Analysis and Evaluation of Control System of Higher Education in Modern Conditions in Kazakhstan

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***Abstract*-This research paper seeks to study the status of higher education in Kazakhstan, experiencing a process of reform of the system, which is caused by internal and external causes. Internal causes related to the adaptation to market conditions of operation and development, external - with integration into the world educational space. Kazakhstan's education is associated with the development of the profound changes of the intellectual, cultural and economic potential. Education System Management - one of the most pressing problems, having a direct relation to the quality and efficiency of the educational institutions. The forms and methods of education management is largely dependent on the characteristics of the country's economic and cultural traditions, the specifics of government and, above all, related to the market economy. Optimization of educational innovation management requires a scientific and methodical study. In the study, there is the need to implement the following types of resources: information, technological, legal, financial, human, social [1].**

However, the focus on foreign models of educational process management excessively performed in the higher education system of Kazakhstan, there is a weak focus innovation on solving urgent problems of higher education, the lack of an integrated approach to the creation of educational innovation, which would provide them with the necessary resources, formed the optimal internal and external innovation environment that does not allow to create a balanced mechanism in the process of reforming the higher education system. The results of innovative practices show that higher education everywhere manifest social insecurity innovation. This is reflected in the growing gap in the interests of the major participants in the innovation process - the initiators, organizers and perpetrators; weakened by motivational resource of educational innovations, in particular, because of the unjustifiable expectations of the changes taking place; It is also seen social and technological insecurity educational innovation. This actualizes the problem of optimization of social management innovation in higher education [2].

***Keywords*: State obligatory standard of education, European Higher Education Area, National Testing Center, Higher Education, Accreditation, Certification and Quality Assurance Institute, Akkreditierung für Studiengänge der Ingenieurwissenschaften, der Informatik, der Naturwissenschaften und der Mathematik, International Network for Quality Assurance Agencies in Higher Education**

I. INTRODUCTION

The state policy in the field of education represented by the Government of the Republic of Kazakhstan, the Ministry of Education and local education authorities.

Education system management authority may not dispose of property of state enterprises education, acquired at the expense of extra-budgetary resources, set the price of their services and work carried out at the expense of extra-budgetary funds, as well as state-owned enterprises to establish education wage funds outside the budget allocated amounts. The Government of the Republic of Kazakhstan develops and implements the state policy on the development of higher education; approve the state educational order for training specialists with higher and postgraduate education in the organizations receiving funds from the state budget; approves normative legal acts regulating the activities of the education system; create, reorganize and liquidate the state organization of education; establish state scholarships, etc. Domestic universities have different forms of ownership, one for special contribution to the training of qualified personnel have the status of national university.

The Ministry of Education and Science of Kazakhstan should pay close attention to the licensing and post-licensing control the quality of education. Special attention requires the issue of use of financial management tools in educational institutions. Building a national model of dual education, based on the specifics and prospects of development of domestic production, the search for talented teachers and their material motivation should be an absolute priority for MES, and every manager of the institution. A key landmark in the further development of the training system should create a modern education system according to the needs of economic and social modernization of the country. Strategy "Kazakhstan - 2050" identifies four main directions of perspective development of Kazakhstan education system: improving the national pre-school education; priority to the development of modern education systems engineering and technical professions; more active support for education from the private sector, non-governmental and charitable organizations; corresponding modernization of teaching methods themselves [3].

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II. LITERATURE REVIEW

Questions of development of innovative activity in the field of higher education are widely reported in the scientific literature. Common problems of higher education reform are discussed in the works of A. Egorshina, I.M. Ilyinsky and other researchers. Trends in the development of higher education, to the greatest extent covered by the processes of reforming (modernization), studied in scientific works: L.M. Baksheeva, N. Segedin, V.T. Volova, N.Y. Volova, L.V. Chegyrova, M.P. Karpenko, B.J. Shcherbakova.

The process of reforming higher education lead to mixed results - not only positive but also negative. This aspect was investigated by E. Allard, I.M. Ilyinsky, JI. Lyubimov, V. morocco. Innovative processes in education are analyzed L.G. Viktorova, A.A. Zhidyakinym, G.N. Prozumentovoy. A significant number of publications are available in certain areas of innovation in higher education: technical and technological (I. Dezhina, B. Sinelnikov); organizational (I. Sleptsova V. Timiryasov).

Adequately covers the features and results of educational innovation: distance education (D. Dontsova, M.P. Karpenko, Soloviev, A. Shchennikova), a two-tier system of higher education "Bachelor - Master" (L. Grebnev, E.V. Dobrenkova, Y.P. Dus, V. Kolesov, D. Puzankov, Fedorov, V. Shadrikov).

Reform of the vocational education system - a global process involving many countries. In this regard, it may be of interest the international experience of educational management innovation. This aspect is widely represented in the works of AI Galagan. There are a number of publications in which highlights related to educational innovations of students and teachers, social and psychological consequences of the innovations (JI.M. Bakshi-eva, LI Boiko DV Galiusova, GA Ivakhnenko, YA Prokopenko, ND Sorokin, Trofimov AB, LL Shpak).

The social aspects of innovation, including educational innovations are considered VF publications Bondarenko, Yu.A. Karpova, the needs of students in the distance education model (YA Prokopenko, Baksheeva LM et al.).

Moreover, data from the Ministry of Education and Science of the Republic of Kazakhstan (reference material on the national budget expenditures for 2013-2015) Draft budget of the Ministry of Education and Science of the Republic of Kazakhstan for 2016-2018 years, the statistical digest "Education 2013-2015" and other legislative and regulatory documents the results of scientific research of domestic and foreign scientists.

The empirical base of the article are: departmental and regional legal documents regulating the innovation processes in higher education; statistical and surveillance and analysis on innovation of high schools: state and development effectiveness [4].

The analysis of scientific literature study leads to the following conclusions: it is enough scientific papers, and their number is constantly growing, and as issues of higher education reform, certain areas of innovation and present an innovative practice; insufficiently researched educational innovation management issues, its mechanisms and effectiveness; There are no specific studies that reveal the features and opportunities for social innovation management, conditions and directions of their optimization.

III. PROCEDURE FOR PAPER SUBMISSION

The country providing educational services to 84 university or 58.3%. Almost two-thirds of universities account for multidisciplinary universities, which are prepared in more than 100 specialties. The former departments have been reduced to the scale of the department, and the department became a multi-substantive (50-70 subjects).

In Kazakhstan, there are 23 academies, implementing educational programs of higher professional education for a specific area of industrial, scientific and educational activities, such as Civil Aviation Academy, the Academy of Fashion Business "Symbat".

The concept of "academy" includes not only the teacher, but also a greater degree of scientific content. Therefore, the Academy should be not just universities, and research and education centers that perform research mainly in one area of science or culture. This differs from the Academy of other organizational forms of higher education institutions that will raise the status of the Academy as an organizational form of the university. "Scientific importance" To solve this problem it is necessary to optimize the existing academies criterion.

Operating in the country 33 The Institute carries out educational programs of higher professional education for certain areas of activity, such as the Almaty Institute of Energy and Communications, Atyrau Institute of Oil and Gas, KIMEP University, and others.

Of the 127 higher education institutions, the largest number (34%), or 42 of the university located in the city of Almaty. This is due to the special status of Almaty as a scientific and educational center. Of the 127 high schools functioning (9 national, 31 state and 13 non-civil, 1 international, 16 joint stock and 56 private). In higher educational institutions enrolled 454.1 thousand students, including those in public universities -. 211.7 thousand people.. (46.6%), private universities - 236.7 thousand people.. (52.1%), foreign universities - 5.8 thousand people (1.3%).

Total identified 14 major specialties of students: the share in the total volume of all universities is 25.6%, technological science and technology - 21.6%, right - 11%, social sciences - 15.2%, health and social security - 8 4%. In the structure of public education the proportion of students was 49.6%, private high schools - 50.2%, in technological sciences and technologies - 48.3%, private high schools - 51.7%, on the right - 32.3% and 63, 6%, social sciences, economics and business - 28.6% and 67.6%, health care - 72% and 28%. In public universities the proportion of specialties in aeronautical engineering - 0.3%, humanities - 3.1%, right - 7.7%, the art - 3.7%, social sciences, economics and business - 9.3%, natural science - 4.3%, technological science and technology - 22.4%, agricultural sciences - 3%, services - 3%, and military affairs - 0.9%, health and social security - 13.1%, veterinary medicine - 1 9%. The private universities are trained in total special

education - 24.7%, right - 13.5%, social sciences, economics and business - 19.8%, the technology - 21,5%, in foreign universities - right - 35, 1%, social sciences, economics and business - 45.8%.

Higher education in the training of students is carried out in the following areas: by government grants - 28.3% of public contracts - 2%, companies and organizations - 0.8%, own funds of students - 68.9%. According to government grants in the total share of the specialties: technology, science and technology - 36.8%, health and social security - 21.1%; the state order, specialty law - 33.4%, the arts - 30.2%, and military affairs - 19.6%, due to the company in the specialty technology, science and technology - 27%, health care - 19.1%, at the expense of their own means students; right - 14.4%, social sciences, economics and business - 20.8%, technological science and technology - 16.0%.

However, international experience shows that the growth of higher education sector in the education of Western European countries is mainly provided by increasing public funding and increase its share in budget allocations to the educational system.

In 2014, the share of Kazakhstan's state budget expenditures amounted to 3.6% of GDP, in the structure of the national budget - 72.7, the local budget - 27.3%.

In the structure of the state budget the proportion of pre-school education - 16.8%, secondary education - 65.8%, technical and vocational education - 6.5%, higher and postgraduate education - 9% Other - 1.9%.

Average salary of educators was 78545 tenge per 2014 system, teachers of kindergartens - 62359 tenge, teacher education schools - 73 199 KZT, teachers colleges - 83,752 tenge, teachers of higher educational institutions - 94 871 KZT; the size of scholarships colleges - 13407 tenge, university students - 16759 tenge, masters - 42824 tenge, doctors RhD - 65599 tenge.

For 2014 was spent public funds from the national budget for the preparation for the "Bolashak" - 2300 17.5 billion tenge, including bachelors -. 678 to 4.8 billion tenge (27.5%), master. - 983 people at 8.2 billion tenge (46.8%), Doctorate -. 47 by 0.4 billion (2.3%), scientific training -. 592 people at 4.1 billion tenge (23.4. %) In 2016, the training of specialists with higher and postgraduate education will increase in comparison with 2015 by 30% and amount to 152.9 billion tenge, the preparation of the provision of social support -. 15% (31 billion tenge).

IV. METHODOLOGY

In Kazakhstan, the reform of higher education can be divided into the following stages. The first phase (1991-1994 gg.) The formation of the legislative and regulatory framework of higher education, the second phase (1995-1998 gg.) Modernization of the higher education system, the third phase (1999-2000 gg.) Decentralization of management and financing of education, the fourth stage (beginning of 2001), the strategic development of higher education system.

Developed and published unified national standard by cycles of social - humanitarian and natural disciplines in the educational structure - professional higher education programs. It was introduced with the aim of a single ideology, the humanization of higher education. This unification enables academic mobility of students and manufacturability of the educational process.

State educational standard establishes the general requirements for the content of higher education. This is manifested in the fact that in each direction and a specialty defined cycles of invariant disciplines to be studied: the general social-humanitarian disciplines, general natural sciences, general professional and special disciplines.

In the field of high school priorities are the quality of higher education, the development of scientific research, the improvement of educational technology and the formation of additional higher education system.

The main objectives of the development of the higher education system - to meet the long-term strategic interests of the society, the state and the individual, improving the quality of training through the systematic and targeted reform of university system.

The number of teaching staff of higher education institutions is 38.1 thousand people, including state universities - 21.8 thousand people (57%), private - 16,1 thousand people (42.2%), foreign - 0,2 thousand people (0.8%). Master's degree have a total number of teachers - 27% in public universities - 26.3%, private - 26.9%, PhD - 3% of doctors - 9.4%, candidates of sciences - 37.6%, rank professors - 6.1%, associate professors - 17.1%. Such ratio of graduate grants to undergraduate grants corresponds to the structure of high school contingent (1: 5). State order is formed in accordance with the requirement provided sectored public authorities (Table 1).

Table I: Number of teaching staff of higher educational institutions of Kazakhstan

Ownership	Number of basic (full-time) staff, people.	These have a degree, rank					
		Master	PhD (Doctor of the profile)	Doctor of the Science	Candidate of the Sciences	Professors	Associate Professor
Governmental	21691	5724	688	1951	7750	1212	3634
Private	16179	4358	584	1617	6489	1085	2841
Foreign	217	217	26	23	101	17	53

Overall	38087	10299	1298	3591	14340	2314	6528
Note: Prepared by the author according to the data of the Statistics Agency, in 2015							

In 2012, it covered 537 organizations to 15.94 billion tenge. Implemented software Internet security, antivirus software license installed in 44 schools (Astana or Almaty) by JSC "Kaztelecom", in 2013 - 578 organizations to 4.799 billion tenge. Improve the skills of 8,000 administrators and users of e-learning system, in 2014 - 100 organizations to 3.91 billion tenge. Developed the basic documents on the draft terms of reference concept. e-learning system is included in the list of national information systems [5].

On the construction and reconstruction of education and science of 63.458 billion tenge were allocated in 2013, in 2014 - 79.959 billion tenge, including for the construction of - 8,873,000,000 tenge to 6006 mln; target transfers on development of regional budgets and budgets of Astana and Almaty in 2013 and 54.595 billion tenge in 2014 - 73.953 billion tenge.

On training and retraining of public organizations 9388 listeners allocated 78.507 billion tenge in 2014, including the implementation of a 3-layer model 11419 students - 7.283 billion tenge in the education of public education development programs (training courses) - 130 million tenge, etc.

Expenses for the development of the AEO "Nazarbayev University" in 2014 amounted to 45.291 billion tenge, including the contribution of the target - 29.15 billion tenge (64.4%), on the training of students - 14.867 billion tenge (32.8%), and applied research - 1274 KZT million (2.8%).

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Table II: Costs of Education and Science of the budget program in Kazakhstan

Budget program name	2013		2014	
	Million tenge	%	Million tenge	%
Construction and reconstruction of education and science	63468	16,0	79959	17,8
Staff training	112227	28,4	117273	26,2
including higher and postgraduate education	89436	22,6	90467	20,2
By the “Bolashak” program	10161	2,6	18492	4,1
Training of specialists with higher and postgraduate education organization AEO "Nazarbayev University"	8197	2,1	44017	9,8
Conduct testing in per capita funding	2529	0,6	11647	2,5
Teaching talented children	14740	3,7	21175	4,7
Basic and applied research	32147	13,2	32252	7,2
On the renovation and refurbishment of educational-production-governmental workshops, laboratories, etc.	10136	2,6	10324	2,3
The state program "Balapan"	42381	10,7	55765	12,4
Trust contribution to the development of the AEO "Nazarbayev University"	41312	10,4	30701	6,8
Increase of the authorized capital	2956	0,7	1813	0,4
Other expenses (for overhaul, competitions, etc.)	65545	11,6	43059	9,9
Overall	395665	100	447985	100
Note: Prepared by the author according to the data of the Statistics Agency, in 2015				

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Education financing system is based on the principles of efficiency and effectiveness, prioritization, transparency, accountability, separation and independence of all levels of budgets.

The sources of funding for education are: the state budget financing of educational institutions; government funding of state education order; revenues from paid services, which do not contradict the legislation of the Republic of Kazakhstan; loans to financial institutions; charitable aid, repayable contributions and donations, grants, contributions founding members) education organization.

V. CONCLUSION AND IMPLICATIONS

The findings of the study results allow us to formulate a number of practical recommendations aimed at optimizing the management of innovation in education and thus increase their effectiveness.

The use of problem-based approach involves a preliminary diagnosis of actual problems of functioning and development of educational systems, software oriented innovation to resolve the problems identified. Among the problems with "pass-through" vertical significance - the quality of education, accessibility and relevance, learning motivation, the prestige of higher education, financial status of workers in this sphere, socialization and education of young people in school, normative-legal and moral improvement of the higher education sector. In order to ensure the success of information innovation in the field of higher education need to create regional data banks on educational innovation, technological support and their efficiency [6-10].

In order to ensure technological activities should be carried out more extensive use of modern social technologies, in particular, selective and target-oriented, innovative game technology. For legal support of successful innovation in the field of higher education is required:

- Improve the regulatory framework of training, based on partnerships with employers;
- Create a standard determinant of terms and concepts in the field of vocational education, which does not allow their arbitrary interpretation, but it creates the necessary space for the creativity of innovative teachers;
- More clearly defined the responsibility of subjects of educational activity;
- Create optimum conditions for healthy competition in the market of educational services;
- Carry out systematic work on legal education of students (pupils) and teachers;
- In order to optimize the financial support of innovation activity to investigate the possibility of increasing budgetary funding to create the necessary conditions for the commercialization of intellectual property;
- For the successful organization of the innovation process to create a university training, research and innovation systems (UNIC), the student incubators;
- Staffing successful innovation requires targeted training researchers, starting with the organization of research work of students; development and implementation of special training programs;
- For socio-psychological support of innovation activity should be practiced widely used methods of value orientation of personnel, motivation, social and psychological support to overcome the resistance to innovation.

In order to optimize ongoing innovation in the field of higher education are invited to:

- Continue the work to create a single educational space in the region, a unified information network of educational institutions;
- Ensure the necessary conditions (subjective and objective) for the expansion of distance education, the introduction of new educational standards, increase the volume of independent work of students;
- Introduce of variability, an alternative approach to the finals.

The development of higher education is closely linked with the problems of social development [11-16].

The study is one of the first steps in the direction of implementation of these measures. The following steps may be associated with the study of the factors of success of innovation and its motives; actual problems of development of vocational higher education and innovative methods (technologies) to resolve them; integration of innovative and performing activities of employees of this sector; improving ways of organizational and structural optimization of innovation; enhance innovative inclusion of a professional school employees.

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