relevant disciplines and skills required for modern professions.

3 Career counseling: assistance to students in choosing a profession and finding a job is provided through career centers and trainings. Career centers offer career counseling, analyze students' strengths and provide information on in-demand professions. They also organize trainings on resume writing, interview preparation and professional skills development.

To assess the opinions of various stakeholders, 200 stakeholders were interviewed, including representatives of business, government agencies, academia and NPOs. Data collection was carried out through interviews.

«…To the question: «Does your company cooperate with educational institutions (universities, colleges, etc.) to train students and train employees?» we received the following results (Figure 1) [7]:

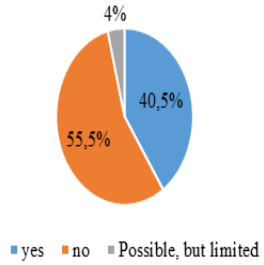

Figure 1 – Stakeholder survey data on the question: «Does your enterprise cooperate with educational institutions (universities, colleges, etc.) for training of students and training of employees?»

The survey showed that 40,5 % of respondents indicated that their enterprises cooperate with educational institutions (universities, colleges, etc.) to train future employees and improve the qualifications of current employees, 55,5 % – do not cooperate, and 4 % responded that cooperation is possible, but limited.

In response to the interview question «What forms of cooperation do you use?» we received the following data (Figure 2):

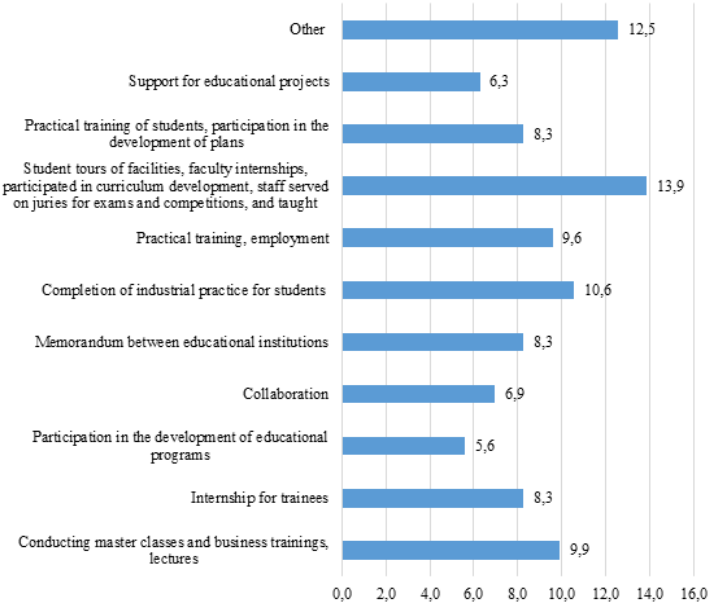

Figure 2 – Stakeholder survey data on the question:
«What forms of cooperation do you use?»

For this question, the highest percentage comes from the answer «Students tour the facilities, faculty internships, our specialists participated in curriculum development, staff members were on juries for exams and competitions and taught» – 13,9 %, the lowest percentage came from the answer «Contribution to the creation of educational programs» – 5,6 %.

Examples of successful interaction between education and labor market can be found in different countries of the world:

1) Germany: which combines study and practical work in a company, ensures high qualification of graduates. The dual training system in Germany is a unique approach that combines theoretical training in vocational schools and practical training directly on the job in companies.

Due to these advantages, dual training in Germany is highly effective. It provides a skilled workforce that meets the needs of the economy and contributes to low youth unemployment. It is not surprising that Germany's experience with dual training is attracting interest in many countries around the world and serves as an example for improving national vocational education and training systems.

«… The relevance and significant role of dual education is evidenced by quantitative data, for example, the fact that more than 50 % of educational centers in Germany work in the system of dual education, training in this system is conducted in 340 areas and profiles, most college graduates in the system of dual education are employed at the basic enterprises» [8].

«… In addition to Germany, similar systems of vocational education operate effectively in the United States (Apprenticeship Program), Canada (tax benefits are available in the dual training system), France (entrepreneurs-investors receive compensation). The effectiveness of dual training system is also evidenced by examples of the development of vocational education systems in European countries – Austria, Greece, Italy, Spain, Sweden, Romania, etc.» [9].

2 Singapore: The education system is focused on developing globally marketable skills, which contributes to high graduate employment rates.

«… Modern trends in the development of the education system of the Republic of Kazakhstan, caused by the development of national qualifications frameworks and professional standards and the transition of higher education institutions to university quality standards, dictate the need to form an integrated model of competencies in the system of continuous multilevel education» [10].

«… This model should cover secondary technical education, bachelor's and master's degrees, meet the requirements of employers to the knowledge, skills and abilities of graduates and contribute to the development of effective forms and mechanisms of social partnership in the system' educational institution – production', which will ensure the active participation of the corporate community in its formation and implementation. It differs from the traditional training system by its focus and the degree of proximity of training content to the real conditions of economic entities» [11].

«... Along with advantages in the interaction between the labor market and the education system, the following problems can be identified: often educational institutions do not have time to adapt to changes in the economy; limited resources hinder the introduction of new educational programs and technologies; unequal access to digital technologies creates barriers to the development of human capital in certain regions; insufficient interaction between educational institutions and enterprises is another notable limitation. Cooperation with the business sector can provide educational programs focused on practical skills, as well as internships and practicums for students» [12].

Conclusions

In the context of the development of digitalization, public authorities should play a key role in the interaction between the labor market and the education system, acting as a catalyst, managing, creating coherence between all stakeholders.

Initiator: stimulation of innovations in education: support for new educational programs and methodologies focused on digital skills;

Synergy: creation of the triad «education-labor market-government»: regular dialogue between educational institutions, employers and government agencies; motivation of citizens to continuous self-education.

Implementation of these measures will harmonize the education system and the labor market, improve the quality of training and make Kazakhstan a competitive country in the digital economy.

Funding Information This article was published under the IRN grant project AP19676438 «Mechanism for Balanced Interaction of the Labor Market and Education System in the Conditions of Digitalization of the Economy» (funding source - Committee of Science of the Ministry of Science and Higher Education of the Republic of Kazakhstan).

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Received 28.07.24
Received in revised form 28.01.25
Accepted for publication 11.02.25

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28.07.24 ж. баспаға түсті.
28.01.25ж. түзетулерімен түсті.
11.02.25 ж. басып шығаруға қабылданды.

АДАМ КАПИТАЛЫНЫҢ ДАМУЫ: БІЛІМ БЕРУ ЖҮЙЕСІ МЕН ЕҢБЕК НАРЫҒЫНЫҢ ӨЗАРА ӘСЕРЛЕРІ

Бұл мақала еңбек нарықтары мен жоғары білімнің өзара әрекеттесу мәселелерін жаңартуға, ЖОО түлектерін жұмысқа орналастыруға, алынған білімнің практикалық маңыздылығын арттыру аясында кадрларды даярлау сапасын арттыруға бағытталған.

Дуальды білім беруді дамытудағы Германияның мысалы Еурола елдеріндегі – Австрия, Греция, Италия, Испания, Швеция,

Румыниядағы кәсіптік-техникалық білім беру жүйесінің дамуының мысалдарымен де дәлелденген.

ЖОО табысты дамуының және оның бәсекеге қабілеттілігін арттырудың қажетті алғышарты жоғары білім мен бизнестің өзара әрекеттесу механизмін жетілдіру, еңбек нарығының талаптарына сәйкес студенттерді даярлау, оқу орнын инновациялық және перспективалы интеграциялық бірлестіктерге қосу болып табылады.

Мақаланың әдістемесі сапалық және сандық зерттеу әдістерінің жиынтығына негізделген. Білім беру жүйесі мен еңбек нарығының өзара әрекеттестігін талдау үшін жүйелі әдебиеттерге шолу және мүдделі тараптардың өкілдеріне сауалнама жүргізілді.

Адами капиталды дамытуда білім беру жүйесінің негізгі функциялары қарастырылады. Бұл мақалада университеттер мен кәсіпорындар арасындағы өзара әрекеттесу жолдары мен негізгі нысандары ұсынылған. Оқу орындары мен кәсіпорындардың өзара әрекеттестігінің тиімділігінің ең айқын көрсеткіші – ЖОО түлектерінің жұмысқа орналасуы. Бизнес пен жоғары білім арасындағы байланысты нығайту үшін жергілікті билік, бизнес және оқу орындарының өзара тығыз байланысы қажет.

Кілтті сөздер: Жоғары білім, еңбек нарығы, өзара әрекеттесу формалары, жұмыспен қамту, дуальды білім беру, білім беру бағдарламалары.

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Поступило в редакцию 28.07.24
Поступило с исправлениями 28.01.25
Принято в печать 11.02.25

РАЗВИТИЕ ЧЕЛОВЕЧЕСКОГО КАПИТАЛА: ВЗАИМОДЕЙСТВИЕ МЕЖДУ СИСТЕМОЙ ОБРАЗОВАНИЯ И РЫНКОМ ТРУДА

Настоящая статья нацелена на актуализацию вопросов взаимодействия рынков труда и высшего образования, трудоустройства выпускников вузов, повышения качества

подготовки кадров в контексте усиления практической значимости приобретаемых знаний.

Рассмотрен пример Германии по развитию дуального обучения, об эффективности дуальной системы обучения также свидетельствуют примеры развития систем профессионального образования в Европейских государствах – Австрии, Греции, Италии, Испании, Швеции, Румынии.

Необходимой предпосылкой успешного развития вуза, повышения его конкурентоспособности является совершенствование механизма взаимодействия высшего образования и бизнеса, обучение студентов в соответствии с требованиями рынка труда, включение учебного заведения в инновационный и перспективные интеграционные объединения.

Методология статьи базируется на сочетании качественных и количественных методов исследования. Для анализа взаимодействия системы образования и рынка труда были проведены систематический обзор литературы, опрос представителей стейкхолдеров.

Рассмотрены ключевые функции системы образования в развитии человеческого капитала. В данной статье предложены пути и основные формы взаимодействия вузов и предприятий. Самым очевидным показателем эффективности взаимодействия учебных заведений и предприятий является трудоустройство выпускников вузов. В целях укрепления взаимосвязей бизнеса и сферы высшего образования необходимо тесное взаимодействие местных органов власти, бизнеса и образовательных учреждений.

Ключевые слова: высшее образование, рынок труда, формы взаимодействия, трудоустройство, дуальное обучение, образовательные программы.

Теруге 03.03.2025 ж. жіберілді. Басуға 28.03.2025 ж. қол қойылды.
Электронды баспа
5,04 Mb RAM
Шартты баспа табағы 17,4
Таралымы 300 дана. Бағасы келісім бойынша.
Компьютерде беттеген: А. К. Мыржикова
Корректоры: А. Р. Омарова, Д. А. Кожас
Тапсырыс № 4359

Сдано в набор 03.03.2025 г. Подписано в печать 28.03.2025 г.
Электронное издание
5,04 Mb RAM
Усл.п.л. 17,4. Тираж 300 экз. Цена договорная.
Компьютерная верстка: А. К. Мыржикова
Корректорлар: А. Р. Омарова, Д. А. Кожас
Заказ № 4359

«Toraighyrov University» баспасынан басылып шығарылған
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