

A.A. Beissenova*, Zh.S. Muhanova

*Karaganda Buketov University, Karaganda, Kazakhstan
(E-mail: aika.amanzhanova@mail.ru, mukhanova.zhanara02@gmail.com)*

Education and human capital: Socio-philosophical aspect

Education is as a social institution that ensures social stability and integration. Additionally, education plays a role in the socialization of individuals, including their acceptance and execution of social roles and statuses. This article raises issues of the development of education as a social institution and as a factor in the formation of human capital. The authors present and analyze key theoretical approaches to defining the role and significance of education in shaping human capital. The concept of “human capital” is examined within the context of contemporary Kazakhstani society. Human capital is viewed as an investment in personal development and social welfare, encompassing not only material success but also improvements in quality of life. The authors analyze the main trends in the development of higher education in Kazakhstan, provide statistics on government educational grants for higher education, and the allocation of quotas across regions of the country. The state, as a regulator, consciously implements policies to support socially vulnerable populations and improve the lives of youth from densely populated areas of the country. This work was carried out as part of a project funded by the Science Committee of the Ministry of Science and Higher Education of the Republic of Kazakhstan (Grant № AP14971423 “Sociocultural adaptation of students studying under the “Serpín” program to the university space”).

Keywords: human capital, socialization, education, competition, value, university, quality of life, status.

Introduction

The concept of education is a broad and multifaceted concept, which is the result of human cognitive activity and a collection of experience, information, skills and values. The concept of education is used in different fields and can have different meanings. An important component of socialization of people in any society is education, that is, education for the purpose of imparting knowledge and cultural values accumulated in social reality to an individual and formation of social responsibility in a person. An educational institution is a set of organizations and bodies aimed at the formation of education, skills and values of individuals. Educational institutions may have different structures, functions and goals, but they all participate in the educational process and are important elements of the educational system.

In the conditions of modern socio-economic development and increasing competition, every country conducts a systematic search to create optimal systems for the functioning of the economy, to achieve the parameters of economic growth and people's welfare. Innovative development and the global economic environment place high demands on the quality of human capital, which is the main driver of world progress.

Human capital is a set of people's qualities, such as knowledge, skills, experience and health, which allow to increase productivity and improve the general welfare of society by using them effectively in economic and social activities [1]. The concept of human capital was first introduced in economics in the 1960s by scientists such as Gary Becker and Theodore Schultz. Human capital development contributes not only to economic efficiency, but also to social justice, cultural development and social stability. Equal opportunities can be created in society by developing human capital. This is especially reflected in the fields of education and health care. If all people are provided equal access to education, social inequality will decrease. The link between education and culture plays an important role as an integral part of human capital. It contributes to the preservation and development of cultural norms and values in the society by means of education about culture. A high level of human capital contributes to the stability of social relations and the strengthening of social harmony [2]. The level of mutual understanding and trust between educated and healthy people is high.

Investing in human capital is an efficient way to achieve long-term economic and social benefits. Investments can be made at different levels:

* Corresponding author's e-mail: aika.amanzhanova@mail.ru

Individuals spend time and financial resources to improve their knowledge and skills [3]. This increases their competitiveness in the labor market.

Companies invest in professional development and health improvement of their employees. This increases productivity and overall company efficiency.

Governments allocate funds for the development of the education system, health care and professional training programs. This increases the competitiveness of the national economy and improves the quality of life of the people.

Human capital is the basis of the development and prosperity of the society. Investing in it not only stimulates economic growth, but also contributes to ensuring social justice, cultural development and social stability [4]. Therefore, the development of human capital is an important step in ensuring the welfare of future generations.

Materials and Methods

The theory of knowledge in ancient times laid the foundations of Western philosophy and played an important role in the study of the nature of knowledge and cognition. In that era, philosophers were looking for answers to the questions about the meaning of knowledge, how it appears and how a person can achieve true knowledge [5]. Socrates was known for his Dialectic method. By asking questions, he encouraged people to analyze their beliefs and approach true knowledge. Socrates showed that knowledge lies in the inner world of man and can be discovered within dialogue. He tried to “instill” knowledge by asking questions. According to Socrates, true knowledge leads to virtue, and a person without true knowledge cannot attain virtue. He is famous for the saying “All I know is that I know nothing”, which means that a person should constantly improve their knowledge.

The ancient Greek philosopher Plato was a disciple of Socrates and is known for his “Theory of Forms”. According to Plato, true knowledge originates from the world of ideas, not from the world perceived by the senses. Things are only shadows of ideas. According to Plato, knowledge is memory. Since the soul was previously in the world of ideas, human being attains knowledge only by recalling those ideas. Plato considered dialectics, that is, the method of discovering ideas through thinking, to be important. His dialogues illustrate this method [6].

Aristotle was a disciple of Plato, but differed from many of his ideas. According to Aristotle, knowledge originates from the world perceived through the senses. He believed that true knowledge can be achieved by observing and analyzing things. Aristotle divided things into matter (essential essence) and form (its properties). Knowledge comes from understanding these two aspects. Aristotle also laid The Foundation of Logic. He pointed out the importance of using logical methods to achieve knowledge in a systematic way.

Ancient theories of knowledge laid the foundations of modern philosophy and science. The ideas of the scholars of that era revealed many questions about the nature of knowledge and cognition, and provided directions for future philosophers and scientists. Socrates' method of developing thinking within questioning and dialogue is also important in modern pedagogy. Plato's concepts of the world of ideas and true knowledge formed the basis for metaphysical and epistemological research. Aristotle's empiricism, the method of learning within observation and experience, is the foundation of the modern scientific method [7].

The teachings of Quintilian, an ancient Roman teacher, are also relevant in modern society. He proposed the methodology of teaching children to various sciences. Quintilian said that learners should not be over-educated, as this could lead to the development of a hatred of science. Therefore, it is initially necessary to set special requirements for the teacher. Criticizing human nature, Quintilian concludes that laziness and reluctance to study do not originate from nature, but from harmful teachings. Therefore, each child needs an individual approach that takes into account their abilities and characteristics. Someone needs encouragement and punishment, and someone could not withstand such an experience. Some punishments may reduce the child's personality, while others may increase their activity. Cruelty does not motivate a child to learn, and punishment often leads to negative consequences. These ideas of Quintilian are the forerunners of modern education and are currently guiding it towards morality. In addition, Quintilian made high demands on the personality of the teacher. A teacher should be able to identify and evaluate the potential of their learners, be open to their learners, avoid anger, insults and ridicule, and be able to answer any funny questions. The teacher must know the basic principles of teaching in order to accurately determine the abilities of learners, to identify their strengths and to develop knowledge in this direction. The level of education of the teacher makes learning effective for the strong and diligent, weak and lazy learners. Not only this, Quintilian gave an important role to school education. He believed that it was important for the

child to be at school to prevent moral decay outside of school, which could lead to the lack of opportunities to get the necessary social experience [8].

A special place among the philosophers of the Middle Ages is occupied by Ibn Sina, who proposed new ideas on creating a quality education system and believed that the goal of education is the comprehensive development of a person. He believed that education should be started from the age of six. Ibn Sina, promoting the idea of a professional direction of education, believed that there is a connection between the economic needs of society and education. Having individual characteristics, learners should master general specialized knowledge, and in the last stages the teacher should help them and move to specialization according to their abilities.

As one of the most well-known theologians in Christian history, and one of the inspirations for the reformation of the Church, Martin Luther also contributed to the theory of education. Martin Luther believed that education should be given both at home and at school. The reason is that it contributes to the development of social and state life. The school is engaged in providing students with education that is not provided by family education. Martin Luther was the first to announce the necessity of universal compulsory education. If the parents are poor and cannot provide education for the child, then the state and the church should take this responsibility upon themselves. Also, Martin Luther spoke about the reform of school education. According to the theologian, they remained at the Stone Age level. Teachers use cruelty to teach students literacy. He believed that teachers should be responsible and honest, and their example would create a love of learning in students [9].

The French philosopher Michel de Montaigne was a critic of the religious doctrine introduced by the school of his time. Montaigne believed that the main goal of education is to create a sense of freedom, activity, and mastery. Parents should not educate their children because their love for their child does not allow them to be objective. Such obligations should be assumed by schools. In addition, it is impossible to overload information, it should be measured according to the age of a learner. Too much information does not make a child's brain sensitive to it [10].

Jan Amos Komenský, a well-known scholar of the Czech Republic, put forward the idea of compulsory education for everyone, regardless of origin. According to the scientist, children from poor families should receive a decent education and be able to work well, thus education should be equal and accessible to everyone [11]. Education should not be related to religion, skin color or origin. Jan Amos Komenský was against violence in education. He believes that threats and violence in education do not make any sense. The main goal of education is to direct the student to voluntarily and consciously perform his educational tasks, whereas rods and sticks do not contribute to this. Jan Amos Komenský believed that instead of buying expensive toys and clothes for children, parents should invest this money in education. A foolish person cannot find happiness in society, but a wise person feels respect and happiness.

The French aristocrat, philosopher and social theorist N. Condorcet is one of the scientists who made an important contribution to the development of the theory of education. N. Condorcet distinguished between the concepts of education and training. Education involves the combination of science values, and teaching is a cultural ethics process. He believed that education should be universal and needed by all. Education should be a social affair, while teaching can be a private affair. Religious teaching is not allowed in state educational institutions. The government should give full freedom to the educational system [12].

Concepts of education formed in ancient times played an important role in the study of cognitive abilities of mankind and have a great influence on the development of education and science to this day.

Discussion

Education plays a crucial role in the formation and development of human capital. Human capital, which is considered the greatest value, is based on inherent intellectual abilities and talents, as well as the knowledge and practical skills acquired through education, upbringing, and practical activities. It not only brings material income to an individual but also contributes effectively to the social and spiritual development of the state [2].

The concept of "human capital" is closely related to the notions of "human potential" and "human development". Human potential refers to the overall costs incurred in developing a person's reproductive potential, enhancing the quality of the workforce, and increasing efficiency. In the current context, it is crucial to understand human capital as a comprehensive representation of human resources and as a fundamental basis for the distribution and functioning of intellectual, social, and cultural capital. This understanding promotes the recognition of the need for investment [1].

In a knowledge-based economy, human productive forces are realized in the form of human capital. The view that human capital is the most valuable resource in society, surpassing natural resources or accumulated wealth, is increasingly gaining popularity.

Moreover, the task of developing human capital today should primarily be formulated as a key state responsibility, focusing on the modernization of several contemporary socio-economic sectors, such as education, culture, healthcare, and science, which are considered sectors for capitalizing on human potential.

According to many economists, education plays a crucial role in the formation of human capital. Today, education has become a key factor in a company's market success, the country's economic growth, and the enhancement of its scientific and technological potential. In our era, competitive advantages are no longer determined by a country's size, rich natural resources, or financial capital strength. Now, everything is determined by the level of education and the amount of knowledge accumulated by society.

Education has long been considered a beneficial consumer good. After American scholar T. Schultz defined the concept of human capital, he argued that if education impacts production and is important for the economy, then it constitutes a form of capital.

In T. Schultz's works, it is written: "All human resources and abilities are either innate or acquired. Every person is born with a unique set of genes that determines their innate human potential. The valuable qualities that a person accumulates over their lifetime and enhances through appropriate investment are called human capital" [13].

Subsequently, significant contributions to the development of human capital were made by scholars such as Y. Ben-Porath, M. Blaug, E. Denison, J. Kendrick, F. Machlup, G. Psacharopoulos, and L. Turocy. Among Russian researchers V.S. Goylo, A.I. Dobrynin, I.V. Ilyinsky, R.I. Kapelyushnikov, M.M. Kritsky, and V.I. Martsinkevich also made notable contributions.

Contemporary interpretations of various aspects of human capital theory can be found in the works of Kazakhstani economists such as A.A. Abishev, Z.S. Aidarbekov, E.B. Aimagambetov, Y.A.I. Komyagina, R.T. Keltenova, and N.K. Mamyrova.

The complexity and multifaceted nature of the concept of human capital is evidenced by the many definitions it currently has, which can be grouped into two categories.

The greatest wealth of any country is its quality human resources. In the modern world, socio-economic growth depends on the quality of the workforce, which includes components such as health status, intellectual development, professional training, the spiritual and cultural level of the population, social activity, ethical behavior, and motivation for socially beneficial activities [1].

Significant transformations are taking place in the human factor. Society is increasingly not only interested in but also dependent on the level of human development, without which it is impossible to imagine the continued efficient operation of advanced industries. The intellectual abilities of individuals, their education, and their capacity to generate new knowledge, creativity, and initiative are in high demand in society.

In Kazakhstan, the Human Capital Index has increased from 0.59 to 0.63 over the past ten years, with the maximum value of 1. This was announced by G.A. Patrinos, a leading manager of the World Bank's Education Global Practice covering the Europe and Central Asia region, during a public discussion on the Human Capital Index at The Kazakhstan Institute for Strategic Studies under the President of the Republic of Kazakhstan.

The emergence and development of higher education in Kazakhstan has undergone several historical phases. We are going to examine the major events and accomplishments of these phases. During the Soviet era, in the 1930s, the foundations of the higher education system began to be established in Kazakhstan, which was then part of the Soviet Union. In 1934, the first higher education institution in Kazakhstan, the Kazakh State University (now Kazakh National University named after Al-Farabi), was established in Almaty. The university was the first higher education institution in Kazakhstan and laid the foundation for the national education system. From 1940 to 1950, under the Soviet Union's education policy, several higher education institutions were founded in Kazakhstan. This period saw the establishment of technical and pedagogical institutions aimed at training professional specialists. In the period of independence, after Kazakhstan gained independence in 1991, many changes and reforms began in the education system. Following independence, reforms were implemented to align the higher education system with the national characteristics and requirements. In 1992, new laws and programs aimed at higher education reform were adopted by the Decree of the President of Republic of Kazakhstan. The autonomy of higher education institutions was increased, and new curricula were introduced to ensure that the education system met

international standards. In the early 2000s, Kazakhstan joined the Bologna Process and began the process of integrating its higher education system with the European Higher Education Area. This system aimed to standardize education levels, introduce a credit system, and ensure international recognition of national diplomas. The number of public and private higher education institutions in Kazakhstan increased, and cooperation with international partners was established, including the development of joint degree programs and opening new branches with foreign universities. From 2000 to 2010, numerous reforms were implemented to improve the quality of the education system, including the enhancement of standards of education, the modernization of teaching methodologies, the professional development programs for pedagogical staff, and the introduction of innovations at all levels of education.

In the city of Astana, new higher education institutions were established, including Eurasian National University named after L.N. Gumilyov and Nazarbayev University, which played a significant role in shaping the new model of the education system.

Since 2010, the state program “Bolashak” has been implemented to advance Kazakhstan's education system internationally within the “Bolashak” international scholarship. The program aims to enhance the quality of higher education by sending students abroad. In recent years, numerous updates and reforms have been introduced in the education system, including measures such as academic freedom, the renewal of educational programs, the introduction of online education platforms, and the support of scientific research.

The emergence and development of higher education in Kazakhstan have traversed several historical stages. From the establishment of the educational system during the Soviet era to the reforms and international integration of the independence period, Kazakhstan's higher education system has continuously evolved and advanced. Higher education institutions in the country strive to meet international standards, and reforms aimed at improving the quality of education are being implemented.

The construction of the New Kazakhstan is focused on achieving the global goal of establishing a competitive national education system. In his address to the nation, “Kazakhstan 2030: Prosperity, Security, and Ever Growing Welfare of All the Kazakhstanis”, the country's First President, N. Nazarbayev, described the modern development of education in Kazakhstan and highlighted that the country had embarked on a new path of development. He envisioned a new stage of development capable of addressing numerous issues across all areas of life, including education. The advancement of education and science was considered by the President as a political and national priority, with significant tasks set for the future [3].

Strategy of Education Development in Kazakhstan until 2030 aims to enhance the country's educational system and align it with international standards. This strategy, implemented under the initiative of President Nursultan Nazarbayev, is regarded as a basis for socio-economic development of Kazakhstan.

Strategy of Education Development in Kazakhstan until 2030 is focused on modernizing the educational system, aligning it with international standards, incorporating innovations, and ensuring social equity. The goal of this strategy is to make Kazakhstan's education system internationally competitive and support the country's socio-economic development. The primary task of current education policy is to achieve a contemporary level of education quality and ensure equal access to education for every individual throughout their lifetime.

Additionally, a significant step has been taken in improving the legislative and regulatory framework for education in the Republic of Kazakhstan. The Law of the Republic of Kazakhstan No. 319-III, “On Education”, was adopted on July 27, 2007 [4].

It is important to note the strong political will and comprehensive support from the state in the modernization of the education system. Education is one of the key national priorities in The Strategy for development “Kazakhstan-2050”. The strategy outlines the country's long-term development path and envisions specific changes and achievements in the education sector. Let us examine the key aspects of the strategy in terms of education:

Quality of School Education: New standards and methodologies will be introduced to enhance the quality of education in schools. Educational programs will be updated to ensure learners receive education that meets international standards, and pedagogical staff will undergo professional development programs.

Higher Education: It is intended to increase the quality of higher education institutions, to ensure that they have high positions in world rankings. To achieve this, the curricula of universities and colleges must align with international standards.

Digital Education: The education process will be improved within the integration of digital technologies. This includes online learning, the use of electronic textbooks, and the application of digital resources and platforms.

Innovative Methodologies: The introduction of new methodologies and technologies into the education system will enhance the effectiveness of teaching and learning.

In terms of social equity and accessibility:

Equal Access to Education: Ensuring equal access to educational services for all citizens, with a particular focus on improving the quality of schools in rural and remote areas. This initiative aims to provide equal educational opportunities and promote social equity.

School Infrastructure: Building new schools, improving the infrastructure of existing schools, and upgrading the material and technical base of educational institutions.

In terms of professional training and lifelong learning:

Professional Training: Developing the professional education system to train highly qualified specialists. This includes enhancing cooperation between educational institutions and enterprises, improving professional development programs, and teaching modern skills.

Lifelong Learning: Implementing the concept of lifelong learning to enable citizens to continuously develop and improve their knowledge. This requires expanding additional education programs and courses.

To improve the integration of science and education:

Scientific Research: Ensuring active participation of the education system in scientific research. This involves fostering collaboration between universities and research centers, and incorporating scientific discoveries into the educational process.

Innovative Projects: Supporting new innovative projects and research, which strengthens the connection between education and science [14].

Development Strategy of the Republic of Kazakhstan until 2050 aims to enhance the country's international competitiveness in education, introduce innovations, ensure social equity, and improve professional training. The measures implemented in these areas will contribute to modernizing the education system and promoting the overall socio-economic development of the country.

One of the key priorities of the state's policy is the development of education, which is crucial for the pace of economical, social, and cultural progress, as well as the nation's competitiveness in the coming years. In his address to the nation, "Strategy 2050: New Political Course of the Established State", Nursultan Nazarbayev summarized the development of the education system and set new goals.

Universities also differ based on the roles and functions they fulfill. In European countries, national systems distinguish between universities and non-university institutions. Universities provide education across the broadest range of subjects and disciplines, offering longer study programs and awarding degrees that enable both academic careers and professional opportunities beyond academia. They integrate educational and research activities, offering all forms of higher education, including master's and doctoral programs, thereby enhancing the quality of human capital.

In the past three decades, higher education in our country has reached a level of significance comparable to that of general secondary education a century ago. The status of higher education has become markedly elevated. A single indicator of this elevated status is sufficient: today, achieving significant success in any field is nearly impossible without higher education. Even personal success is often closely associated with having a higher education.

The potential loss of valuable scientific and educational infrastructure in universities posed a risk of a complete collapse of higher education in Kazakhstan. The state support provided proved insufficient for sustainability and highlighted a dangerous trend of reducing subsidy levels for universities. In such circumstances, universities faced a critical issue of survival.

Conclusion

As noted by the first President of Republic of Kazakhstan, Nursultan Nazarbayev, during a Council on the implementation of state programs in healthcare and education, it is essential to adopt international education evaluation of national higher education quality. To achieve this, Kazakhstani universities need to participate in international rankings of higher education. Regarding the current development of the paid education services market, the commercial activities of universities as business entities are aimed at meeting demand. Additionally, this participation allows for the assessment of university effectiveness from a competitiveness perspective.

It should be noted that a competitive university is always efficient. Resources such as a faculty teaching staff, a well-organized scientific and educational process, robust scientific and material-technical infrastructure stimulate students' passion for knowledge and encourage them to become competitive

specialists. Several researchers argue that the autonomy of science and education, as well as the moral and intellectual independence from governmental policies and economic pressures, offers significant appeal. In managing the activities of higher education institutions in Kazakhstan, there is a need to stimulate demand and supply in the labor market, develop manufacturing and civil society, and maintain financial support from the state for the economy.

Educational theorists argue that the quality of education is determined by three key aspects: the degree of alignment between educational goals and outcomes at both the system level and the individual institution level; the congruence of various parameters in evaluating the educational outcomes of a particular individual; and the degree to which theoretical knowledge and skills align with their practical application in life and professional activities.

On the official website of the Ministry of Science and Higher Education of the Republic of Kazakhstan and on social media, the list of grant recipients for the 2023-2024 academic year has been published. A total of 94,000 applicants submitted their documents for university admission, which is 14,000 more than the previous year. State grants were awarded based on the results of the Republican Commission's meeting. The Commission included members of the Parliament of Kazakhstan, representatives from relevant government agencies, education sector unions, the National Chamber of Entrepreneurs, the Association of Higher Education Institutions, and public organizations. This year, following the instruction of President Kassym-Jomart Tokayev, grants were allocated for youth in densely populated western regions and newly established regions.

Applicants of pedagogical, engineering, IT specialties and natural sciences received grants as follows: Atyrau region — 1500, Mangystau region — 1500, Ulytau region — 300, Zhetisu region — 300, Abai region — 500, Shymkent city — 400, and Turkistan region — 500. The highest competition was for the “Dentistry” educational program, with 22 applicants competing for one place. The next highest competition was for “International Relations and Diplomacy” (14 applicants), “Law” (11 applicants), “Music Education”, “Physical Education”, and “Psychology” (10 applicants each). Among the grant applicants, approximately 20,000 individuals had priority rights in case of tied scores, including “Altyn Belgi” awardees, winners of international and national Olympiads, and top students. Additionally, quotas for socially vulnerable groups were considered in the allocation process. The Ministry of Science and Higher Education of Kazakhstan has completed the process of awarding the remaining vacant grants following the summer admissions campaign and held a meeting of the Republican Competition Commission. Most grants were allocated to pedagogical and engineering sciences, as well as to “Information and Communication Technology”, and “Natural Sciences, Mathematics, and Statistics”. As a result of the commission's decision, over 4,000 applicants have been awarded state educational grants [15].

The quality of higher education is directly related to its application in daily and professional practice. One of the critical skills that contribute to students' acquisition of quality education and their subsequent professional and career development is the ability to search for information, engage in critical reflection, and apply knowledge in practice.

Targeted training of specialists, provision of social packages for young professionals, and ensuring the quality of graduates' education along with guaranteed employment should be regarded as positive policies within our national education system.

In conclusion, the quality of education and human capital is intricately linked to social relations. Human capital encompasses not only a collection of knowledge and values but also a range of social attributes developed within individuals to meet diverse needs. The transformation of the education system, adapting individuals to modern requirements, and ensuring their competitiveness in the labor market as future professionals are critical. Therefore, the state, the education system, and individuals themselves must all contribute to the development of various forms of capital.

The article was completed within the framework of the “Serpin” Program (№ AP14971423) under the “Young Scientist” project of the Science Committee of the Ministry of Science and Higher Education of the Republic of Kazakhstan for 2022–2024. This research falls under the postdoctoral program focusing on the social and cultural adaptation of students studying within the university space.

References

- 1 Черемных Ю.Н. Микроэкономика. Продвинутый уровень: учеб. / Ю.Н. Черемных. — М.: НИЦ ИНФРА-М, 2015. — 844 с.
- 2 Ярушкина Е.А. Человеческий капитал: сущность и роль в повышении эффективности организации / Е.А. Ярушкина, А.А. Кобелева // Науч. вестн. Южного ин-та менеджмента. — 2018. — № 1. — С. 30–34.
- 3 Кузьмичев С.М. Актуальные вопросы понимания человеческого капитала и его роль в современных экономических процессах / С.М. Кузьмичев // Молодой ученый. — 2017. — № 28. — С. 63–64.
- 4 Ильясова К.Х. Виды инвестиций в человеческий капитал и их эффективность / К.Х. Ильясова, З.К. Раджабова, М.С. Дадаева // Вестн. Академии знаний. — 2021. — № 1(42). — С. 164–166.
- 5 Карипбаев Б.И. Теории массовой культуры: учеб. пос. / Б.И. Карипбаев. — Алматы: Эпиграф, 2016. — 346 с.
- 6 Исакаков М.Р. Человеческое развитие как фактор креативной экономики / М.Р. Исакаков, Л.А. Миэринь // Изв. СПб. гос. экон. ун-та. — 2023. — № 4(142). — С. 17–24.
- 7 Гусева М.Н. Феномен наставничества и его значение в формировании и развитии человеческого капитала / М.Н. Гусева // Наука и образование. — 2023. — № 6(1). — С. 175.
- 8 Михайлова О.Б. Прогрессирующий инфантилизм личности: ретроспектива причин и современные направления профилактики / О.Б. Михайлова, М.С. Агафонов // Человеческий капитал. — 2022. — № 7 (163). — С. 228.
- 9 Каримова А.И. Педагогические взгляды и политико-правовая концепция Мартина Лютера / А.И. Каримова // In Proceedings of International Conference on Scientific Research in Natural and Social Sciences. — 2023. — Вып. 2, № 3. — С. 182–186.
- 10 Киселёв А.Ф. Мишель де Монтень: жизнь — вот мое занятие / А.Ф. Киселёв, А.В. Лубков, Н.Н. Пахомов // Высшее образование сегодня. — 2020. — № 10. — С. 71–74.
- 11 Рахронов А.Б. Основные педагогические взгляды Яна Амоса Коменского / А.Б. Рахронов // Universum: психология и образование. — 2023. — № 4 (106). — С. 19–21.
- 12 Углева А.В. Апология человеческого разума Николая де Кондорсе. Образованное общество как основание нового политического порядка / А.В. Углева // Философия. Журн. Высшей школы экономики. — 2023. — Т. 7, № 3. — С. 50–78.
- 13 Драмарецкая Л.В. Обзор основных подходов к определению человеческого капитала / Л.В. Драмарецкая // Экономика: теория и практика. — 2020. — № 4. — С. 92–97.
- 14 Стратегия «Казахстан–2050». — [Электронный ресурс]. — Режим доступа: <https://primeminister.kz/gosprogrammy/strategiya-kazahstan-2050>
- 15 Мемлекеттік білім гранты иегерлерінің есімдері белгілі болды [Электрондық ресурс]. — Қол жеткізу режимі: <https://www.gov.kz/memleket/entities/sci/documents/details/503460?lang=kk>

А.А. Бейсенова, Ж.С. Муханова

Білім және адами капитал: элеуметтік-философиялық аспект

Қазіргі таңда білім мен адами капитал заманауи қоғамның дамуының маңызды элементтеріне айналған. Жоғарғы білім беру жүйесі тек ғана кәсіби мамандарды даярлаумен айналысумен шектелмей, адамның элеуметтену процесінде қамтамасыз етеді. Мақалада білім мен адами капиталдың элеуметтік философиялық аспектілері талданған, олардың қоғамның элеуметтік және экономикалық дамуына қосқан үлесі қарастырылған. Білім — қоғамның негізгі жүйесі бола тұра элеуметтік ортаның элеуметтік-мәдени құндылықтар мен нормаларының сақталуы мен дамуын қамтамасыз ететін институт. Ол адамдарға қажетті білім мен дағдыларды үйретіп қана қоймай, оларды қоғамдық өмірге белсенді қатысуға дайындайды. Білім беру арқылы жеке тұлға қоғамның мәдени, элеуметтік және экономикалық өміріне бейімделеді. Адами капитал — бұл білім, дағдылар, тәжірибе және басқа да жеке қасиеттердің жиынтығы, олар экономикалық өнімділікті арттыруға қабілетті. Адами капиталдың деңгейі жоғары болған сайын, қоғамның экономикалық даму қарқыны да жоғары болады. Білім мен адами капиталды қарастырудың элеуметтік философиялық аспектілері олардың қоғамдағы ролін терең түсінуге мүмкіндік береді. Білім беру жүйесі мен адами капиталды дамытуға бағытталған саясаттар мен бағдарламалар қоғамның элеуметтік, экономикалық және мәдени салаларына оң әсерін тигізеді. Сондықтан, білім мен адами капиталды инвестициялау — бұл болашақ ұрпақтардың әл-ауқатын қамтамасыз етудің маңызды қадамы.

Кілт сөздер: адами капитал, элеуметтендіру, білім, бәсекелестік, құндылық, университет, өмір сапасы, мәртебе.

Образование и человеческий капитал: социально-философский аспект

Образование является социальным институтом, обеспечивающим социальную стабильность и интеграцию. Кроме того, оно выполняет функцию социализации человека, принятия и исполнения им социальных ролей и статусов. В статье авторы поднимают вопросы развития образования как социального института и как одного из факторов формирования человеческого капитала. В работе приведены и проанализированы основные теоретические подходы к определению роли и значения образования в формировании человеческого капитала. Рассмотрено понятие «человеческий капитал» в условиях современного казахстанского общества. Человеческий капитал изучен как инвестиция в собственное развитие и социальное благополучие, которое подразумевается не только как материальный успех, но и улучшение качества жизни. Авторы проанализировали основные тенденции развития системы высшего образования в Казахстане, привели статистику выделения государством образовательных грантов на получение высшего образования и распределение квот по регионам страны. Государство как регулятор осознанно проводит политику поддержки социально уязвимых слоев населения и улучшения жизни молодежи из густонаселенных районов нашей страны. Данная работа подготовлена в рамках реализации проекта, профинансированного Комитетом науки Министерства науки и высшего образования Республики Казахстан (Грант № AP14971423 — «Социокультурная адаптация студенческой молодежи, обучающейся по программе «Серпін», в университетское пространство»).

Ключевые слова: человеческий капитал, социализация, образование, конкуренция, ценность, качество жизни, статус.

References

- 1 Cheremnykh, Y.N. (2015). *Mikroekonomika. Prodvinityi uroven: Uchebnik [Microeconomics: Advanced level. Textbook]*. Moscow: INFRA-M [in Russian].
- 2 Yarushkina, E.A., & Kobeleva, A.A. (2018). Chelovecheskii kapital: sushchnost i rol v povyshenii effektivnosti organizatsii [Human capital: Essence and role in enhancing organizational efficiency]. *Nauchnyi vestnik Yuzhnogo instituta menedzhmenta — Scientific Bulletin of the Southern Institute of Management*, 1, 30–34 [in Russian].
- 3 Kuzmichev, S.M. (2017). Aktualnye voprosy ponimaniia chelovecheskogo kapitala i ego rol v sovremennykh ekonomicheskikh protsessakh [Current issues of understanding human capital and its role in contemporary economic processes]. *Molodoi uchenyi — Young Scientist*, 28, 63–64 [in Russian].
- 4 Piasova, K.K., Radzhabova, Z.K., & Dadaeva, M.S. (2021). Vidy investitsii v chelovecheskii kapital i ikh effektivnost [Types of investments in human capital and their effectiveness]. *Vestnik Akademii znaniy — Bulletin of the Academy of Knowledge*, 1 (42), 164–166 [in Russian].
- 5 Karipbaev, B.I. (2016). *Teorii massovoi kultury: uchebnoe posobie [Theories of mass culture. Textbook]*. Almaty: Epigraf [in Russian].
- 6 Isakov, M.R., & Mierin, L.A. (2023). Chelovecheskoe razvitie kak faktor kreativnoi ekonomiki [Human development as a factor of the creative economy]. *Izvestiia Sankt-Peterburgskogo gosudarstvennogo ekonomicheskogo universiteta — Bulletin of the St. Petersburg State University of Economics*, 4 (142), 17–24 [in Russian].
- 7 Guseva, M.N. (2023). Fenomen nastavnichestva i ego znachenie v formirovanii i razvitii chelovecheskogo kapitala [The phenomenon of mentorship and its significance in the formation and development of human capital]. *Nauka i obrazovanie — Science and Education*, 6(1), 175 [in Russian].
- 8 Mikhailova, O.B., & Agafonov, M.S. (2022). Progressivniiushchii infantilizm lichnosti: retrospektiva prichin i sovremennye napravleniia profilaktiki [Progressive infantilism of personality: Retrospective causes and contemporary prevention directions]. *Chelovecheskii kapital — Human Capital*, 7 (163), 228 [in Russian].
- 9 Karimova, A.I. (2023). Pedagogicheskie vzgliady i politiko-pravovaia kontseptsii Martina Liutera [Pedagogical views and political-legal concept of Martin Luther]. *Proceedings of the International Conference on Scientific Research in Natural and Social Sciences*, 2, 3, 182–186 [in Russian].
- 10 Kiselev, A.F., Lubkov, A.V., & Pakhomov, N.N. (2020). Mishel de Monten: zhizn — vot moe zaniatie [Michel de Montaigne: Life is my occupation]. *Vysshee obrazovanie segodnia — Higher Education Today*, (10), 71–74 [in Russian].
- 11 Rakhmonov, A.B. (2023). Osnovnye pedagogicheskie vzgliady Yana Amosa Komenskogo [The main pedagogical views of Jan Amos Comenius]. *Universum: psikhologiya i obrazovanie — Universum: Psychology and Education*, 4 (106), 19–21 [in Russian].
- 12 Ugleva, A.V. (2023). Apologiya chelovecheskogo razuma Nikolia de Kondorse. Obrazovannoe obshchestvo kak osnovanie novogo politicheskogo poriadka [The apology of human reason by Nicolas de Condorcet. Educated society as the foundation of a new political order]. *Filosofiya. Zhurnal Vysshei shkoly ekonomiki — Philosophy: Journal of the Higher School of Economics*, 7(3), 50–78 [in Russian].

13 Dramaretskaia, L.V. (2020). Obzor osnovnykh podkhodov k opredeleniiu chelovecheskogo kapitala [Overview of main approaches to defining human capital]. *Ekonomika: teoriia i praktika — Economics: Theory and Practice*, 4, 92–97 [in Russian].

14 Strategiiia «Kazakhstan–2050» [“Kazakhstan-2050” Strategy]. (n.d.). Retrieved from <https://primeminister.kz/gosprogrammy/strategiya-kazahstan-2050> [in Russian].

15 Memlekettik bilim granty iegerlerinin esimderi belgili boldy [List of scholarship holders for the 2023-2024 academic year published on the official website and social media of the Ministry of Science and Higher Education of the Republic of Kazakhstan]. (n.d.). Retrieved from <https://www.gov.kz/memleket/entities/sci/documents/details/503460?lang=kk> [in Kazakh].

Information about the authors

Beissenova Aigul — PhD, Researcher — postdoctoral fellow, Karaganda Buketov University, Karaganda, Kazakhstan; <https://orcid.org/0000-0003-4059-3093>

Muhanova Zhanara — Master's student, Karaganda Buketov University, Karaganda, Kazakhstan; <https://orcid.org/0009-0001-7862-8282>

Buketov University