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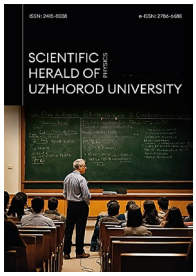

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Innovative model of interaction of subjects in the higher education market

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Abstract

Relevance. The relevance of the subject matter lies in the need to ensure the availability and quality of modern higher education in the market and the presence of problems of interaction between individual subjects represented in this market.

Purpose. The main purpose of this study is to investigate the prospects for building an innovative model of interaction between subjects of higher education in the conditions of modern market relations.

Methodology. The basis of the methodological approach in this study is a combination of methods of empirical modelling of the interaction of subjects of the higher education market of Kazakhstan with a statistical analysis of the results of the application of this model and a systematic analysis of the process of introducing innovations into the educational environment of universities in the country.

Results. In the course of the research, the results were obtained that determine the general principles of constructing a model considered within the framework of the stated topic, and key aspects of the interaction of subjects in this model. It is established that the process of introducing innovations into the higher education system of the Republic of Kazakhstan is inextricably linked with the realities of the economic situation formed in the state and the level of its influence on the development of this system. The key subjects of the higher education market in Kazakhstan are identified, and the differentiation of the level of their interaction within the framework of the considered innovation model is given.

Conclusions. The practical significance of the results obtained is conditioned by the possibility of their use in creating a fundamentally new model of interaction between subjects of the modern higher education market, through the introduction of innovations into the pedagogical environment of higher educational institutions and thereby ensuring a higher level of graduate training.

Keywords: learning; educational process; training of qualified personnel; innovations in teaching; programme disciplines; business contacts.

Introduction

The problem of this study lies in the special significance of the issue of building an innovative model of interaction of subjects represented today in the higher education market. The modern market of higher education is a socially relevant market in which the purchase and sale of educational services and products take place by the actors represented in this market. Its participants are represented not just in one of the categories, which include producers of services and products of modern higher education and their consumers. The subjects of the higher education market should include students of higher educational

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institutions (consumers of higher education market services), their parents, employers seeking opportunities to improve the level of staff training, and government agencies acting as customers and consumers at the same time, interested in training high-quality highly qualified personnel. The producers of the higher education services market have a certain set of social and consumer characteristics that suggest the ability to prepare the consumer of services of this kind for effective activity in the field of public production. The development and practical implementation of an innovative model of interaction between subjects of the higher education market creates the necessary conditions to ensure the high efficiency of this interaction and achieve optimal results, expressed in improving the level of higher education as a whole.

A.E. An [1] in a scientific study of the innovation activity of universities as the basis for the development of the knowledge-intensive economy of Kazakhstan notes that today, due to the significant increase in the importance of the human factor in innovative processes in the field of education, a high level of competence is required from specialists, and high quality of their training is required from higher educational institutions. In such conditions, the higher education system should become the main link of personnel training for modern branches of the innovative economy.

For its part, the research team of Sh. Maralbayeva et al. [2] in the study of problematic aspects of the interaction of subjects in the higher education market of Kazakhstan notes that from the standpoint of the cultural and ideological continuum, the main task of the higher education system is to prepare initiative and creative thinking individuals who form the development trends of the future society. Innovations of the modern higher education system should aim to foster in students the qualities necessary to create the objective prerequisites for the development of society as a whole.

In turn, Yu. Pak et al. [3] in the study of key trends in the renewal of educational programmes of the higher education system of Kazakhstan pay attention to the fact that in the current conditions of globalisation of the world educational space, the requirements for the quality of training of graduates of modern higher education institutions are increasing. Under the current conditions, the Ministry of Education and Science of the Republic of Kazakhstan constantly monitors the quality of teaching in the country's universities and assesses the level of compliance with the main trends of innovative development of society.

The subject is considered by A. Mutalieva and S. Akhtanova [4]. According to the authors, innovations in the system of modern higher education imply changes in the content of education and upbringing aimed at improving the effectiveness of the educational process. In this context, the design of an innovative model of interaction between subjects of higher education requires the creation of new educational content by all participants in this process.

J. Fromm et al. [5] considered a number of problematic aspects of the practical application of innovative models of interaction between participants in the educational process. According to researchers, the use of advanced and experimental technologies in the educational process in some cases ensures the achievement of a significant effect and to obtain prerequisites qualitative prerequisites for effective interaction of subjects of the higher education market.

The main purpose of this study is to investigate the principles of creating a model of innovative interaction of subjects of modern higher education in the current situation in the educational market.

Materials and Methods

The basis of the methodological approach in this study is a combination of methods of empirical modelling and statistical analysis of the results of the application of a theoretical model of interaction of subjects of the higher education market of the Republic of Kazakhstan with a systematic analysis of the introduction of innovations in the educational space of universities. The theoretical basis of the research is the results of the analysis of a number of studies by Kazakh and foreign authors (representing China, Germany, Spain, and Great Britain) aimed at exploring the features of building innovative technologies of the interaction of subjects represented in the higher education market today. This is necessary for an objective investigation of the features of creating an innovative model of interaction between subjects of the higher education market, which allows a qualitative assessment of the level of satisfaction of the needs of all its participants, considering the realities of the economic situation in the country and the world.

The application of the method of system analysis of the process of introducing innovations into the higher education system of the Republic of Kazakhstan at a given time and in the long term determined the real value of innovative technologies in the context of building an effective system of higher education in the country and improving the overall level of training of university graduates. The assessment of the current state of the higher education market in Kazakhstan, as well as trends in the increase in the number of university students (consumers of the higher education market) of the country for the period from 1995 to 2022 is given. In addition, the general principles of introducing innovations into university student curricula were identified, suggesting a gradual departure from conventional forms of interaction between teachers and students. Innovative, interactive technologies used in the system of higher education of the Republic of Kazakhstan are identified.

The application of the method of empirical modelling of results in the field of building an innovative model of interaction of subjects of the higher education market determined the main aspects of building this model, considering the specifics of the functioning of universities in the country. This allowed developing and presenting a model of interaction of subjects of the higher education market, considering the nature of innovation in the activities of universities in Kazakhstan today and the level of satisfaction of the needs of subjects of the higher education market. In addition, the use of this combination of empirical research methods determined the key conditions for the interaction of subjects of the higher education market, in the context of the relationship between their needs in this market and the prospects for

their satisfaction through the introduction of an innovative model of interaction of all market subjects.

The application of the method of statistical research of the results of the application of the innovative model of interaction of subjects of the higher education market of the country established the practical effect of its implementation, expressed in an increase in the total number of employed university graduates. The combination of these research methods allowed considering the general principles of introducing innovations into the higher education system, in the context of creating innovative systems in universities, in order to ensure high efficiency of interaction between subjects of the higher education market under study. This revealed the importance of professional competencies acquired by university students in the process of their preparation and subsequent employment.

Results

The current state of the higher education system is determined by the features of the transition period in the Kazakh and world economies, which implies the division of economies into industrial (old type) and post-industrial (new type). In the conditions of transformation of market relations, an increase in the volume of investment injections into higher education in Kazakhstan took place against the background of the introduction of market coordination mechanisms, which contributed to significant changes in the country's higher education system. The analysis of subsequent changes in the higher education system of the Republic of Kazakhstan clearly demonstrates the fact that the development of an innovative model of the institutional organisation of this system proceeded spontaneously, often without considering the real needs of the socio-economic development of the country [6].

At the same time, the introduction of innovations in the field of higher education is a necessary condition for improving its quality. At the same time, the construction of an innovative model of interaction between the subjects of the higher education market in Kazakhstan becomes possible only if the financing conditions of this industry improve. Despite the fact that investments in the country's higher education sector are increasing annually, the volume of funds allocated in comparison with the country's GDP remains at an extremely low level and amounts to no more than 3.5-4% [7]. In developed countries, investments of this kind are significantly higher, which makes it necessary to take additional measures to improve the situation with the financing of the higher education sector in Kazakhstan. In turn, this will contribute to the creation of the necessary conditions for the development of innovative activities in this sector and the introduction of a set of innovations that ensure effective interaction of subjects of the higher education market of the Republic of Kazakhstan.

As of the end of 2022, the higher education sector of the Republic of Kazakhstan includes 171 civil-type educational institutions, which are divided into state – 34, private – 122, international – 3, joint-stock companies – 12, as well as 12 non-civil higher educational institutions and 124 branches of universities of various types [8]. The total number of students of higher educational institutions in Kazakhstan for the period from 1995 to 2022 increased from 272.7 thousand to 578.2 thousand people. Innovative teaching methods in higher educational institutions of Kazakhstan include a gradual departure from the traditional model of teacher-student interaction with the introduction of interactive learning models. Modern interactive technologies in the field of education are reduced to the following [9]:

1. Independent work of students in small groups under the guidance of a leader. Develops a creative approach to solving a problem or a set of problems and independent thinking, as well as the ability to communicate.
2. Business games. Allows simulating a real problem situation from the professional plane and finding its solution.
3. Design and technological approach. Develops the skills of systematisation of materials within individual topics and selects the most relevant for the desired solution at the moment.
4. Training according to an individual plan. Independent construction of a trajectory for students in the learning environment, considering their subject preferences and personal responsibility for the final result.
5. Information and communication technologies. They allow students to study in the educational electronic space, with the prospect of expanding access to the resources of the education system.
6. Contextual form of education. Assimilation of educational information by establishing links between individual branches of knowledge and areas of their application.
7. Interdisciplinary form of education. The use of information from individual fields of knowledge in order to sublimate them in the context of the problem posed for its effective solution.
8. Modular form of education. It involves the study of certain information when it is submitted in the form of a modular structure. At the same time, the blocks can be both autonomous and thematically interconnected.

The trend towards innovation in the higher education market in a number of countries is evidence of their desire to strengthen their own positions in this market. If earlier there was an opinion that admission to a higher educational institution of more than 20% of school graduates stimulates an increase in the total number of mediocre people, at the moment the number of applicants to higher educational institutions is sharply increasing. To date, about 15% of young people who have passed the stage of admission to university can talk about getting them a prestigious higher education. If the number of students exceeds this indicator, it will indicate the mass character of higher education. According to statistics provided by UNESCO, as well as officially published by the World Conference on Higher Education in Paris in 1995, the total number of students in higher education institutions worldwide was almost 82 million people. In 1980, there were almost a third fewer of them – 51 million [10]. Innovative interaction of subjects of the higher education market, regardless of the level of educational institutions and the needs of consumers of higher education services, must meet the following conditions:

1. Meet the level of higher education market demands regarding the quality of products and services provided.
2. Bring to the producer of higher education services dividends necessary and sufficient for the implementation of its further activities in market conditions.
3. Make qualitative changes and improvements in the educational process of institutions of higher education.

A formal commodity in the higher education market is the process of knowledge transfer in specific areas, which is required to create a set of competencies for certain subjects of this market (students of higher educational institutions) that they need in carrying out further professional activities [11]. At the same time, it is necessary to consider the motivation of market buyers, who are often not interested in obtaining a set of knowledge and competencies, but in other goals, often of a non-economic nature. The main goal of consumers of the market of higher education services is to obtain a proof of ownership. At the same time, less attention is often paid to the real professional competencies that a university graduate receives. This trend should be eradicated, since it is the actual quality of training of a young specialist that is crucial for an employer interested in obtaining highly professional personnel. The process of building an innovative model of interaction of subjects of higher education of the Republic of Kazakhstan must necessarily include the following key aspects:

1. Introduction of innovative training programmes into the higher education system aimed at developing students' professional competencies in a given field. Conducting practical classes for senior students in an in-depth programme in order to hone highly specialised professional competencies.
2. Adjustment of the system of control and assessment of students' knowledge, based on innovative innovations in the higher education curriculum. It is advisable to introduce a system of remote control of students' knowledge using remote databases of specific universities that store key information on the studied programme disciplines.
3. Development of high-level professional competencies among students of higher educational institutions, considering the specifics of the studied program disciplines. Conducting additional classes with the involvement of existing specialists in specific industries.
4. Tracking the level of development of professional competencies of graduates of higher educational institutions at the stages of their subsequent professional activity. Maintaining business contacts with employers and monitoring changes in the level of professional competencies of young professionals.
5. Development and implementation of methods for selecting qualified personnel for specific positions, in accordance with their professional competencies. Introduction of a system of professional testing of university graduates in accordance with the requirements of individual specialities.
6. Introduction of continuing curricula into the practice of building the process of training students of higher educational institutions. Conducting additional classes to improve the qualifications of graduates of higher educational institutions.

Kazakhstan's higher education system already has a positive experience in implementing a number of aspects of this kind. In particular, as part of the integration of Kazakhstan's higher education system into the Bologna process, the country has already implemented a system called "Kazakhstan credit", which assumes the establishment of a given ratio of classroom and independent student work within the curriculum. Thus, the ratio is: for a bachelor's degree – 1:2, for a specialised master's degree – 1:3, for a scientific and pedagogical master's degree – 1:4, for a doctoral degree – 1:6. Graduates who are already in a professional career are allowed to take part in the programmes. The programme includes the possibility of advanced training of university graduates within the framework of the concept of continuing education, as well as the possibility of in-depth training of university students in the main programme disciplines [12].

The trend towards building continuing education is becoming increasingly popular in the modern market of higher education services. Ideas of this kind have been shaped into a single concept in connection with the spread of the scientific and technological revolution in the world [13]. In the higher education system, such a trend can be executed through the creation and subsequent implementation of innovative professional development programmes based on specific educational institutions. Figure 1 shows a flowchart of an innovative model of interaction between subjects represented today in the higher education market.

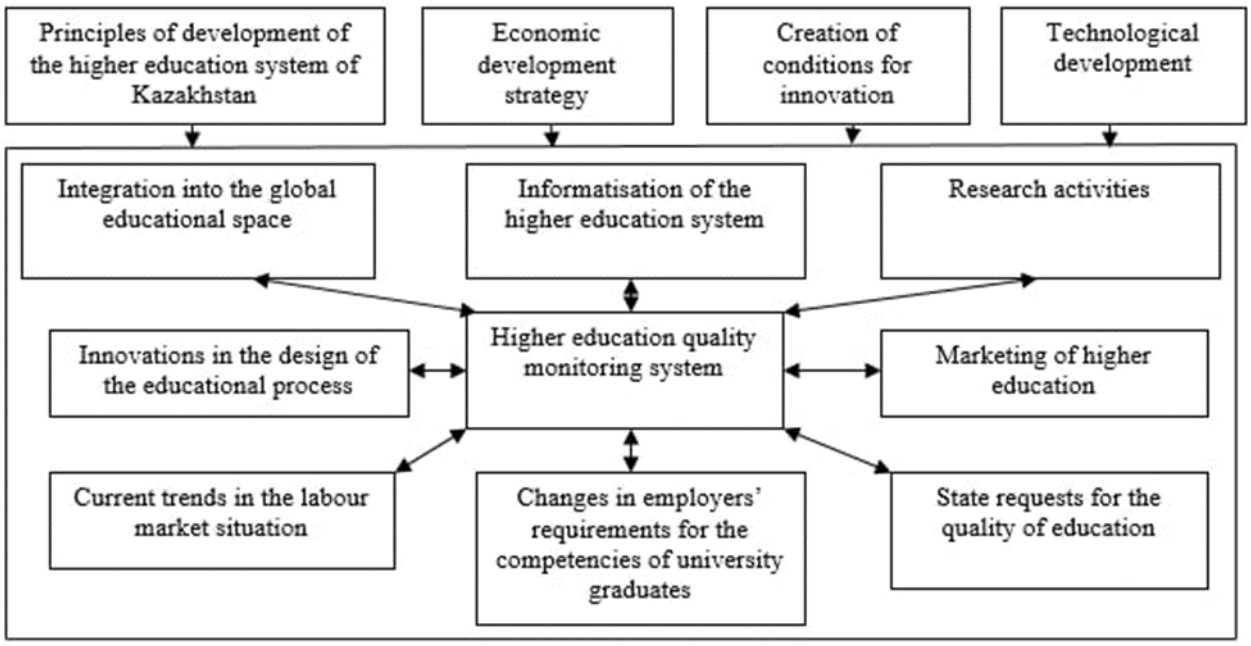

Figure 1. Block diagram of the innovative model of interaction of subjects of the higher education market
Source: compiled by the authors.

This theoretical model has received statistical confirmation. According to the information received at the leading university of Kazakhstan – the Kazakh National University, the introduction of innovative teaching methods into the educational space of the university allowed building an effective system of training scientific and professional personnel. By 2025, it is planned to increase the share of undergraduates and doctoral students by 25% [14]. In addition, the introduction of innovations in the design of the educational process in combination with the marketing of higher education as of the beginning of 2023 increased the employment rates of graduates of higher educational institutions of the country by an average of 12%, compared with the data of 2020, before the introduction of innovations [15].

The innovative model of interaction of subjects in the conditions of the market of modern higher education includes many elements that determine its effectiveness. Today, the need to introduce innovations into the higher education system is dictated by the acceleration of the dynamics of public relations, which is manifested in the consistent introduction of new information technologies into the educational space of universities. Informatisation of the higher education system, in turn, is closely related to research activities, as well as the integration of the country's higher education system into the global educational space. The introduction of innovations in the design of the educational process contributes to the improvement of the level of competence of university students (consumers of the higher education market), and also lays a reliable foundation in the overall system of training qualified personnel to meet the demands of the labour market. Employers and government agencies, which are subjects of the higher education market, are directly dependent on changes in the nature of innovations introduced in the educational process of universities. This is explained by the fact that the level of training of specialists, as well as the overall level of their professional competencies, depends on the effectiveness of innovative changes in the market. In turn, the marketing of higher education determines the key trends and changes in the market under consideration, considering the prospects of meeting the needs of all its subjects.

The functioning of the innovative model of interaction of subjects of the higher education market in Kazakhstan should be carried out considering the realities of the situation in the country and society. The financing of the existing higher education system in the country plays a decisive role in this context. At the moment, the introduction of systemic measures to improve the overall quality of higher education in the country is under intensive development. In recent years, the number of grants has doubled, while it is planned to gradually increase grants to 75,000 by 2025. In addition, on behalf of the President of the Republic of Kazakhstan, it is planned to increase the amount of scholarships for students by almost two times by the specified year, as well as to increase scholarships for undergraduates and doctoral students by 1.5 times. 28 large state higher educational institutions were reorganised into joint-stock companies and transferred to a corporate management scheme. The direct support of the head of state ensured that the salaries of the university teaching staff were almost doubled by the beginning of 2022. In addition, the European Standards and Guidelines (ESG) are gradually being introduced in Kazakhstan. In order to increase the overall level of educational programmes, the country's universities were asked to ensure their own academic and executive independence. Higher educational institutions were switched to the mode of independent design of educational programmes, which resulted in the development of 9,371 programmes [16].

The creation of an innovative model of interaction between subjects of the higher education market is inextricably linked with the development of an innovation system in higher education institutions. Within the framework of this system, the introduction of innovations is a complex process that affects absolutely all levels of management of this process on the scale of a single

educational institution. The ultimate goal of creating the considered innovative model of market interaction of subjects, in general, and innovations in the higher education system, in particular, is to create all the necessary conditions for training a future specialist in a specific professional field. A trained specialist (a consumer of the higher education market) must have a set of professional competencies sufficient to meet the needs of the employer in qualified personnel. In turn, this creates the necessary prerequisites for the purposeful economic development of society.

Discussion

Research team consisting of B.M. Lopez et al. [17] investigated a number of problematic aspects of the introduction of innovative technologies into the higher education system, in the context of the prospects for creating an effective model of interaction between the subjects of this market. According to researchers, the analysis of the strengths and weaknesses of the innovative learning model provides information for determining the areas of improving educational technologies. This is necessary to understand the ways of creating innovative models of interaction between subjects of higher education in the modern market, considering the non-standard solutions they offer. The conclusions of the researchers fundamentally correspond to the results that were obtained in this study, while the question of the possibilities of improving educational technologies is debatable and requires practical verification.

For its part, C. Wang and B. Fu [18] in a joint scientific study of the distribution of resources and factors influencing the introduction of innovations in teaching at modern universities, note the fact that this process has a significant impact on the nature of interaction of subjects in the modern higher education market. According to researchers, conducting an empirical study of innovative models of interaction of subjects in the higher education market shows the need to integrate the efforts of all participants in the process into teaching innovations relevant in the modern system of higher education. The position expressed by researchers fundamentally corresponds to the results obtained in this study, while the issues of teaching innovations in the system of modern higher education require more detailed analysis.

In turn, P. Brown et al. [19] studied the prospects for innovative development of China's higher education system. Researchers note that modern competition in the higher education market requires significant investment in the creation of innovative developments that could withstand this competition. According to the researchers, this requires reforming the existing higher education system to increase its social mobility and create conditions for the development and introduction of innovative educational products of high quality to the market. The conclusions do not fundamentally contradict the results that were obtained in this study, however, the tasks of reforming the currently existing higher education system in Kazakhstan do not fully correspond to those in China, due to differences in the education systems of each country. These differences are explained by a significantly higher level of implementation of innovative teaching methods in universities in the field of IT technologies in China compared to Kazakhstan [20-23].

N. Papadakis and M. Drakaki [24] considered the general principles of the development of European education policy in the context of creating conditions for accelerating the innovative development of the modern educational services market. The researchers note that the development of a European education policy within the framework of the EU Lisbon Strategy creates the necessary conditions for the progressive development of the higher education system in the European Union and the creation of optimal conditions for effective innovative interaction of all subjects of the higher education market in the region. The conclusions of the researchers correspond to the results that were obtained during the implementation of this scientific study. At the same time, the issues of innovative interaction of subjects of the higher education market in Kazakhstan and the European Union are partly subjective, since they are conditioned by the interaction of specific subjects in certain situations and require more detailed study of key aspects [25; 26].

J.A. Garcia-Martinez et al. [27] investigated the general principles of strategic stimulation of the higher education process. Researchers have found that the gradual introduction of educational experiments into the educational process increases the level of training of students of higher educational institutions and is an effective alternative to conventional teaching methods. According to the researchers, improving the quality of innovations in the field of higher education will contribute to the creation of a more active learning environment, which will ensure a higher level of competence of graduates of higher educational institutions, and will positively affect the nature of the interaction of subjects of the market of modern higher education. The researchers' conclusions regarding the effectiveness of educational experiments in the context of creating conditions for innovative interaction of subjects of the higher education market fully correspond to the results obtained in this study.

M. Eberle and L. Oberrauch [28] considered a number of problematic aspects of building an effective model of economic education in Germany. The researchers note that high-quality financial education increases competence in the economic field, while the introduction of innovations into the system of higher economic education significantly expands the range of opportunities for future specialists in the field of economics. According to researchers, the introduction of innovations into the system of higher economic education in Germany contributes to building an effective model of innovative interaction between all participants in the market of higher economic education in the country. Their conclusions do not directly contradict the results of this study, while it is necessary to consider the differences in the characteristics of the higher education market of Kazakhstan and Germany, due to inconsistencies in the level of economic development of the two states.

E. Schmiedehouse et al. [29] investigated modern innovative approaches in the system of modern higher education, during which they came to the conclusion that there are significant changes in the market of modern higher education due to the introduction of innovative methods of conducting the educational process. According

to the group of researchers, the subsequent expansion of the range of innovative methods of teaching individual disciplines will help strengthen the competencies of specialists in specific fields of knowledge, which ultimately creates favourable prerequisites for the introduction of innovative models of interaction of subjects of the market of modern higher education in the future [30; 31]. The opinion of the group of researchers is fully correlated with the results of this study.

A. Whitworth [32] in his study on a number of problematic aspects of the introduction of technological innovations into the modern system of higher education, notes that innovations in the field of educational technologies create the necessary prerequisites for independent work of students, as well as increasing their activity in the educational process. At the same time, according to the author, the effectiveness of pedagogical projects is determined, first of all, by increasing the level of students' competencies at the time of completion of educational projects, which is an objective prerequisite for the implementation of innovative models of interaction of all subjects of the modern higher education market. The conclusions of the researcher fully correspond to the results that were obtained in this study, while attention is drawn to the fact that the final effectiveness of each pedagogical project should be determined individually, based on the actual results obtained by its participants [33-35].

The raised topic was further developed in the joint scientific research by A. Wiseman and E. Anderson [36], aimed at investigating the experience of implementing national innovation systems in higher education in the member states of the Gulf Cooperation Council. Scientists note that the widespread use and modern high availability of information and communication technologies have had a significant impact on the process of conceptualisation by states of innovations in higher education [37]. At the same time, according to researchers, an innovative approach in the system of modern higher education can be useful in promoting a number of socio-political and economic programmes. This is necessary, among other things, to create prerequisites for the introduction of innovative models of interaction between individual subjects of the market of modern higher education in a particular geographical region [38-41]. These conclusions fundamentally correspond to the results obtained in this study.

For its part, R. Sharif [42], studying a number of problematic aspects of building relationships between acculturation, creativity, and innovative innovations in the system of modern higher education, draw attention to the fact that there is a clear relationship between innovation and creativity, which should be considered when creating innovative models. According to the researcher, this indicates that the innovations introduced into the higher education system today have a statistically significant predictive relationship with the acculturation aspect, expressed in the interpenetration of approaches to the introduction of innovations in higher education [43; 44]. The researcher's opinion corresponds to the results that were obtained in this study, while the issues of the connection of innovations in modern higher education systems with a number of external aspects seem controversial and require additional practical verification.

Conclusions

In the course of this study, it was found that the development of an innovative model of interaction between the subjects of the higher education market of Kazakhstan requires consideration of the specific features of the economic situation in the country, as well as the degree of its influence on the higher education system. This innovative model was developed and presented in the course of scientific research. In addition, the functioning of this model implies the need to meet the needs of all market participants involved in the interaction process. This is conditioned by the current situation in the higher education market of the Republic of Kazakhstan, and the overall features of the economic situation in the state at this point in time.

The introduction of innovative methods of designing the educational process in higher educational institutions of the Republic of Kazakhstan at the current time is necessary for the establishment of the necessary level of professional competencies among university students acting as consumers of the market in question. This will fully meet the needs of other subjects of the higher education market, in particular, employers interested in qualified personnel to solve their own work tasks. At the same time, the state, as a customer and consumer of the higher education market, interested in the development of a highly qualified workforce, also satisfies its needs by increasing the level of training of graduates of higher educational institutions. Thus, the creation of an innovative model of interaction of all subjects represented in the higher education market involves ensuring the systematic introduction of innovations into the educational space of a modern university. This creates the necessary prerequisites for effective interaction of the subjects of the market in question in the short and long term.

The prospects for further research in the line determined by the subject of this study are conditioned by large-scale changes in the economic realities of modern society and the associated need to make innovative changes to the existing system of higher education. The quality of professional training of students of higher educational institutions and their ability to quickly navigate in a rapidly changing economic situation depends on this. Further study should consider the effectiveness of the introduction of certain innovations in the higher education system, in terms of their impact on the quality of professional training of graduates of educational institutions.

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None.

Conflict of Interest

None.

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Інноваційна модель взаємодії суб'єктів на ринку вищої освіти

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Анотація

Актуальність. Актуальність теми полягає в необхідності забезпечення доступності та якості сучасної вищої освіти в умовах ринку та наявності проблем взаємодії між окремими суб'єктами, представленими на цьому ринку.

Мета. Основною метою даного дослідження є дослідження перспектив побудови інноваційної моделі взаємодії суб'єктів вищої освіти в умовах сучасних ринкових відносин.

Методологія. Основою методологічного підходу в даному дослідженні є поєднання методів емпіричного моделювання взаємодії суб'єктів ринку вищої освіти Казахстану зі статистичним аналізом результатів застосування даної моделі та системного аналізу процесу впровадження інновацій в освітнє середовище університетів країни.

Результати. У ході дослідження були отримані результати, які визначають загальні принципи побудови моделі, що розглядається в рамках заявленої теми, та ключові аспекти взаємодії суб'єктів у цій моделі. Встановлено, що процес впровадження інновацій в систему вищої освіти Республіки Казахстан нерозривно пов'язаний з реаліями економічної ситуації, що склалася в державі, і рівнем її впливу на розвиток цієї системи. Визначено ключові суб'єкти ринку вищої освіти в Казахстані та наведено диференціацію рівня їх взаємодії в рамках розглянутої інноваційної моделі.

Висновки. Практичне значення отриманих результатів обумовлено можливістю їх використання при створенні принципово нової моделі взаємодії суб'єктів сучасного ринку вищої освіти, шляхом впровадження інновацій в педагогічне середовище вищих навчальних закладів і забезпечення тим самим більш високого рівня підготовки випускників.

Ключові слова: навчання; освітній процес; підготовка кваліфікованих кадрів; інновації у викладанні; програмні дисципліни; ділові контакти.