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TECHNICAL AND VOCATIONAL EDUCATION FOR SPECIALISTS IN RURAL AREAS OF KAZAKHSTAN

ҚАЗАҚСТАННЫҢ АУЫЛДЫҚ АУМАҚТАРЫНЫҢ МАМАНДАРЫ ҮШІН ТЕХНИКАЛЫҚ ЖӘНЕ КӘСІПТІК БІЛІМ БЕРУ

ТЕХНИЧЕСКОЕ И ПРОФЕССИОНАЛЬНОЕ ОБРАЗОВАНИЕ ДЛЯ СПЕЦИАЛИСТОВ СЕЛЬСКИХ ТЕРРИТОРИЙ КАЗАХСТАНА

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Abstract. The system of technical and vocational education in Kazakhstan is presented. The basic principles of vocational training for youth employment on market are identified. A comparative analysis of the share of graduates of secondary specialized educational institutions in all regions of the republic; coverage of youth of a typical age (14-24), who studied within the State educational order and were employed in the first year after graduation; the cost of training of one specialist of secondary vocational educational institutions in the context of urban and rural areas is presented. The index of financial and human resources by the indicators of the group, the share of colleges that apply the basic principles of the dual method of training in technological, technical and agricultural professions are studied. The authors note that the implementation of breakthrough projects will provide the republican labor market with the necessary jobs at the present stage of development of the country's economy in the required specialties, including rural areas. Improvement of the structure of technical and vocational education will help to meet the growing demand for new production facilities and professional agricultural workers. Taking into account current economic trends, the authors state that one of the most vulnerable and non-competitive categories of labor resources is young specialists, whose qualifications and competencies are very important in ensuring food security of the State, and the prosperity of the Kazakhstani village.

Аңдатпа. Қазақстанда техникалық және кәсіптік білім беру жүйесі ұсынылған. Нарық жағдайында жастарды жұмысқа орналастыру бойынша кәсіби даярлаудың негізгі принциптері анықталған. Республиканың барлық облыстары бойынша орта арнаулы оқу орындары түлектерінің үлесі; мемлекеттік білім беру тапсырысы бойынша оқыған және оқуды бітіргеннен кейін бірінші жылы жұмысқа орналастырылған типтік жастағы (14-24) жастарды қамту; қалалық және ауылдық жерлерде орта кәсіптік білім беру ұйымдарының бір маманын оқытуға арналған шығындарға салыстырмалы талдау жасалған. Топ көрсеткіштері бойынша қаржылық және кадрлық ресурстар индексі, технологиялық, техникалық және ауыл шаруашылығы мамандықтары бойынша дуалды дайындық әдістерінің негізгі принциптерін қолданатын колледждердің үлесі зерделенген. Авторлар серпінді жобаларды іске асыру республикалық еңбек нарығын қажетті мамандықтар бойынша, оның ішінде ауылдық аумақтарда ел экономикасын дамытудың қазіргі кезеңінде қажетті жұмыс орындарымен қамтамасыз етуге

мүмкіндік беретінін атап өткен. Техникалық және кәсіптік білім беру құрылымын жетілдіру аграрлық сектордың кәсіби жұмысшыларына жаңа өндірістік объектілердің өсіп келе жатқан сұранысының көлемін қанағаттандыруға ықпал ететін болады. Ағымдағы экономикалық трендтерді назарға ала отырып, авторлар еңбек ресурстарының неғұрлым осал және бәсекеге қабілетсіз санаттарының бірі, көбінесе мемлекеттің азық-түлік қауіпсіздігін қамтамасыз ету, қазақстандық ауылдың гүлденуі мәселелерін шешуге, біліктілігі мен құзыреттілігіне байланысты жас мамандар болып табылатынын атап өткен.

Аннотация. Представлена система технического и профессионального образования в Казахстане. Выявлены основные принципы профессиональной подготовки для трудоустройства молодежи в условиях рынка. Дан сравнительный анализ по всем областям республики доли выпускников средних специальных учебных заведений; охвата молодежи типичного возраста (14-24), обучавшейся по государственному образовательному заказу и трудоустроенной в первый год после окончания учебы; расходов на обучение одного специалиста организаций среднего профессионального образования в разрезе городской и сельской местности. Изучены индекс финансовых и кадровых ресурсов по показателям группы, доля колледжей, которые применяют основные принципы дуального метода подготовки по технологическим, техническим и сельскохозяйственным профессиям. Авторы отмечают, что реализация прорывных проектов позволит обеспечить республиканский рынок труда необходимыми на современном этапе развития экономики страны рабочими местами по требуемым специальностям, в том числе в сельских территориях. Совершенствование структуры технического и профессионального образования будет способствовать удовлетворению объемам растущего спроса новых производственных объектов в профессиональных рабочих аграрного сектора. Принимая во внимание текущие экономические тренды, авторы констатируют, что одной из наиболее уязвимых и неконкурентных категорий трудовых ресурсов являются молодые специалисты, от квалификации и компетенции которых во многом зависит решение вопросов обеспечения продовольственной безопасности государства, процветание казахстанского села.

Keywords: rural territories, vocational education, human resources, labor market, employment, youth, agricultural specialties, practice-oriented training.

Түйінді сөздер: ауылдық аумақтар, кәсіптік білім беру, Адам ресурстары, еңбек нарығы, жұмысқа орналастыру, жастар, ауыл шаруашылығы мамандықтары, практикалық-бағдарлы дайындық.

Ключевые слова: сельские территории, профессиональное образование, человеческие ресурсы, рынок труда, трудоустройство, молодежь, сельскохозяйственные специальности, практико-ориентированная подготовка.

Introduction. Technical and vocational education is characterized by the need of a qualitative desire for training specialists in the conditions of industrial and innovative development of Kazakhstan.

Modern state policy should be aimed at developing human resources, expanding youth employment opportunities, ensuring continuity of education and broad competence for breakthrough projects in the field of management, business and services, as well as at creating a competitive personnel base with fundamental knowledge.

The training of technical, professional workers is the basis toformate a young generation that ensures sustainable economic development of the country. Sustainable economic growth in Kazakhstan has led to significant changes in the structure of the labor market, as well as a natural increase in demand for qualified personnel.

Despite the measures taken to develop the system of technical and vocational education, the rapidly growing demand for qualified personnel is not fully satisfied, and the level of qualification of graduates does not meet the requirements of the employer.

In the terms of the fourth industrial revolution, radically new approaches to teaching a new technological process are needed.

Namely, in the training of a highly qualified specialist with knowledge, skills and abilities that ensure him competitiveness in the labor market. They allow you to apply theoretical knowledge in solving practical problems.

2019 is declared the Year of Youth in Kazakhstan, which makes the need to introduce innovative and sought-after professional graduates attractive in the market.

Material and methods of research. The main factors of increasing the level of competitiveness and intellectualization of social

labor in Kazakhstan at the present stage are: improving the quality of human potential and training highly qualified personnel; providing technological and innovative breakthrough.

The creation and preservation of the competitive advantage of vocational education will be determined by the timeliness of the introduction of new technologies and, as a result, by the readiness for fundamental shifts towards the new generation educational system [1].

Thereis a lack of effective career guidance system in Kazakhstan. The level of specialists training does not fully meet the demands of the labor market, especially for the agricultural sector.

Obviously, today, the strategic priority for Kazakhstan is investing in education. Effective educational reform and the implementation of advanced educational strategies, including the level of socio-economic development, demographic, cultural and political factors, new socially minded milestones in the education system, depend on many external and internal factors [2].

The introduction of the latest educational programs using successful technologies and methods for training competitive professional personnel, with a set of innovative knowledge, creative abilities and a willingness to retrain, is a modern and progressive model of education.

Results and their discussion. Kazakhstan was one of the first among the countries of independent states to begin the modernization of the T&VE system. College students were given the opportunity to assign multiple applied qualifications within the same educational institution. Legislation secures the right to receive the first working profession for free. New approaches are being developed in updating the content of educational programs for technical and vocational education (hereinafter T&VE). The labor market of the working class, necessary and significant in the modern social context, sets new challenges in the T&VE system.

The quality and accessibility of education are fundamental criteria for assessing the achievements of educational systems in the region. Information technology is a means of improving the efficiency of agricultural production, allows you to quickly analyze the state of production and make appropriate management decisions [3].

The evolution of the labor market has identified new challenges for the T&VE system, including employment. It is currently the most relevant competitiveness of graduates. In 2018, the indicator of the number of graduates of T&VE organizations trained by state order and employed in the first year after graduation has been increased by 19% and amounted to 92% in the republic (table 1).

Table 1 - The proportion of graduates of T&VE organizations who studied under the state educational order and were employed in the first year after graduation, of their total number, %

Name	Year of 2018		Year of 2019 (November)	
	In the wholeregion	Including in rural region	In the wholeregion	Includingin rural region
Akmola region	99	59	97	57
North Kazakhstan region	98	53	96	50
Karaganda region	96	44	96	41
Pavlodar region	95	42	96	40
Almaty region	94	51	93	47
Kostanay region	93	56	93	53
Aktobe region	92	43	91	39
Turkestan region	92	43	93	44
Nur-Sultan city	92	-	92	-
Almaty city	92	-	90	-
Republic of Kazakhstan	92	-	92	-
West Kazakhstan region	91	42	90	41
East Kazakhstan region	91	41	92	37
Atyrau region	85	40	87	37
Mangistau region	84	39	81	33
Zhambyl region	83	34	84	37
Kyzylorda region	83	37	84	35

**Source:* Compiled by the authors on the basis of the National Report on the Status and Development of the Education System of the Republic of Kazakhstan (following the results of 2018): - Astana: IAC JSC, 2018. - Section - Technical and vocational education. 392 - 410 p.

The largest number of graduates found jobs in Akmola, Karaganda regions and North Kazakhstan region. In general, all regions showed a significant increase in this indicator. 10 regions were able to reach and overcome the republican level. Among the lagging regions are the Mangistau, Zhambyl and Kyzylorda regions [4].

In 2018, similar to the previous year, coverage of youth of a typical age (14-24 years) of T&VE was 16.6% (table 2). According to the State Program for the Development of Education and Science of the Republic of Kazakhstan for 2016-2019, this indicator by 2019 should be brought up to 18%. Over the previous 3 years, the city of Almaty has been the leader, with an annual increase in the share by this indicator. Then, the highest indicators are demonstrated by Aktobe and Karaganda regions. Over the years, the average republican level has been overcome by 9 regions and 2 cities of republican significance, while Zhambyl, Turkestan and Almaty regions are lagging behind.

Table 2 - Coverage of youth of a typical age (14-24) with technical and vocational education, %

Name of regions and towns	Year of 2018	Year of 2019 (November)
Almaty city	26,5	27,0
Aktobe region	18,9	19,1
Karaganda region	19,0	19,5
Pavlodar region	18,6	18,9
Mangistau region	19,7	19,9
Akmola region	18,2	18,8
WestKazakhstan region	18,2	19,3
Nur-Sultancity	23,0	24,3
Kostanay region	17,5	17,9
Atyrau region	17,9	18,0
EastKazakhstanregion	17,3	17,8
Republic of Kazakhstan	16,6	16,9
Kyzylorda region	16,0	16,9
NorthKazakhstan region	14,1	14,3
Zhambyl region	14,0	14,9
Turkestan region	13,6	13,9
Almaty region	9,4	9,7

**Source:*Compiled by the authors on the basis of the National Report on the Status and Development of the Education System of the Republic of Kazakhstan (following the results of 2018): - Astana: IAC JSC, 2018. - Section - Technical and vocational education. 392 - 410 p.

In the republic, student education at the expense of employers is at a low level, which indicates insufficient involvement of employers in the process of training T&VE specialists. In 2018, the share of students in T&VE organizations at the expense of employers fell by 0.3% and amounted to 0.6%.

The quality of training T&VE in organizations is largely depend on funding. There is a shortage of teaching staff and masters of industrial training due to the low level of salaries. In developed countries, teachers and masters of vocational training maintain their qualifications through continuous practice/internship in real production.

Expenses for training V&ET for one specialist of organization on average in the republic in 2019 amounted to 381.1 thousand tenge (table 3), which is 48.8 thousand tenge more than in 2018. Most spent on training T&VE for one specialist of organization in Almaty, Astana and Kyzylorda regions. In 5 regions, costs are observed above the national average. In general, the dynamics of a significant increase in costs is visible in the regions, except for the Kyzylorda, Turkestan, Akmola and Aktobe regions, where average tuition costs have been decreased. The gap between the maximum and minimum costs in 2019 amounted to 189.1 thousand tenge.

In 2019, the West Kazakhstan, Pavlodar and Kyzylorda Regions continue to occupy the first three places in the index of financial and human resources in the T&VE system. At the same time, the indicators of Pavlodar and Kyzylorda regions decreased compared to 2018. Among the lagging regions are Turkestan, Atyrau and Akmola regions (table 4).

Group C indicators:

C 1 - the proportion of spending on T&VE in the costs of the local budget;

C 2 - Training costs for T&VE training for one specialist of organization;

C 3 - the proportion of teachers of T&VE, having the highest and first categories, from the total number of T&VE teachers;

C 4 - the Share of the masters attracted from the production of the total number of T&VE masters of vocational training organizations.

Table 3 - Expenses for training T&VE for one specialist of organization, thousand tenge

Name of regions and towns	Year of 2018	Year of 2019 (November)
Almaty city	360,7	479,3
Nur-Sultan city	344,0	460,5
Kyzylorda region	433,8	444,3
Pavlodar region	389,2	433,5
WestKazakhstan region	412,5	432,2
EastKazakhstan region	411,7	425,1
Zhambyl region	290,8	400,4
Almaty region	292,2	384,0
Republic of Kazakhstan	332,3	381,1
NorthKazakhstan region	267,0	355,8
Karaganda region	306,0	354,7
Atyrau region	239,1	354,4
Kostanay region	280,0	349,8
Turkestan region	346,8	348,7
Mangistau region	285,7	323,4
Akmola region	316,1	348,1
Aktobe region	290,2	292,1
*Source: Compiled by the authors on the basis of the National Report on the Status and Development of the Education System of the Republic of Kazakhstan (following the results of 2018): - Astana: IAC JSC, 2018. - Section - Technical and vocational education. 392 - 410 p.		

Table 4 - Group C financial and human resources

Name of regions and towns	Year of 2018	Year of 2019 (November)
West Kazakhstan region	0,729	0,781
Pavlodar region	0,613	0,680
Kyzylorda region	0,540	9,702
Mangistau region	0,396	0,532
Karaganda region	0,498	0,564
EastKazakhstan region	0,484	0,583
Kostanay region	0,396	0,471
Almaty city	0,298	0,471
Almaty region	0,338	0,458
Nur-Sultan city	0,344	0,415
Aktobe region	0,414	0,505
Zhambyl region	0,292	0,409
NorthKazakhstan region	0,305	0,377
Turkestan region	0,328	0,412
Atyrau region	0,173	0,316
Akmola region	0,292	0,406
*Source: Compiled by the authors on the basis of the National Report on the Status and Development of the Education System of the Republic of Kazakhstan (following the results of 2018): - Astana: IAC JSC, 2018. - Section - Technical and vocational education. 392 - 410 page		

The introduction of dual training is important for the development of the T&VE system in accordance with the demands of the labor market. In 2019, the share of colleges that introduced the main principles of dual education in technological, technical and agricultural specialties was 55.1% on average in the country (52.4% in 2018), including Pavlodar (90%), Kyzylorda (70%) and Mangistau (69.2%) regions. Dual training was introduced by more than 50% of T&VE organizations in a number of regions of the country, except Almaty, Turkestan and Almaty regions, which occupy lower positions in the second year (table 5). There is a gap of 3 times between the indicators of Pavlodar and Almaty regions on the implementation of dual training.

Table 5 - Proportion of colleges that have introduced the main principles of dual education in technological, technical and agricultural specialties, of the total number of T&VE organizations,%

Name of regions and towns	Year of 2018	Year of 2019 (November)
Pavlodar region	90,0	91,8
Kyzylorda region	70,0	74,2
Mangistau region	65,4	69,2
Akmola region	59,0	68,4
NorthKazakhstan region	55,6	68,0
Zhambyl region	63,3	66,0
West Kazakhstan region	57,9	65,8
Atyrau region	60,0	64,0
Kostanay region	53,7	60,0
Karaganda region	42,5	55,6
Republic of Kazakhstan	52,4	55,1
Aktobe region	53,7	54,5
East Kazakhstan region	50,6	53,7
Nur-Sultancity	52,8	52,9
Almaty city	41,5	41,0
Turkestan region	38,5	40,04
Almaty region	29,7	32,9
**Source:* Compiled by the authors on the basis of the National Report on the Status and Development of the Education System of the Republic of Kazakhstan (following the results of 2018): - Astana: IAC JSC, 2018. - Section - Technical and vocational education. 392 - 410 p.		

So, the main activities for the modernization of vocational education, including taking into account forecasting needs in the labor market by region, can be:

■ development of principles and methodology for the study of the labor market, taking into account the specifics of the development of the regional economy, its priority areas, by industry and vocational qualification groups;

■ conducting comprehensive sociological studies of the labor market and the formation of a regional order mechanism for training personnel in vocational education institutions;

■ the formation of social and economic orders for training by concluding agreements with enterprises of all forms of ownership and individuals with a guarantee of subsequent employment;

■ the formation of a regional balance of distribution of graduates of secondary schools for further educational channels;

■ organization of cooperation with labor and employment authorities, other authorities involved in the analysis and forecasting of labor requirements;

■ establishing partnerships with organizations of various forms of ownership, conducting an analysis of their development trends in terms of human resources;

■ participation of vocational education institutions in various professional associations, employers' unions, support for various forms of interaction with employers;

■ the formation and improvement of the adaptation and professional development system of future workers using the potential of vocational education institutions.

From the point of view of studying the relationship between the labor market in the agricultural sector and the educational services market, it is interesting to consider some aspects of the theory of human capital. In a substantial respect, the theory of human capital allows us to explain the investment aspects of people's behavior in the labor market and the problems of income distribution and economic inequality, but also to clarify the importance of education, both in the economic growth of society and in the solution of many socio-economic problems [5].

Human capital is most often defined as a combination of human knowledge, skills, abilities and motivations that contribute to the growth of his/her productive power and can be used for a certain period of time. The appropriate use of these characteristics should be profitable. Human capital consists of the natural abilities of an individual. The accumulation of human capital consists of certain costs of a person (family, company, state) aimed at maintaining health, obtaining an education; vocational training and retraining, mobility, etc. Rapidly developing information technologies are one of the main resources of modern society, and the professional success of an employee depends on the speed of processing, the ability to absorb and apply information, on his degree of critical and creative thinking, as well as on the ability to independently think and solve various problems [6].

Human capital can be increased in the process of education, training, gaining work experience. It is assumed that the investments made should pay off and make a profit. Investments in human capital characterize the time and money required for education and training. If the investment brings a return, it pays off, then only in this case they bring a higher income, that is, the investment pays off in the form of a higher salary or work that brings more satisfaction.

The rates of return act, therefore, as a regulator of the distribution of investments between different types and levels of education, as well as between the education system, the labor market and the economy as a whole. At the same time, the rates of return on education for society as a whole differ from the rates of return for an individual. In any case, the modern government should be interested in investing in education. The degree of government attitude to the education system can be expressed in terms of the proportion of government spending on it in gross domestic product [7].

For the disabled population, especially in rural areas, the main source of cash income is the social support system (pensions, benefits, targeted social and housing assistance, scholarships, etc.). In general, social security payments for urban households exceed those of rural households, with the exception of scholarships for students, since the state pays great attention to the issue of enrollment of rural youth into the higher and secondary specialized education.

To improve the quality of labor resources, quickly adapt the population to dynamically changing conditions in the labor market and meet the demand for labor, it is necessary, first of all, to increase the level of professional training of the population and to promote the spread of continuing professional education in the regions [8].

Of particular importance is the promotion of employment through training and resettlement within the framework of employer`s needs, which will help unemployed, partially and self-employed citizens to find a stable job. If necessary, it is possible to train in popular specialties, to facilitate voluntary relocation from settlements with low economic potential to settlements with high economic potential and centers of economic growth in order to expand the availability of productive employment.

The widespread use of active forms of employment promotion in the framework of the Program (social jobs, youth practice, retraining and advanced training) contributed to the activation of citizens from target groups of the population, and the youth unemployment rate (4.1%) was first recorded at a mark below the general unemployment rate in a country. The main results of the Road Map were: the implementation of almost 9 thousand projects; creation of 392 thousand jobs; referral to training and retraining of about 150 thousand people, about half of which are employed; employment of more than 192 thousand people for social jobs and jobs in the framework of youth practice. In this context, there is a special place for graduates with technical and vocational education [9].

It should be noted that the main difference between the rural labor market is the peculiarities of labor supply and demand and their inequality; low professionalism, not high recognition of new processes, innovations and low quality of the workforce. It should be noted that rural employment plays an important role in the system of market relations of the agro-industrial complex. At the same time, the modern labor market in rural areas is characterized by a decrease in the redistribution of labor from material production to services [10].

Conclusions.

1. Thus, graduates who have completed diploma with excellence are always in demand in the labor market. In 2019, 13 966 honors were graduated, which is 287 more compared to 2018 (13 679 people). The increase was 0.3%. An active tool for career coaching and enhancing the prestige of T&VE professions are World Skills professional championships. The National World Skills Kazakhstan Championship was held in 30 competencies. In the medal standings, the leading place was taken by Almaty: 5 gold, 6 silver, 5 bronze medals. The second and third places are Akmola region and the city of Nur - Sultan, with 15 and 10 medals respectively.

2. Thus, it is necessary to increase student education at the expense of employers in the republic, which will help to increase the integration of education and practice. So, the proportion of students studying at the expense of employers fell by 0.3% and amounts to 0.6% (2019 - 2,740 people, 2018 - 4,098 people).

High rates are presented for training at the expense of the state educational order. Almost a large half of the contingent of T&VE organizations (53.6% in the republic) study on a budgetary basis. In 2019, the cost of training T&VE for one specialist of organization on average in the country amounted to 381.1 thousand tenge, which is 48.8 thousand tenge more than in 2018. The gap between the max-

imum and minimum costs in the regions is 189.1 thousand tenge.

3. Despite the importance of attracting masters of industrial training in the T&VE system from production, in 2019 their share is reduced from 7% to 5.7%. In each region, the question of providing students with dormitories remains open. The number of those who wasn`t provided with them decreased by 2,133 people and is 12,628 students in the country. The proportion of people provided with dormitories from the total number of those who needs dormitories was 72.5%. Despite the positive changes, the social structure in the countryside and the provision with accommodations for young people should be improved.

4. In order to increase the number of people who wish to study T&PO among a rural youth, it is important for local executive bodies to attract private investment by creating places in dormitories by building them, as well as improving the conditions of inclusive education for students with especially educational needs.

Increased funding for the remuneration of highly qualified engineering and pedagogical workers in colleges, including Masters of industrial training will reduce their deficit.

It is necessary to intensify the work on involving employers in the development of the T&VE system in order to prepare competitive students who can develop entrepreneurship in rural areas.

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ТРУДОВЫЕ РЕСУРСЫ АПК РЕСПУБЛИКИ КАЗАХСТАН И ЭФФЕКТИВНОСТЬ ИХ ИСПОЛЬЗОВАНИЯ

ҚАЗАҚСТАН РЕСПУБЛИКАСЫНЫҢ АӨК ЕҢБЕК РЕСУРСТАРЫ ЖӘНЕ ОЛАРДЫ ПАЙДАЛАНУ ТИІМДІЛІГІ

LABOR RESOURCES OF AIC OF THE REPUBLIC OF KAZAKHSTAN AND THEIR EFFECTIVE USE

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Аннотация. Один из важных факторов инновационного развития экономики страны – качественные трудовые ресурсы. Поэтому процессы воспроизводства человеческого капитала для Казахстана имеют первостепенное значение. В статье показано существующее положение в сельскохозяйственной отрасли Республики Казахстан с позиции ее обеспеченности