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State programmes to support higher education in the Republic of Kazakhstan: Efficiency, prospects for development

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Abstract

Relevance. The research is relevant in light of the significant role that higher education plays in the implementation of social and economic policy of the Republic of Kazakhstan, especially through the application of educational programmes. In addition, the analysis of changes in the educational policy of Kazakhstan will enable evaluating of its effectiveness.

Purpose. The purpose of the research is to investigate students' perceptions and experiences of the state programme "Serpín-2050," focusing on their adaptation to its procedural structure. This examination serves as an indicator of the programme's effectiveness and a predictor of its potential for further development.

Methodology. Analysis, synthesis and abstraction were used to develop the theoretical methodology. For the empirical part of the research, the sociological method of survey was used.

Results. The research revealed that students primarily received information about the "Serpín-2050" programme through physical and social environments, with digital channels being less effective. Students' motivations for joining the programme were predominantly personal, focusing on individual needs and interests, rather than patriotic or public benefit motives. The overall adaptation to the new educational environment was positive, with students expressing high satisfaction with university infrastructure, the quality of educational services, and the level of support and communication from the university administration.

Conclusions. The study concluded that the "Serpín-2050" programme is highly valued by its participants, who are generally willing to recommend it to others. The findings suggest areas for improvement, such as enhancing leisure facilities in dormitories, increasing digitalisation of the library, and encouraging more active student participation in research and discussions. The practical value of the work is related to the prospect of adjusting the programme with some comments on the areas of improvement of educational services: leisure areas for the dormitory, digitalisation of the library, and active participation of students in research and discussions.

Keywords: academic mobility; intellectual migration; quality of services; academic adaptation; internationalisation.

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Introduction

The relevance of the research work on the influence of the state on educational programmes in higher education in the Republic of Kazakhstan stems from two main aspects. Firstly, an essential argument in favour of this research is the understanding of the higher education significance in the social, political and economic development of the country.

Consequently, there is a need to diagnose its effectiveness. Highly effective state programmes contribute to the establishment of new qualified personnel, which, in general terms, lays the foundation for innovative and competitive development of the country. Secondly, Kazakhstan continues to implement reforms in the educational sphere. The research will identify which elements require additional correction and development. An assessment of which aspects of the programmes could be improved and an analysis of changes in the country's education policy can provide insight into the future development of the education system.

Researchers T.B. Khvedelidze et al. [1] retrospectively identified five stages of higher education policy development in Kazakhstan. In the first stage (1991-1994) the legislative framework of higher education is designed. Access to free higher education based on competition is guaranteed. But still, the national policy in the sphere of education had tendencies, which were designed back in the Union of Soviet Socialist Republics (USSR).

In the second stage (1995-1998) modernisation processes in the higher education system occurred. For example, the first Kazakhstani rating systems were applied. The third stage (1999-2000) saw decentralised processes in the management and financing of education, and the expansion of academic freedoms. The fourth stage (2000-2007) marked a radical abandonment of the state monopoly. The fifth stage (2008-2010) saw the search for ways to adapt higher education to the market economy.

In addition to retrospective analysis, several works analyse the current situation within the framework of interaction between the state and higher education. Researchers N.B. Dengelbaeva et al. [2] identified common characteristics that hinder the improvement of the modern system of higher education management, including on the part of state structures. Firstly, educational programmes do not meet the expectations of employers. Secondly, the low level of graduates in technical specialities. Third, universities have not regulated the mechanism of accountability to the student and parent community. Fourth, infrastructure and leisure activities in universities do not meet the needs and expectations.

Researchers G.S. Tarepova et al. [3] note that the state management of higher education in Kazakhstan is a complex process. On the one hand, the sphere of higher education has always been under strict control of the state. The state governed the sphere of higher education through several mechanisms: fiscal, legislative, and administrative. On the other hand, the vector to market economy has led to the transformation of state participation in the sphere of higher education, which led to the reduction of its dominant role.

Researchers B. Rakhimbekova et al. [4] indicate that modern modernisation processes in higher education in Kazakhstan are designed to enter the world's educational

space. Accessibility of education, inclusion of innovative educational technologies, and establishment of conditions of academic freedom for educational institutions have become the fundamental principles of higher education in Kazakhstan.

Scientist S. Tokbolat [5] believes that the ruling regime of Kazakhstan considers higher education as a tool for broadcasting the dominant ideology. The conducted content analysis demonstrated that within the framework of extracurricular activities and educational process, patriotic education is the main subject.

It should be emphasised that most of the works on this subject deal with the general aspects of interaction between the state and higher education. There are no detailed analytical works, which are designed to consider state programmes to support higher education, their effectiveness and development prospects.

One of the most significant programmes is "Serpina-2050". It includes various aspects of the educational sphere. Thus, the purpose of the research is to explore students' perception and experience of the state programme "Serpina-2050", and aspects of adaptation to its procedural structure, which in turn is an indicator of effectiveness and a predictor of further development of this programme.

Materials and Methods

The theoretical part of the research, including the analysis of intra-state student mobility through key educational programmes in Kazakhstan, is based on the application of the general scientific method of analysis and synthesis. The analysis allows decomposing the examined problem into constituent elements for more detailed research.

In this case, the analysis includes research on the structure of the educational system of Kazakhstan. In particular, what programmes are the most popular, and what areas of research are provided. Using the method of synthesis will allow combining a variety of data from different sources into a unified understanding of the structure and dynamics of intra-state student mobility. It contributes to the establishment of a coherent picture of the examined problem.

In addition, the method of abstraction was used as an auxiliary method in solving theoretical issues. Abstract thinking and abstraction method helped to identify key aspects, concepts and variables that determine the relationship between intra-state student mobility and educational programmes.

In other words, the method of abstraction allowed the examined problem to be approached at a more analytical level, focusing on essential concepts and relationships. And also, it contributes to a deeper understanding of the relationship between programmes and student mobility.

The empirical part of the research is supported by the sociological method – a questionnaire survey. This method was used to record students' evaluative judgments about the Serpina programme, their experience of participation in this programme and the specifics of the adaptation process.

The object of the research was the students who started to learn on the "Serpina" programme in 2022. It is Respondents were interviewed using an online questionnaire "Google Forms". Online forms allow study participants to complete the questionnaire at a time and

place that is convenient to them, which can help increase participation and accuracy of data.

Snowball sampling was used: students forwarded the questionnaire to their acquaintances who participated in the “Serpín” programme. This method can be effective when studying a specific group of people, as in this case. 308 respondents were interviewed. Among them, 183 were women and 125 were men.

The research procedure included questionnaire development, identification of key variables to be analysed, and processing and interpretation of the obtained data. The answers received from the respondents were systematised and subjected to statistical analysis using IBM Statistical Package for the Social Sciences (SPSS) software. This software is a powerful tool for processing and analysing statistical data, allowing a more complete and objective disclosure of the features and trends identified during the research. In addition, it is essential to consider the limitations of the research, such as sample size, and specifics of the questionnaire survey.

For further research, it is possible to consider a wider range of variables, conduct more detailed analyses of the impact of specific factors and expand the scope of the study to other educational programmes in Kazakhstan. Thus, the combination of the questionnaire survey method, the snowball method and using the online form allows obtaining qualitative data from Serpín programme participants, which will enrich the empirical part of the research and support its results.

Results

In accomplishing the purpose of the research work, it is necessary, first of all, to specify the content structure of state programmes for the development of higher education in Kazakhstan. In modern scientific discourse, two state programmes of Kazakhstan related to higher education are most often mentioned: “Serpín-2050” and “Bolashak”. “Bolashak” – a scholarship programme, which was approved by the President of the Republic of Kazakhstan to train citizens in the leading educational institutions of Europe [6].

According to the data for 2022, 1055 scholarships have been allocated. “Bolashak” is considered a breakthrough programme to develop and support higher education in the country. This long-lasting project evolves with time.

It is even becoming a benchmark for similar programmes in other countries. It is one of the main state programmes for international academic mobility in Kazakhstan. But there is a programme that is most closely related to domestic policy in Kazakhstan – it is the programme “Serpín-2050”, which has been in force since 2014 [7].

It should solve a specific socio-economic problem at the present stage in Kazakhstan. Within the framework of this project, academic mobility is implemented from the southern regions (which have a surplus of personnel) to the northern, eastern and western regions of Kazakhstan, which have a deficit of workers. Thus, these two programmes represent a separate type of academic mobility – internal and external.

Ukrainian researchers V. Slipchuk et al. [8] consider the concept of “academic mobility” in the cognitive framework of the process of internationalisation of

education. They present this category as a process of moving participants of higher education from one educational environment to another.

The purpose of such movements is the exchange of experience, and obtaining additional educational opportunities. Internal mobility (within a country) and external mobility (between countries, regions, or within a region) are distinguished. But most frequently academic mobility is identified with the external form of its manifestation.

Therefore, this category is closely related to the concept of “internationalisation”. Internationalisation as a concept from a historical perspective, is a relatively new, broad and diverse phenomenon in higher education. In recent years, internationalisation has become one of the main aspects of educational reforms in higher education [9].

Another significant concept, which has a broader scope of understanding and touches upon the demographic lens, is “intellectual migration”. It includes different forms of mobility that are performed by different actors.

This category includes two macro-types of actors: “movement of specialists” – migration of representatives of various professions and “movement of apprentices” – migration of students who complete their education, and migration of entrants [10]. The significance of such migration can be traced to the example of Europe. There are significant demographic shifts as a consequence of intellectual migration in Europe. Movement from the Eastern and Central Member States of the European Union to Western Europe. And also, increased movement between Member States for education or work purposes [11, 12].

Researcher K. Kitchroen [13] identifies common aspects of service quality. She transfers this universal five-factor matrix to the sphere of higher education. She distinguishes the parameter “material” – the appearance of facilities and equipment (e.g., interior or architecture). The second parameter, “reliability” – the ability to perform the service reliably and safely. The third parameter, “responsiveness” – the focus on helping the customer. The fourth parameter, “assurance” – fostering a trusting relationship with the client. The last parameter, “empathy” – individualised approach to each student. A more particularised system of quality educational services was provided by Romanian researchers R. Sarbu et al. [14]. The authors emphasise such aspects as:

- level of effectiveness of training programmes;
- learning environment;
- competence of the teaching staff;
- independent assessment of the student’s academic achievements.

However, it should be emphasised that the quality of educational services equally includes teachers, staff, administration of higher education institutions, and students themselves [15]. Therefore, student culture is another parameter of the quality of educational services.

Thus, having fixed the categorical environment of the researched area the transition to the empirical research of students’ perception of the educational programme “Serpín-2050” is performed. First of all, questions were asked that relate to the initial integration into this educational project. The respondents were asked about the sources of awareness of the programme (Figure 1).

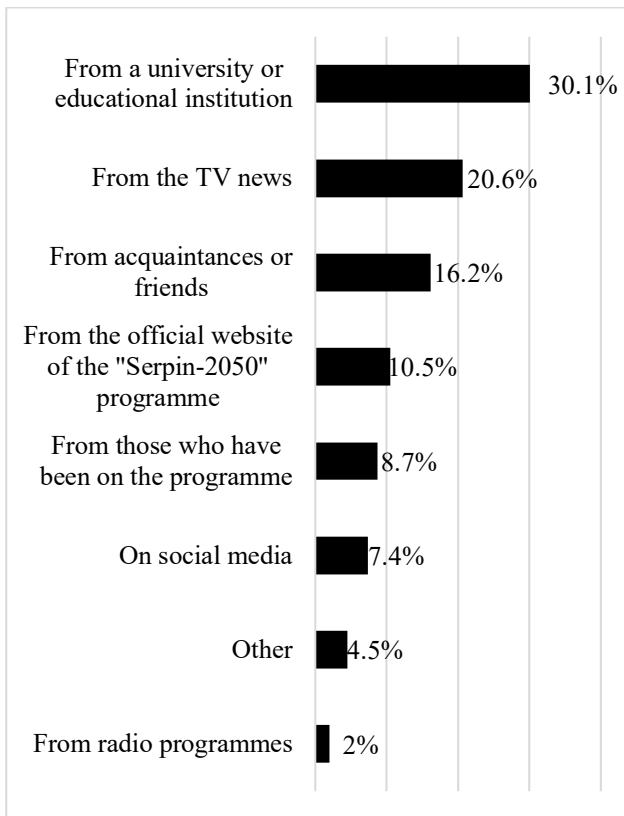


Figure 1. Distribution of respondents' answers to the question about the sources of information about the "Serpín-2050" programme

It can be recorded that the sources of information about the programme were primarily institutional entities, the social environment and the most conservative media channel – television. Meanwhile, the channels related to the Internet environment have a low influence on informing. The respondents were asked to choose one of the statements related to the incentive to participate in the "Serpín-2050" programme. Slightly more than a quarter of respondents were attracted to the idea of supporting young people and their participation in a programme that is future-oriented – 26.8%.

Approximately one-fifth of respondents believed that participation in such a programme would help to develop – 20.5%. Approximately one-tenth of respondents were inspired by recommendations from friends and colleagues – 11.5%. Approximately the same number of students saw the fact that the programme was a well-structured and promising initiative as the main incentive – 12.4%.

Some altruistic and patriotic motives for joining the programme were confirmed by less than one-tenth of respondents. The motive of positive impact on society (in general terms) was chosen by 7% of the respondents while helping the state was chosen by 6.3%. Exchange of experience was the main motive for joining the programme for only 5.3% of respondents.

The second significant aspect of the empirical analysis is the issues related to the stage of moving. Approximately half of the respondents experienced any inconvenience in connection with the change of place of residence – 49.5%. Thus, the respondents were divided into two almost equal groups. One part endured the difficulties of moving normally, while the second part felt difficulties

in this process. In addition, it is confirmed by the question concerning the presence of problems related to the move at the time of the survey (5 months have passed since the move). 42.1% of the respondents still had these problems.

A question was asked regarding the subjects who helped the respondents to adapt to the new environment. One-third of respondents named classmates and neighbours – 34.5%. Approximately one-quarter of respondents adapted through their efforts – 24.2%. Approximately one-fifth of respondents named friends or teachers – 21.3% and 20% respectively.

The third and most extensive group of questions in the survey concerned the quality of services provided in the new educational environment. Firstly, the respondents were asked to evaluate the university dormitory. Thus, 66.6% of respondents, in general, positively assessed the quality of the dormitory. Of these, 39% evaluated the dormitory completely positively.

Within the framework of this subject, it was proposed to the respondents to indicate the areas related to the university dormitory that need to be improved. The question had several answer options, thus, the sum of all answer options was greater than 100%. More than half of the respondents felt that the recreation and sports area in the dormitory should be improved – 54%. Almost half of the respondents would like to improve support for social initiatives at the university – 49.7%. More than one-third of respondents indicated that feedback from the administration should be improved – 38.4%.

Approximately one-third of respondents believe that it is necessary to improve living conditions – 31.5%. The following areas did not pass the thirty per cent barrier: maintenance and repairs – 23.8%; personal safety – 8.1%; internet and communication – 14.7%; improving soundproofing – 13.3%; and improving lighting – 9.6%. Secondly, several questions were asked that relate to the university library. A significant majority of the respondents are predominantly positive about the university library – 72.2%. In addition, a question was asked that deals with the improvement of specific areas related to the university library.

Almost half of the respondents felt that support for new technologies should be improved – 45.5%. More than one-third of the students who participated in the survey believe that the development of electronic resources should be improved – 30.1%. Approximately the same percentage of respondents believe that the variety of educational activities in the library should be improved – 36.3%. Thirty per cent barrier did not pass such areas related to the university library: expanding the choice of literature – 16%; creating convenient workplaces – 23.8%; improving the search and cataloguing system – 28.2%; increasing opening hours – 9.1%.

Thirdly, questions directly related to the educational process at the new place of learning were asked. The majority of respondents positively assessed the quality of university education – 81.9%. Within the framework of the question that deals with the areas of the educational process that need to be improved according to the respondents more than half of the respondents believe it is necessary to improve the support of active participation of students in academic discussions, research and social activities – 56%.

More than a third of respondents indicate that the integration of international aspects into the curriculum needs to be improved – 37.2%. The areas that failed to pass the thirty per cent barrier were: improving communication between students and lecturers – 29.6%; providing opportunities to study subjects outside the major field of study for a broader outlook – 23%; increasing practical classes – 21.6%; and developing digital skills – 19.4%.

In addition, a question was asked to assess the quality of eating places at the university (canteen, cafeteria). Eventually, according to the results of the survey, 82.6% of respondents positively evaluated the gastronomy industry of the university.

Last questions of the block related to the quality of services provided by the university were the evaluation of communication. When asked about the involvement of the group supervisor in assistance 31.9% of respondents indicated that they play an essential role. Approximately the same number of respondents indicated that the supervisor is generally supportive – 32.6%.

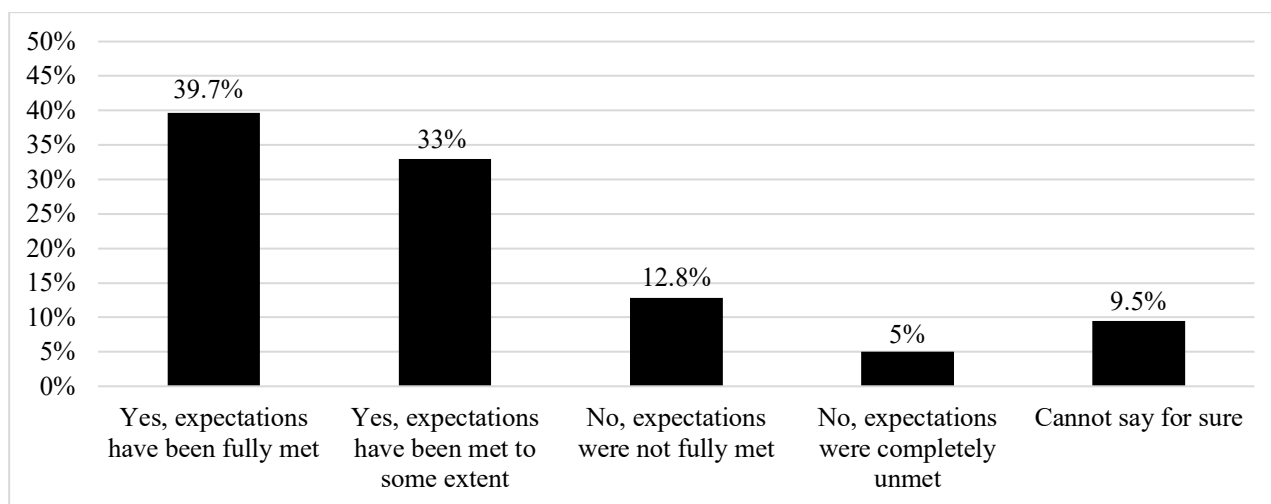
Thus, more than half of the respondents indicated that the mentor supports them – 64.5%. As for the accessibility of communication with the university administration (rector, dean, head of the department), 31.6% of respondents believe that this communication is very accessible.

A quarter of respondents indicate that it is moderately accessible – 24.5%. The average accessibility of

interaction with the university administration was indicated by 15.1% of respondents. And only 8% believe that it is practically inaccessible. In addition, during the questionnaire survey, two questions were asked about the support and development of students' abilities. More than one-third of respondents indicated that they have some abilities and talents – 35.8%. A quarter believe that they are still in search of them – 25.5%.

Only slightly more than one-fifth of respondents believe they have no talents and abilities – 22%. And only 16.7% of respondents could not answer this question. The second question from this thematic block was related to the assessment of opportunities for the development of abilities at the university at present. Thus, 40.7% of respondents believe that the university supports ability development. Approximately one-third of the respondents believe that the university supports, but there are some limitations. Only one-fifth of respondents believe that these abilities are limited – 22%.

The final set of questions asked of respondents concerned the overall perception of the Serpin-2050 programme. Mostly positive assessments were received. Thus, 76.3% are ready to recommend the programme to other young people, and 81.5% of respondents believe that the programme is consistent with their previous results (Figure 2).



Respondents were asked to rate the effectiveness of the “Serpin-2050” programme on a 10-point scale. The average score was 8. It indicates a highly positive perception of the effectiveness of the programme by its participants. In general, having analysed the results of the sociological survey it can be stressed that the respondents positively perceive various aspects of the new educational environment obtained as a result of participation in the “Serpin” programme: the quality of services provided and communication with the university administration.

In addition, the adaptation process of entering the new educational environment was predominantly soft and constructive. The programme in the opinion of the majority of interviewed participants contributes to the development of their potential (skills, talents).

Discussion

The situation with the economic and production asymmetry of the south and north of Kazakhstan is very similar to Italy. In this country, there is an internal mobility of students from the southern regions to the northern regions, which are considered more developed. Researchers V. Cuzzocrea et al. [16] explored student mobility and, first of all, concluded that students in most cases have a positive attitude towards the new educational environment.

In addition, the main difference of this research is that it was possible to discover that mobility patterns differ according to social background and previous education: students from wealthier families and those from lycées have a much higher probability of getting a higher

education from southern regions. Thus, it is indicated that successful mobility is influenced by wealth and previous education.

Studies of this kind are essential for identifying factors that may limit or facilitate student mobility in regions with asymmetries in development. In addition, they can serve as a foundation for the development of policies designed to reduce educational and social inequalities. Analysing the features of the perception of students' internal mobility has similar effects to international mobility. Only in this context emerge other aspects, such as enculturation. Understanding the factors that determine the satisfaction of international students with higher education institutions is significant.

Researchers H. Haase et al. [17] analysed the results of a survey of 289 international students enrolled in two universities in Germany and Portugal. The results demonstrate that the factor defined as educational experience is an important determinant of student satisfaction. Furthermore, the evaluation of academic reputation depends on the university. There were findings that satisfaction with academic factors is more significant for international students than satisfaction with non-academic aspects. In addition, it is confirmed by the author's research. The educational process was more favourably evaluated than additions to education (hostel, canteen). There are student mobility programmes that are a kind of benchmark in this field, such as the Erasmus+ programme. Researcher E. Georgiefendi [18] investigated whether the Erasmus+ mobility programme has an impact on the personal development and professional career of Greek students. Initially, an available literature review was explored, taking a wide range of bibliographies, mostly contemporary.

After that, a survey questionnaire was developed and distributed. The sample of this research was 100 individuals, Greek students from different Greek institutions and different academic disciplines. The questionnaire was designed to answer the research questions and to support the hypothesis from the literature review that the Erasmus+ mobility programme does have an impact on the lives of the Greek student participants.

The Erasmus+ mobility programme has a positive impact on students' lives and even the non-mobile participants in the survey stated that if there was another chance, they would participate in the mobility programme. The results demonstrate that Erasmus+ helps students to mature and think about future opportunities.

This research intends to improve the understanding of the benefits of mobility programmes and adds to the need for more research on the subject, especially in Greece, targeting Greek students. The results of this research are credible, even if some limitations were found afterwards. The results of the survey support the hypothesis of the impact of the Erasmus+ mobility programme on the personal development and professional career of Greek students.

In the research on this mobility programme, students indicated that their abilities and talents were positively developed while participating in the programme, which is in line with the author's research on the "Serpín" programme. However, the main difference of the research

is that it was possible to establish the impact of the mobility programme on the quality of life.

In addition, some studies capture the factors of academic mobility. Researchers A. Perez-Encinas et al. [19] indicate that students' decision to study abroad is influenced by several different factors. They influence students' experience of (un)mobility. The authors analysed 73715 responses from international students and concluded that there are significant differences between degree and credit mobility students, but not when comparing undergraduate and graduate students. In general terms, both groups of students placed a high value on three main aspects of their international experience: city offerings, social life and academics. The study confirms the authors' research in terms of the fact that students who perform academic mobility consider the infrastructural features of the new educational environment, more than just specific educational processes. The main methodological difference of this research is its object. It was a textual analysis rather than a survey.

In the framework of similar research conducted by scientists T. Nam and J. Cheng-Hai [20], the factors influencing the departure tendencies of Vietnamese citizens were analysed. The researchers analysed the factors influencing the outbound tendencies of Vietnamese citizens. They demonstrated that the transition of learning abroad in Vietnam is caused both by the decision of the students themselves or their family members, and it is strongly influenced by objective layers of determinants. This research demonstrated the trends of higher education in Vietnam. The authors identify macro factors that enhance international student mobility: unmet demand for higher education; inadequacy of domestic higher education; social norms and mind-sets; economic factors; government policies and scholarships. These results demonstrate that there is a growing need to study abroad due to many factors.

The author's research managed to record the factors that influenced participation in the Serpín programme. Therewith, Kazakhstani students rationalised their mobility through the Serpín programme primarily as a personal need, while altruistic and patriotic motivations were secondary. Research emphasises the importance of student mobility as a means of personal and professional development, and identifies many factors that influence students' decisions to study abroad. In general, student mobility is an essential component of modern education, and research findings help to better understand how it affects students and what factors shape their decisions in this area.

Thus, comparing academic mobility research with other countries has many similar trends. Across countries, students acknowledge the significance of personal development when participating in mobility programmes. It may include the development of intercultural skills, confidence and independence skills.

Research points to the influence of economic and socio-cultural factors on students' decision to study abroad. It includes the availability of scholarships and financial support, and sociocultural standards and values. Many students see student mobility as a way to improve their academic knowledge and enhance their career prospects. In addition, national policies and support play an essential

role in encouraging student mobility. Programme design and scholarships can help to increase participation. As indicated in the studies, further research in this area is always relevant.

They can help to better understand the changing trends and needs of students. In general, research in this area helps both to better understand students' perceptions of educational institutions, and provides a foundation for developing more effective strategies for institutions to improve the quality of education and student satisfaction.

Conclusions

The effectiveness and development prospects of the "Serpín" programme on the part of students have several significant features. First of all, it is the information about the programme mainly through the social environment, institutional structures and television, considering that the internet environment is not very significant. It can be indicated as a disadvantage of the digitalisation of the programme. Secondly, the motives for joining the programme were predominantly personalised, with patriotic and altruistic motives having a low representation. Secondly, the adaptation to the new place of learning was smooth in most cases. Thirdly, the quality of services provided in the new educational environment is the main indicator of programme effectiveness.

Thus, the majority of students positively assessed the dormitory, library, eating places and the educational process itself. Therewith, students indicated areas that need to be improved. In the dormitory, students primarily want to improve the recreation and sports area. In the library, they see the need for better digitalisation. Within the

educational process, there is a paramount need to improve opportunities for students to actively participate in discussions and research. Communication with the university administration and group supervisor was rated by the majority of students at the highest level. In addition, students confirmed that their abilities and talents are supported by the university.

In general, students are willing to recommend the programme to people they know. The practical value of the work lies in the possibility of applying the findings to adjust the Serpín programme. Even though a generally positive attitude towards the programme was recorded.

There are still areas that need improvement. For further research on the effectiveness of the programme, the long-term effects of the programme should be explored. It requires researching both first-year students and those who have completed the programme. In addition, the work self-actualisation of "Serpín" graduates should be explored.

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Conflict of Interest

None.

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Державні програми підтримки вищої освіти в Республіці Казахстан: ефективність та перспективи розвитку

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Анотація

Актуальність. Дослідження є актуальним у світлі значної ролі, яку вища освіта відіграє у реалізації соціально-економічної політики Республіки Казахстан, особливо через впровадження освітніх програм. Крім того, аналіз змін в освітній політиці Казахстану дозволить оцінити її ефективність.

Мета. Метою дослідження є вивчення сприйняття та досвіду студентів щодо державної програми “Серпін-2050”, зосереджуючись на їх адаптації до її процедурної структури. Це дослідження служить індикатором ефективності програми та прогнозом її потенційного подальшого розвитку.

Методологія. Для розробки теоретичної методології було використано аналіз, синтез та абстрагування. Емпіричну частину дослідження здійснено за допомогою соціологічного методу опитування.

Результати. Дослідження показало, що студенти переважно отримували інформацію про програму “Серпін-2050” через фізичні та соціальні середовища, тоді як цифрові канали виявилися менш ефективними. Мотивації студентів для приєднання до програми були переважно особистими, орієнтованими на їхні індивідуальні потреби та інтереси, а не на патріотичні чи суспільні мотиви. Загальна адаптація до нового освітнього середовища була позитивною, студенти висловлювали високу задоволеність інфраструктурою університету, якістю освітніх послуг та рівнем підтримки та комунікації з адміністрацією університету.

Висновки. Дослідження дійшло висновку, що програма “Серпін-2050” високо цінується її учасниками, які загалом готові рекомендувати її іншим. Результати свідчать про необхідність покращення таких аспектів, як вдосконалення зон відпочинку в гуртожитках, збільшення цифровізації бібліотеки та заохочення більш активної участі студентів у дослідженнях та дискусіях. Практична цінність роботи пов’язана з перспективою коригування програми з деякими зауваженнями щодо напрямків удосконалення освітніх послуг: зони дозвілля для гуртожитку, цифровізація бібліотеки, активна участь студентів у дослідженнях та дискусіях.

Ключові слова: академічна мобільність; інтелектуальна міграція; якість послуг; академічна адаптація; інтернаціоналізація.