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NEW APPROACHES TO THE DEVELOPMENT OF HUMAN CAPITAL

In the modern world, the increasing importance of human capital and the role of education in its formation is increasingly recognized. In educational practice, there is an underestimation of the possibilities of additional education, which does not allow children to fully reveal their potential. The purpose of the study is to develop recommendations that will help increase the level of enrollment of children in additional education.

The purpose of the study is to develop recommendations to help increase the level of enrollment of children in additional education in order to develop human capital.

The scientific and practical significance of the work lies in the fact that in the context of discussions about the contribution of education to the development of human capital, the importance of additional education for children and possible ways to more optimally organize this system are substantiated. During the study, formal logical methods and techniques were used. The main result of the study is that it highlighted not entirely obvious opportunities for the development of a system of additional education for children and measures were proposed to help increase the indicative indicator used in public administration – the level of enrollment of children in additional education. The value and practical significance of the study is expressed in the fact that, using the example of the central part of Almaty, a conceptually new approach to organizing additional education for children was proposed, which involves the creation of a system of additional school education that provides children with greater opportunities to unlock their potential during sensitive periods of development. At the same time, a model of an indicative map of the network of additional school education has been developed and proposed, promoting the formation of human capital at a qualitatively new level.

Key words: additional education for children; human potential; human capital; accessibility of education; inclinations and abilities; talent; indicative map of the locality.

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Адам капиталын дамытудағы жаңа тәсілдер

Қазіргі әлемде адами капиталдың маңыздылығы және оны қалыптастырудағы білімнің рөлі барған сайын мойындалуда. Білім беру тәжірибесінде балалардың өз мүмкіндіктерін толық ашуға мүмкіндік бермейтін қосымша білім беру мүмкіндіктерін жете бағаламау байқалады. Зерттеудің мақсаты – балаларды қосымша біліммен қамту деңгейін арттыруға көмектесетін ұсыныстар әзірлеу.

Жұмыстың ғылыми-тәжірибелік маңыздылығы білім берудің адами капиталды дамытуға қосқан үлесі туралы пікірталас аясында балаларға қосымша білім берудің маңыздылығы мен осы жүйені оңтайлы ұйымдастырудың ықтимал жолдары негізделуінде. Зерттеу барысында формальды логикалық әдістер мен әдістер қолданылды. Зерттеудің негізгі нәтижесі – онда балаларға қосымша білім беру жүйесін дамытудың толық айқын емес мүмкіндіктері көрсетілді және мемлекеттік басқаруда қолданылатын индикативті көрсеткіш – балаларды қосымша біліммен қамту деңгейін арттыруға көмектесетін шаралар ұсынылды. Зерттеудің құндылығы мен практикалық маңыздылығы Алматы қаласының орталық бөлігінің мысалын пайдалана отырып, балаларға қосымша білім беруді ұйымдастырудың тұжырымдамалық жаңа тәсілі ұсынылғанында, ол қосымша мектептік білім беру жүйесін құруды көздейді. Балаларға дамудың сезімтал кезеңдерінде өз әлеуетін ашуға үлкен мүмкіндіктер береді. Бұл ретте адами капиталды сапалы жаңа деңгейде қалыптастыруға ықпал ететін қосымша мектептік білім беру желісінің индикативті картасының үлгісі әзірленіп, ұсынылды.

Түйін сөздер: балаларға қосымша білім беру; адам потенциалы; адам капиталы; білімнің қолжетімділігі; бейімділік пен қабілет, дарындылық; елді мекеннің индикативті картасы.

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Новые подходы к развитию человеческого капитала

В современном мире все очевиднее признается увеличивающаяся важность человеческого капитала и роли образования в его формировании. В образовательной практике наблюдается недооценка возможностей дополнительного образования, что не позволяет в полной мере раскрывать потенциал детей. Цель исследования – разработать рекомендации, способствующие повышению уровня охвата детей дополнительным образованием.

Научная и практическая значимость работы заключается в том, что в контексте дискуссий о вкладе образования в развитие человеческого капитала обосновывается важность дополнительного образования детей и возможные пути более оптимальной организации данной системы. В ходе исследования использовались формально-логические методы и приемы. Основным результатом исследования является то, что оно подсветило не вполне очевидные возможности для развития системы дополнительного образования детей и были предложены меры, способствующие повышению индикативного показателя, используемого в государственном управлении – уровень охвата детей дополнительным образованием. Ценность и практическое значение проведенного исследования выражается в том, что на примере центральной части города Алматы был предложен концептуально новый подход к организации дополнительного образования детей, который предполагает создание системы дополнительного школьного образования, предоставляющей детям более широкие возможности в раскрытии потенциала в течение сензитивных периодов развития. Вместе с тем, разработана и предложена модель индикативной карты сети дополнительного школьного образования, способствующая формированию человеческого капитала на качественно новом уровне.

Ключевые слова: дополнительное образование детей; человеческий потенциал; человеческий капитал; доступность образования; задатки и способности, талант; индикативная карта населенного пункта.

Introduction

The world is undergoing a transition to a post-industrial society, a knowledge society, where knowledge itself becomes one of the main values (Bell, 2020). It is not industrial or financial capital that begins to play a decisive role, but people, or human capital. Human capital is the set of competencies of people through which both personal and social needs are satisfied. From an economic point of view, the benefits received from these competencies exceed the resources spent on their development and the current costs of obtaining beneficial effects (Kuzminov, 2018).

At an extended meeting of the Government of the Republic of Kazakhstan on February 7, 2024, the head of state, Tokayev K-Zh. K., set an ambitious target: increasing the economy to \$450 billion by 2029. It is important to understand that one of the key factors ensuring sustainable economic growth and increasing the competitiveness of the national economy is improving labor productivity indicators. Labor productivity indicators and the quality of labor resources are significantly influenced by social institutions such as education.

The modern educational system is based on compulsory secondary education; however, it should be

noted that along with compulsory secondary education in Kazakhstan, in particular, there is a system of additional education for children. Additional education of children (AECh) acts as a process of education and training carried out for the purposes of moral, intellectual, cultural, and physical development, designed to satisfy diverse needs and create conditions for the development of the individual, his self-determination and creativity, the disclosure of abilities, social adaptation, and the formation of civic consciousness, general culture, a healthy lifestyle, and the organization of meaningful leisure. The provision of AECh in different countries is organized differently; for example, in accordance with the Law of the Republic of Kazakhstan dated July 27, 2007 No. 319-III “On Education” in Kazakhstan, the provision of additional education for children and the approval of the state educational order for AECh fall within the competence of local executive bodies (akimats).

Literature review

Compared to general education, the study of AECh issues occupies a very modest place on the research agenda. With the development of the topic of AECh, not everything is so clear. Thus, on the

one hand, the great potential of AECh is noted in the reports of international organizations and think tanks (McCombs, 2017); there are a large number of works examining various aspects of AECh (Deitch, 2020; Zhulyabina, 2017; Kosaretsky, 2019; Izumi Mori, 2014; Janice Aurini, 2013; Gaiser, 2020; Koinzer, 2013; Menefee, 2015; Tansel, 2013; Stina Hallsén, 2021).

On the other hand, despite the relevance of the topic, AECh is almost never mandatory, and children's participation in AECh programs is carried out on a voluntary basis. In addition, it should be noted that there are no constitutional guarantees for the general accessibility and freeness of AECh, and there is relatively little attention given to the problems of the AECh system in general and the issues of organization and management of AECh in particular. Unfortunately, there are practically no studies paying attention to the issues of local governance and organization of AECh; a small number of works pay attention to the issues of accessibility of AECh, coverage of AECh, and the barriers faced by children and their parents in the AECh system.

Currently, people are becoming important, not in themselves but in educated people with knowledge and competencies. The quality of human capital is largely determined by investments in education, where the most important actor is the state (Abrigo, 2018; Tanzi, Schuknecht, 2000; Thurow, 1970). It should be noted that the important role of AECh is also evidenced by the fact that in many countries, government authorities are pursuing policies to expand the coverage of AECh (Brodolini, 2013).

It should be noted that the state acts as the main accumulator of the needs of society and must carry out activities for strategic planning and improvement of the well-being of society. Educational projects, as a rule, are implemented over a long period of time, and at the same time, the effects of its influence on people are extended over time (Pashkus, 2014). Management is the optimal use of available resources. And the question of the most optimal development of available human resources is now, more than ever, clearly acquiring relevance. Management in the field of culture, including education, is an essential part of management in the field of economics due to the fact that it is financially connected with subsidies, taxes, and investment climates. At the same time, you need to understand that culture, in the broad sense of this category, influences all spheres of human activity. Economic policy is designed to ensure efficient management of the economy (Rybakov, 2011). M.I. Tugan-Baranovsky also wrote about the economic principle, the essence of which is to maximize results while minimizing

costs (Tugan-Baranovsky, 2004). At the same time, experts note that there is an obvious need to understand the organizational foundations of the synthesis of general and AECh (Afanasyev, 2020).

In the education system, in our opinion, it makes sense to create an extensive network of various types of clubs and sections where optimal conditions will be created for children during sensitive periods that will contribute to the development of their inclinations and abilities for various types of activities. Society's resources are limited, so a completely adequate question arises as to how we can do this most optimally based on the available capabilities.

Reaching children during a sensitive period of their development is more effective, since it contributes to the formation of the inclinations and abilities inherent in children for various types of activities. Based on an analysis of existing educational schools, the government bodies governing school education in the Republic of Kazakhstan can increase the enrollment of children in various types of clubs and sections of additional school education, which will contribute to the development of human capital in the long term.

From the point of view of an ordinary person in state and local government, as a science, it is not so much the theoretical approach that is important but rather the practical and applied one, which helps improve various spheres of human life and society. That is why, in our opinion, state and local management as a science developed, first of all, as an analysis of the practice of managing the problems that people face in life, and theory was already developing in response to challenges from practice. An analysis of the theory and practice of domestic state and local management at AECh revealed certain "blank spots." Currently, in the practice of state and local management of AECh, there are some challenges and problems relating to public needs that cannot but affect the quality of life of the population. We can say that there is a public demand for modernizing the approach to state and local management in the field of AECh. In our opinion, one of the most important problems in the field of AECh management is increasing the coverage of AECh and improving the situation by organizing the accessibility of AECh. Zolotareva A.V. writes about the availability of AECh in her work. and others, noting that "accessibility of education" cannot be assessed in isolation from the characteristics of the subject of accessibility and depends on many factors (Zolotareva & al., 2018). The availability of additional income is one of the most important criteria for the effectiveness of social policy (Kosaretsky, 2019). The category "accessibility of education" is studied

in the works of Zolotareva A.V., Kosaretsky S.G., Perepelitsyna A.A., M. Skilbeck, H. Connell, and others. Accessibility of education means equality of rights to receive education, conditions and means of learning, and equality of opportunity to achieve and use educational results, i.e. The availability of AECh is influenced by many different factors. Zolotareva A.V. and others, in their work, grouped these factors into the following groups:

- informational;
- economic;
- social;
- territorial;
- institutional;
- individual and personal;
- pedagogical (Zolotareva & al., 2018).

In the long term, in our opinion, it is advisable to conduct separate, thorough, and more than one study for each group of factors. Various indicators are used in state and local government. One of the indicators used to assess the development of the AECh system is the EI coverage indicator. A unique indicator of the accessibility of AECh and the success of social policy in this area is the percentage of AECh coverage. In government program documents relating to AECh, this particular indicator is provided as an indicator: the percentage of coverage of AECh. National program documents have already been repeatedly adopted in which this indicator appeared, for example, in the State Program for the Development of Education of the Republic of Kazakhstan for 2011–2020, approved by Decree of the President of the Republic of Kazakhstan dated December 7, 2010 No. 1118, the analysis of the current situation reflects that the coverage of children with additional education compared to other countries (30–50%) is only 21.5%, and it was also planned that by 2020 30-50% of students and pupils will be covered by additional education. However, as an analysis of the current situation shows, in some regions it was not possible to achieve the set targets. And it makes sense to understand the reasons that influenced this. The first step, from our point of view, is to study the problems that parents and children face in the field of AECh. In order to improve the situation, first of all, it is advisable to understand what problems exist in this area. And only by identifying the existing problems based on the available capabilities will it be possible to develop practical proposals and recommendations for resolving existing problems, improving the theory and practice of state and local management in the development of the AECh system. Considering the high goals declared at the state level in program documents on the coverage of AECh, it is fundamentally important for state and

local management in the field of AECh to understand what factors influence the coverage and accessibility of AECh.

As a rule, at the initial stages of involving children in additional education, parents play a very important role; they often themselves deliver children to AECh clubs and pay for it. Turning to the problems that exist in practice, it is extremely important to understand what problems children and their parents face when they want to attend various AECh clubs and sections. In general, at present, when it comes to limiting factors that do not allow children to participate in various clubs and sections of AECh, these are:

- lack of clubs and sections of AECh;
- limited financial capabilities of parents, since many AECh clubs and sections are paid;
- even the presence of AECh clubs and sections, but their distance from the child's place of residence or education can be equated to their actual absence;
- lack of coordination in the schedules of various AECh clubs and sections among themselves, as well as the lack of integration of AECh clubs and sections with school education, such as in a situation where a child wants to study in several different clubs, but due to the fact that the schedule is not coordinated, the child is forced to choose only one section of the AECh, etc.

One of the critical factors influencing the accessibility of AECh is the location of clubs and sections. In order to increase the coverage of EDS, from the point of view of organizing and managing the EDS system, there is an objective need to review and adjust the current system.

Currently, one can observe the following picture: on the one hand, there are children and parents who are interested in visiting AECh clubs and sections; on the other hand, there are educational, cultural, and sports organizations, the material and technical base of which is idle, not loaded, and there is the opportunity to organize circles and sections of AECh children's activities with them, but such work on organizing circles and sections of AECh children's activities is not carried out, and even if it is carried out, it does not satisfy social needs. From our point of view, there are certain organizational opportunities, the implementation of which will increase the level of coverage of AECh. In the current conditions, a tactical solution to the problems facing local management of children's activities is, in our opinion, to set the task and carry out more active work on the organization and creation of children's activities circles in educational, cultural, and sports organizations, especially in those places where there is increased demand. We consider it advisable to develop and organize a system of

AECh activities clubs and sections within walking distance on the basis of educational, cultural, sports, etc. organizations. An extensive network of AECh activity clubs and sections should be created so that this network covers the entire populated area. From the point of view of the most optimal use of existing material resources, as we see it, first of all, the existing network of secondary schools should be used more effectively. The first step could be the opening of AECh clubs and sections at secondary schools, since schools have a fairly extensive network in populated areas, and at the same time, schools have the opportunity to organize AECh clubs in terms of the material and technical base, the availability of premises, sports grounds, equipment, personnel, methodological support, etc. This, on the one hand, will make it possible to organize clubs and sections of AECh within walking distance and thereby increase the level of coverage of AECh. And on the other hand, this will ensure a more efficient and rational use of the material base available to society. We believe that the integration of school and additional education would be of great help in increasing the level of AECh coverage. We believe that there is a need to develop a standard model of school AECh in which general education and AECh are integrated.

If we are talking about what role AECh can play in unlocking the potential inherent in a child, we consider it important to organize an extensive network of clubs and sections of various directions at each school within walking distance, so that the child has the opportunity to try his hand at a wide variety of AECh clubs and sections. And in this

sense, it is worth classifying the circles and sections of pre-school education on various grounds and areas, such as sports clubs, intellectual clubs, artistic and creative clubs, and so on. And it is important that AECh clubs and sections of various directions are available in any school so that every child has the opportunity to reveal their potential and develop their inclinations and abilities in various directions.

At the same time, if we approach solving this problem more comprehensively, it makes sense for neighboring schools to have clubs and sections in different areas without duplicating each other. For example, let's take three schools that are within walking distance of each other and create the following clubs and sections in these nearby schools: in the first school, mathematics, drawing, and gymnastics; in the second school, foreign languages, vocals, and athletics; and in the third school, robotics, playing a musical instrument, and football. And in this case, a child living nearby will have a wider choice. And at the same time, a child under 12 years of age will have the opportunity to try his hand at a wide variety of activities, choosing for himself what he is passionate about, and then further specialize in the chosen path. On the one hand, this will expand the capabilities of the AECh network as a whole, and on the other hand, it will allow for a more thorough screening of children who have certain inclinations and abilities for certain types of activities. At the same time, it is fundamentally important that such a network function from the first to the sixth grade, since it is at this time that children go through very important and sensitive periods in the process of growing up.

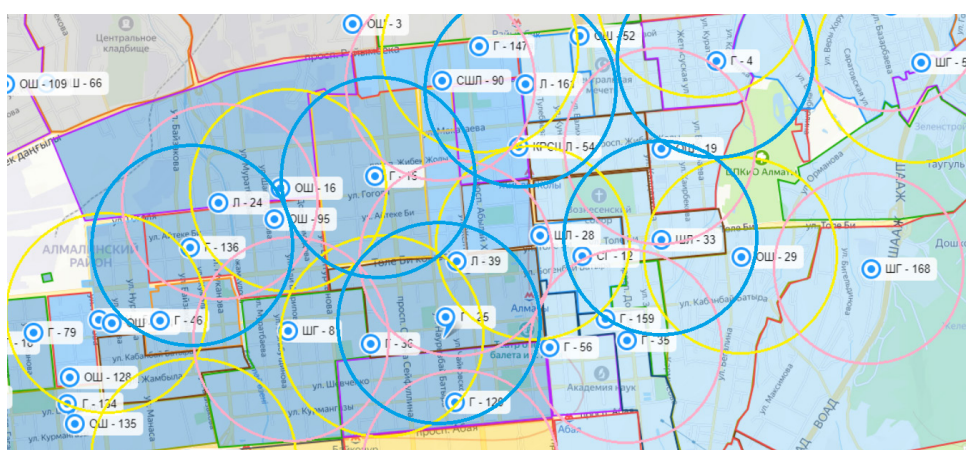


Figure 1 – Scheme of the organization of additional school education in a populated area using the example of the central part of the city of Almaty

Note – circles and sections of additional school education in an intellectual direction are highlighted in yellow; circles and sections of additional school education in an artistic and creative direction are highlighted in pink; and circles and sections of additional school education in a physical education and sports direction are highlighted in blue.

Methodology

The research question of our work was to find out whether there are managerial and organizational opportunities to increase the coverage of AECh.

We hypothesize that at this stage of the development of the education system at the state level, there are certain unrealized opportunities, the implementation of which will allow increasing the level of AECh coverage. During the study, formal logical methods and techniques were used.

Results and discussions

Speaking about the wide opportunities for the versatile and harmonious development of children, broadening their horizons, and enriching their erudition that the AECh system conceals, we should also remember that A. Einstein more than once reported that Dostoevsky gives him much more than Gauss (Yurkevich, 2001). In addition, if we proceed from the fact that at the age of up to 12 years, it makes sense for a child to try a variety of activities, then we believe that at the organizational level, it is worth raising the issue of revising the standard weekly schedule of clubs and sections for children under 12 years of age. Currently, according to the standard schedule, clubs and sections conduct classes three times a week and, as a rule, according to the following schedule: Monday, Wednesday, Friday, or Tuesday, Thursday, or Saturday. We believe that at the initial stage, when it is still unknown what inclinations and abilities the child has, it will be better if classes are held not three times a week but twice a week. This will increase the variability of clubs and sections attended. If a child attends, for example, three different clubs and sections on Mondays, Wednesdays, and Fridays and three others on Tuesdays, Thursdays, and Saturdays, then the child has the maximum possible number of clubs and sections attended—six per week. If the schedule is coordinated in such a way that at the initial stage the child has a certain circle and section twice a week, then the child will have expanded opportunities to test his strengths in developing inclinations and abilities in a variety of activities in various circles and sections. And the child will have the opportunity to attend not six sections, as in current conditions, but nine sections, which increases the variability of different circles and sections by one third. If we take into account that a child up to 12 years of age will have the opportunity to try his hand at a large number of different clubs and sections, then the

likelihood that the child will find exactly his type of activity will increase significantly.

Taking into account modern achievements in the field of digital technologies, in our opinion, it is advisable to develop and implement an indicative map of a settlement as a management tool, which will take into account and reflect such factors as population density, taking into account age, organization of education, culture, and sports, their infrastructure and other opportunities, their workload, where AE circles already exist, and in which there are prerequisites for the creation of such, to classify AE circles according to various criteria, grounds, etc. This map, on the one hand, will show places where there is a higher demand for AE clubs; on the other hand, it will show “dead” zones where AE clubs should be developed. In addition, it will reflect the capabilities of the educational and cultural system, where there are prerequisites for the development of AE clubs. Such a tool will make it possible to optimally organize the coverage of a populated area with educational clubs in various directions and more effectively use the material and technical base of educational, cultural, and sports facilities. In addition, teaching staff will be more optimally involved, and, no less important, the loss of time for both children, their parents, and teachers in getting to AECh clubs will be reduced. To do this, it is necessary to develop a system for taking into account potential demand, on the one hand, and the capabilities of the additional income system, on the other hand. We believe that the development and implementation of such a management tool will facilitate decision-making in the field of organization and management of AECh at the local level and can serve as a convenient and useful tool in managing other aspects of society.

Conclusion

We believe that if appropriate changes are made to legislation and the practice of managing the development of school additional education is adjusted, this will be a good help in more fully unlocking the potential of children, and the percentage of talented children in our society will increase sharply. Since we believe that there are no untalented children, there are talented children whose talents were not revealed, conditions were not created for the development of talent, and they were

not given the opportunity to develop their talent. Thanks to the introduction of such a system, the number of children who have tried their hand at one activity or another will increase, choosing exactly those types of activities for which they have the ability, which will make it easier for our education system to find talented children. It should be noted that the famous Heckman curve (Ushakov, 2020), showing that earlier investments in childhood are much more effective than all subsequent programs for later life, is also a kind of argument in favor of our society setting itself the goal of creating a system of harmonious and diversified development for children. All this will ultimately lead to the fact that

there will be more discovered talents and geniuses in society. And even more, in this case, there will be more happy people in society.

Thus, we believe that, in organizational and managerial terms, there are certain hidden and not entirely unobvious opportunities in the early childhood education system, which, if certain innovations and changes are implemented, will improve the effectiveness of the early childhood education system in more optimally unlocking the potential of children, developing their inclinations and abilities, increasing the availability of AECh, increasing the enrollment of children in additional education, etc.

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Received: 23 August 2023

Accepted: 06 June 2024