

**Gavra D.P.<sup>1</sup>, Sultanbayeva G.S.<sup>2</sup>, Lozhnikova O.P.<sup>3</sup>**

<sup>1</sup>Petersburg State University, Russia, Saint-Petersburg, e-mail: dgavra@mail.ru

<sup>2</sup>Al-Farabi Kazakh National University, Kazakhstan, Almaty, e-mail: Gulmira.Sultanbayeva@kaznu.kz

<sup>3</sup>Al-Farabi Kazakh National University, Kazakhstan Almaty, e-mail: Olga.Lozhnykova@kaznu.kz

## **INTELLECTUAL CAPITAL IN THE FOCUS OF HUMANITARIAN TECHNOLOGIES**

The formation of an intellectual nation is recognized as one of the strategic objectives of the development of Kazakhstan, where the main vectors are quality education and the support of the younger generation. According to reviews of foreign specialists in the field of education, as well as the results of contests, tests, etc. The Kazakh youth have a high level of intellectual potential. The only thing we need is to be able to use it correctly. It is not so easy to give a good education to a future specialist, and also to help him discover his talent and abilities, create conditions for the skillful use of the knowledge gained, and ensure the formation of competitive employees.

From a strategic point of view, it is important to identify indicators that are most closely associated with economic (or otherwise desirable) growth. On the other hand, if the analysis is carried out on a national scale, it becomes obvious that even the national specific economic incentives of the Intellectual nation can be identified. This article focuses on the formation of the "intellectual nation" of the society of 21st century, when a creative person becomes the main source of development.

The purpose of the work is to reveal the features of the formation of intellectual capital in Kazakhstan in the focus of humanitarian technologies. The research methodology of the scientific work contains methods of system analysis: methods of social experiment; behavioral methods of research of social phenomena, methods of social design, social engineering, sociometric studies; dialogue methods for humanitarian studies. The main results are studied theoretical issues and practical application of humanitarian technology; The analysis of rethinking, popularization and transformation of the development of intellectual capital. The value of the study in the comprehensive study of modernization in Kazakhstan; in fundamental and applied research in the field of humanitarian technologies.

The scientific and practical significance of the work is determined in the development of scientific concepts, the implementation of state information policy, in the implementation of integrated programs; in the activities of national, international centers; in forecasting the prospects for the development of the ideological concept of "Ruhani zagyr".

The practical significance of the work results is that the research results are applicable in the field of mass communication, political science, sociology, cultural studies.

**Key words:** intellectual capital, humanitarian technologies, modernization of society, intellectual nation.

### **Интеллектуалдық капитал фокусындағы гуманитарлық технологиялар**

Гавра Д.П.<sup>1</sup>, Сұлтанбаева Г.С.<sup>2</sup>, Ложникова О.П.<sup>3</sup>

<sup>1</sup>әлеуметтану ғылымдарының докторы, профессор, Санкт-Петербург мемлекеттік университеті, Ресей, Санкт-Петербург қ.

<sup>2</sup>саяси ғылымдарының докторы, профессор,

әл-Фараби атындағы Қазақ ұлттық университеті, Қазақстан, Алматы қ.

<sup>3</sup>аға оқытушы, әл-Фараби атындағы Қазақ ұлттық университеті, Қазақстан, Алматы қ.

Сапалы білім беру мен жас ұрпақты қолдау басты вектор саналатын интеллектуалды ұлт қалыптастыру Қазақстанның басты стратегиялық бағыты. Білім беру саласындағы шетелдік мамандардың пікіріне сүйенсек, сондай-ақ байқаулар мен тестер қорытындысы бойынша

қазақ жастары жоғары интеллектуалдық әлеуетке ие. Бастысы, осы әрекетті дұрыс пайдалану. Болашақ маманға сапалы білім беру оның бойындағы қабілеті мен мүмкіндігін ашуға көмек беру, алған білімін тиімді пайдалану бәсекеге қабілетті маман қалыптастыру үлкен жауапкершілік. Стратегиялық тұрғыда экономикалық (басқа да мүмкін болар) дамумен тығыз байланысты көрсеткіштерді анықтау керек. Екінші жағынан, егер ұлттық деңгейде сараптау жүргізілсе, Интеллектуалды ұлт қалыптасуының экономикалық ынталандыру ұлттық ерекшеліктерін айқындауға болады. Мақала XXI ғ. шығармашылық адамы дамудың басты көзі саналатын қоғамда «интеллектуалды ұлт» қалыптастыруға арналған.

Жұмыстың мақсаты – гуманитарлық технологиялар фокусындағы Қазақстандағы интеллектуалды капитал қалыптасуы ерекшеліктерін айқындау.

Зерттеу методологиясына жүйелік талдау әдістері: әлеуметтік эксперимент; әлеуметтік құбылыстардың зерттеудің бихевиористік әдістері, әлеуметтік жобалау әдістері, әлеуметтік инженерия, социометрикалық зерттеулер, гуманитарлық танымдық зерттеу жүргізудің диалог әдісі.

Негізгі нәтижелер: гуманитарлық технологиялардың теориялық және практикалық мәселелері мен практикалық қолданысы зерттелді; интеллектуалды капитал дамуының қайта қарастырылуы, жарияланымдануы мен трансформациясы талданды.

Аталмыш зерттеудің құндылығы Қазақстандағы модернизация процесі мен гуманитарлық технология саласын іргелі және қолданбалы зерттелуде.

Жұмыстың ғылыми және практикалық маңызы ғылыми концепцияларды әзірлеуде, мемлекеттік ақпараттық саясатты жүзеге асыруда, кешенді бағдарламаларды орындауда, ұлттық және халықаралық қызметтерде, халықаралық орталықтарда, «Рухани жаңғыру» идеологиялық концепциясы болжауда.

Жұмыстың практикалық нәтижесі: зерттеу нәтижелері бұқаралық коммуникация, саясаттану, әлеуметтану және мәдениеттану салаларында қолданылуы.

**Түйін сөздер:** интеллектуалдық капитал, гуманитарлық технологиялар, қоғам модернизациясы, интеллектуалдық ұлт.

### Интеллектуальный капитал в фокусе гуманитарных технологий

Гавра Д.П.<sup>1</sup>, Султанбаева Г.С.<sup>2</sup>, Ложникова О.П.<sup>3</sup>

<sup>1</sup>доктор социологических наук, профессор, Санкт-Петербургский государственный университет, Россия, г. Санкт-Петербург

<sup>2</sup>доктор политических наук, профессор, Казахский национальный университет имени аль-Фараби, Казахстан, г. Алматы

<sup>3</sup>старший преподаватель, Казахский национальный университет имени аль-Фараби, Казахстан, г. Алматы

Формирование интеллектуальной нации признано одной из стратегических задач развития Казахстана, где основными векторами являются качественное образование и поддержка молодого поколения. По отзывам зарубежных специалистов в области образования, а также по результатам конкурсов, тестов и т. д., казахская молодежь обладает высоким уровнем интеллектуального потенциала. Единственное, что нам нужно, это уметь правильно его использовать. Не так легко дать хорошее образование будущему специалисту, а также помочь ему раскрыть свой талант и способности, создать условия для умелого использования полученных знаний, обеспечить формирование конкурентоспособных сотрудников. Данная статья ориентирована на формирование «интеллектуальной нации» общества XXI века, когда творческий человек становится основным источником развития.

Цель работы – раскрыть особенности формирования интеллектуального капитала в Казахстане в фокусе гуманитарных технологий.

Методология исследования научной работы содержит методы системного анализа: методы социального эксперимента; бихевиористические методы исследования социальных явлений, методы социального проектирования, социальной инженерии, социометрических исследований; методы диалога для проведения гуманитарных познавательных исследований.

Авторами изучены теоретические вопросы и практическое применение гуманитарной технологии; проведен анализ переосмысления, популяризации и трансформации развития интеллектуального капитала.

Ценность проведенного исследования – в комплексном изучении модернизации в Казахстане; в фундаментальных и прикладных исследованиях в области гуманитарных технологий.

Научная и практическая значимость работы заключается в разработке научных концепций, реализации государственной информационной политики, в реализации комплексных программ; в деятельности национальных, международных центров; в прогнозировании перспективы развития идеологической концепции «Рухани жаңғыру».

Практическое значение итогов работы состоит в том, что результаты исследования могут быть применимы в области массовой коммуникации, политологии, социологии, культурологии.

**Ключевые слова:** интеллектуальный капитал, гуманитарные технологии, модернизация общества, интеллектуальная нация.

## Introduction

Comprehensive studies were carried out that relied on interdisciplinary sciences in the fields of social, humanitarian and communication. There are several areas of research on the topic of work that were conducted in different countries of the world. Studies in the areas of intellectual capital, social modernization and humanities have been put on the agenda of the world community. Intellectual capital is knowledge embodied in the non-material elements of production that can be valued and turned into profits. Such a broad definition encompasses any scientific, technical, managerial, and market-based ideas that can generate additional revenue. Fundamentally new is the grouping of resources (factors) of production, united by their intellectual nature, in order to identify this factor as intellectual capital and to mobilize it as a factor of production and economic development of the country. Human capital is a stock of knowledge, skills, motivations. Investments in it can be education, the accumulation of industrial experience, health protection, geographical mobility, information retrieval. G. Becker also has a statistical calculation of the economic efficiency of education. He compared the benefits and costs of education, which made it possible to calculate the profitability of investments in a person. According to Becker, in the USA it is 10-15%. In the works of G. Becker, special attention is paid to general and special training. Special training - the knowledge necessary to work in a particular company; general training can be applied everywhere and paid by the workers themselves, when, aspiring to improve their skills, they agree to a lower wage during the period of study, and therefore also receive income from it. Becker found that the return on investment in a person is higher than on investment in physical capital. In the works of G. Becker there are allegations of high vertical mobility, characteristic of Western countries in the late twentieth century (Becker G. 1993).

1. The writings of J. Kendrick prove that human capital consists of natural and social elements that are closely interrelated. As production progresses, human capital loses the attributes of a natural, natural resource, and acquires the features of an artificially, consciously formed, cultivated and reproducible.

This includes the costs of general education and specialized training. Education and special training are the main elements of the concept "human capital" according to J. Kendrick, and they are included in the intellectual capital (Kendrick, Jhon W. 1976).

2. Until the 90s of the 20th century, a sufficiently clear definition of intellectual capital did not exist. But in the last decade, individual researchers and groups working in various fields, in connection with the spread of intellectual labor and knowledge-intensive production, have faced the need to develop a general definition of this concept.

A significant contribution to the development of the issue from the point of view of clarifying the content of intellectual capital as an object of research and highlighting its structural elements was made by scientists and practitioners: L. Prusak, I. Roos, K.-E. Sweibi, P. Salivan, P. Strassman, T. Stewart, E. Toffler, T. Fortunyun, I. Hiroyaki, L. Edwinsson. A. Barthel wrote about migration and the impact of movements on the development of human capital and social stability (Bartel Ann P., 1979). M. Friedman investigated the intellectual capital, its sources, the nature of the movement, as well as humanitarian capital in the assets of the enterprise. According to M. Friedman, humanitarian capital is difficult to convert into monetary form, since the main source of future income from humanitarian capital lies in workers (Friedman, M. 1963.). According to T. Stewart, intellectual capital is an "aggregate brain" that includes the scientific knowledge of employees, intellectual property and accumulated experience, communication and organizational structure, information networks and the image of the company (Stewart T.A., 1997).

All this, according to T. Stewart, creates the wealth of society. T. Fortune understands the intellectual factors of a firm's production as the sum of all the knowledge that a company's employees have in the market (Fortune, T. S.). L. Prusak identifies the intellectual material of the company, which is formalized and put together to translate into the assets of the company (Prusak, L., 1997.). Some authors mean by intellectual capital not only scientific personnel (intellectual elite), but also factory marks, trademarks, and even some tangible assets listed in account books with an indication of their value.

Other researchers extend the concept of intellectual capital to such factors as leading positions in the use of new technologies, continuous staff development, and even the promptness of customer requests for maintenance and repair of supplied equipment. Acceleration of social, economic and cultural processes in the countries of the world has put on the agenda the need for a modernization transformation. Foreign authors call the theory of modernization a “social precursor” of the development of civilization. The theory of modernization was discussed in the works of many classical sociological scientists.

“Three periods of human development” by O. Conte (*Конт О.*, 2011), the theory of “rationalizations” by M. Weber (*Вебер М.*, 1990), “abstraction” by G. Simmel (*Зиммель Г.*, 1996), the theory of “community”, “society” by F. Tannis are considered fundamenta (Ф. Теннис, 2002), E. Durkheim's works on the transition from “mechanized” to “organic solidarity” (*Дюркгейм Э. Д.*, 1995) studies by P. Berger on the problems of modernization (*Бергер П. Л.*, 1996), T. Parson's analysis of the role of “sociological differentiations” (*Parsons T.*, 1978). Theoretical studies of American scientists W. Rostow (*Rostow W.*, 1960) and E. Shils (*Shils E.*, 1972) about traditional society are important for areas of economic and political modernization. Studies of the American sociologist S. Lipset, in which the processes of modernization were considered as a correlator of a democratic state (*Lipset S.*, 1972), set new directions. The works of Kerr (*Kerr C.A.* 1982), D. Lerner (*Lerner D.*, 2000) called for the development of modernization from traditional society. In his studies, S. Eisenstadt proposed the thesis of the evolution of sustainable development under the influence of modernization (*Eisenstadt S.N.*, 2006). F. Riggs proposed a thesis on the salvation of social structures from the modernization crisis (*Riggs, F. W.*, 1991). In the discussions of scholars on the correlation of traditional and modern methods, S. Huntington offered his analysis of the “traditional society” (*Samuel P.*, 1996). The concept of modernization is changing depending on the experience and cultural characteristics of the countries of the world. In his research, P. Berger expresses his critical opinion on the theoretical structure of W. Rostow. To date, the scientist has advanced the thesis on the acceleration of the modernization process. The methodological significance of the concept of the Third Modernization of Kazakhstan requires a specific social, political and philosophical analysis. The success of the

modernization processes depends on one of the main factors - the adaptation of the local community to the transformations. Humanitarian research was first reflected in the writings of the sociologist O. Comte. The studies of F. Nietzsche (*Ницше Ф.*, 2005), A. Bergson (*Бергсон А.*, 1998), V. Dilthey (*Дильтей В.*, 2001) presented views on the positive paradigm. In the works of E. Cassirer it is said that objective knowledge cannot exist outside the subjective property of human being (*Кассирер Е.*, 2004).

In recent years, an increase in the importance of the humanities in society has been noted in a turn towards human knowledge and is characterized by an increase in the potential of humanities in innovation and computerization. The study of the Russian scientist V. Stepina “Theoretical Knowledge”, published in the Springer database, speaks about the scientific social and humanitarian education (*V. Stepin*, 2007). In the works of A. V. Zavrzhin presents interesting concepts of changing scientific paradigms and problems of the humanities within the framework of the development of technological civilization (*Завражин А. В.*, 2016). In the publication *The Social Sciences* E. V. Suslov considered the possibilities of humanitarian science in the regulation of political conflicts (*Suslov E. V.*, 2016). The topic presents an information and communication model in the framework of research on the Third Modernization of Kazakhstani society, its implementation, wide distribution among the population, presentations, as well as in the field of mass communication. Successful implementation of modernization processes depends on their correct perception by society, finding social support.

In this regard, there is a special need for a communication strategy and the activities of mass information technologies. Information and communication models of modernization processes in public life were investigated by German scientists Ralf Reichwald, Rolf T. Wigand (*Wahren*, 1987). The involvement of the topic in the studies conducted in the world was determined by the following factors. As the experience of developed countries shows, the modernized society forms the path of its development based on best practices in the preservation of its national code, the implementation of the principles of social justice, the modernization of culture and history. It is important that the new modernization format should be aimed at the essence of the nation, and humanitarian knowledge should be directed at human knowledge. For the successful implementation of modernization processes in

Kazakhstan society, the main attention was paid to new humanitarian knowledge, consisting of a set of humanitarian technologies aimed at modernizing public consciousness.

### Methodology

Development of communication technologies has led to the appearance of humanitarian apparatus. On the one hand, humanitarian technologies are the result of the development, and on the other hand, they promote the progressive development. Here we can find a wide spectrum of interpretation of concepts. For example, in a study guide, issued by A. Gertsen Russian State Pedagogical University, they discuss a problem of “communication studies, in particular, on understanding and explication of innovative concept of “humanitarian technologies”, as well as on addition to various aspects of social life (Lukyanov D.V. ,2007).

Under humanitarian technologies, the authors mean algorithms of communicative activity on organization and implementation of human communication: algorithm of creation and understanding texts of various kinds, algorithms of design and implementation of communicative events of consciousness effective cooperation. Special attention is paid to issues of the content, strategic positioning and methodological support of modern higher education.

Today education indeed is a priority value; it also has practical importance in different spheres of human life – from understanding of culture samples to professional performance of various forms of labour. For successful development of Kazakhstan society, we need competent, business, competitive and enterprising individuals, armed with quality knowledge. In this regard, the President in his address to the people of Kazakhstan, called "Socio-economic modernization is the main vector of Kazakhstan development" emphasized: "Education should give young people not only knowledge but also the ability to use it in the process of social adaptation" (Nazarbayev N.A. ,2010).

Bearing in mind that universities have always been supporting social and cultural points of the historical process, we have to educate a future specialist to be able to consider his activity from the universal point of view, from the perspective of the global world and social and cultural processes, from the standpoint of global cooperation and rapprochement of different nations and cultures.

At the same time, the spiritual space of the university environment today must be full of national priorities: the ideas of patriotism and statehood, high spirituality, values of labour and service for the benefit of the Motherland, traditions of ethnic and religious tolerance, and openness to other cultures. “In this context the role and importance of modern education system, human capital as a criteria of social development level, which constitute the basis of new living standards of the society and which are the important factors and the base of economic strength and national security of our country, increase” (Kontseptsiya ), as it has been noted in the Concept of education development of the Republic of Kazakhstan. Changes in the system of social relations, in their turn, affect the education and require mobility and adequate response to the challenges of a new historical stage, and they must meet the needs of economic development as a whole.

Today no one disputes the fact that people are the backbone of any organization and are its main wealth. A man has always been a key and valuable recourse. In addition, for the last decade, especially in counties developed in the market relation, such as Kazakhstan, there is a tendency for further increase of this value. Not for nothing today in modern literature, devoted to the management of large enterprises, much attention is paid to the “human factor” in the system of management training. Respectively the economic efficiency of such enterprises is complemented by social efficiency. In this regard, such concepts as “human capital” and “intellectual capital” become increasingly important.

Researches of HR-Laboratory “Human Technologies” of the Faculty of Psychology, Lomonosov Moscow State University, develop intellectual tests, make assessment and carry out expertise aimed at developing of human capital. Faculty of Psychology of this University and Centre of tolerant and human technologies at “Gratis” scientific and practical centre develop educational programs, psychological games, and conduct empirical researches among the target groups.

Moscow “Human Technologies” Laboratory is known for its information, expert and analytical studies in its major line that are competitive in the market of human technologies. Centre of Social Communication of St. Petersburg State University and Centre of Social Development and Human Technologies also fit this group of centres, conducting researches on the topic of this project.

In this regard, the study of humanitarian technologies aimed at developing intellectual capital of the nation and formation of “a citizen of intellectual society” of Kazakhstan is represented not only scientific but political task. According to Kazakhstan scientists, a comprehensive study of humanitarian technologies affecting public consciousness and results of strategic objectives should be implemented “at the present stage of formation of “a citizen of intellectual society”. An urgent problem during the period of rapid development of the world’s economic, social and political processes is determination of spiritual values and ideological principles of Kazakhstan society and their directing to the civilization provisions (Kontseptsiya ),

Development of a new scientific technology in Kazakhstan, including the development of a new field-the field of humanitarian technologies that are the basis of the formation of moral values of the society, may be considered as a way to answer the pressing questions of our time. In general, the idea of humanitarian technology enables to consider humanities in a new light, their possible impact on the state of the society and human life.

Among basic modern concepts on humanitarian technologies, researchers have identified the following:

1. Humanitarian technologies are used and are in demand as a projective technique of realization of a certain type of interaction, aimed at maintaining social relationship. Basic value-goal orientations of the representatives of interest groups and elites of one or other existing modern societies lay their foundations. In this context, it is usually referred to the ideological, manipulative or conventional public policy strategies and the “humanitarian” potential of the latter is estimated by how it can institutionally and legitimately cope with the possibility of political and administrative management of the social system as a whole.

2. Humanitarian technologies are considered as a way to broadcast information. Optimal forms and qualitative grounds, which would allow solving highly essential current problem of shortage or overabundance of information resources, to achieve their effective use in different historical formations are produced with the help and through technologies.

3. Humanitarian technologies are formed over priority forms and methods of fixing behavioural stereotypes and relevant social roles. The first one, which defines the sphere of social action by sanctions and regulations, totally unifies political, cultural and other socialization as well as the forms of activities,

existing in the society. The second type is called “humanitarian”. It is based on the search for new opportunities for social cooperation based on the principles of dialogue, freedom of choice and mutual security in a multicultural society.

4. The goal-oriented collective activity of people on the basis of humanitarian knowledge is also becoming one of the most important components in the development of appropriate technologies of social modelling. The issue on innovations production in the humanitarian sphere is closely related to the forms of people’s scenario behaviour in a consumer society, their ability to produce and evaluate innovative senses in their own field of mental activity on psychological and mental levels (Gumanitarnyye tekhnologii ).

Speaking about the nature and content of humanitarian technologies, it should be noted that humanitarian technologies are a system of scientific and humanitarian knowledge, the use of which allows you to implement a specific human plan using certain conditions, means and methods. At the present stage of the research, we may note that humanitarian technologies are technologies that are focused on the development of a human personality and on creation of appropriate conditions for that. In other words, these are the ways to improve moral and ethical norms, ways to develop intellectual potential and physical condition.

Humanitarian technologies serve to develop a competence of a modern specialist in different branches of knowledge, a specialist, who will constantly self-improve, be competitive in the labour market and easily adapt to changing conditions. A professional in any industry today shows not only innovative knowledge and technologies but also essentially different level of thinking, based on the socio-cultural settings in which the communications develop. This is the result of the impact of global information technologies. Thus, humanitarian technologies reach a higher level of impact on the human factor.

### Results

Today no one disputes the fact that people are the backbone of any organization and are its main wealth. A man has always been a key and valuable recourse. In addition, for the last decade, especially in counties developed in the market relation, such as Kazakhstan, there is a tendency for further increase of this value. Not for nothing today in modern literature, devoted to the management of large enterprises, much attention is paid to the “human factor” in the system of management training. Respectively the economic

efficiency of such enterprises is complemented by social efficiency. In this regard, such concepts as “human capital” and “intellectual capital” become increasingly important.

The concept of intellectual capital was introduced to the scientific circulation by John Galbraith, a great economist of the XX century. The first person who investigated the nature of intellectual capital was T. Stewart, a member of the editorial board of “Fortune” magazine. In his article in 1991, called “Brainpower: How intellectual capital is becoming America’s most valuable asset”, he introduced intellectual capital as the sum of everything employees of a company know and what gives this company a competitive advantage in the market: “... patents, processes, management skills, technologies, experience and information about customers and suppliers. Combined together, this knowledge forms intellectual capital”. According to Spanish researchers Miguel Gonzalez and Figueroa Dorrego, despite the lack of an unambiguous definition of intellectual capital (hereinafter IC), invisible assets or recourses of knowledge which can generate the value of a company are usually called as intangible assets. The European Commission has identified IC as a combination of activities and intangible resources (human, organizational and relational) of an organization, which enables it to turn a set of material, financial and human resources for a system capable to create value for parties concerned. In fact, IC can be regarded as “... knowledge owned by an organization (direct knowledge) or by its members (tacit knowledge) that makes or produces a current value for the organization” (Levashov V.K. ).

A. Bonfor, a French researcher, suggests considering human capital as an effective asset of not only activity of companies, but also international, non-governmental organizations, educational institutions. In his opinion, it is necessary to develop innovative approaches, in particular, monitoring and evaluation of the prospects of intellectual capital development (Bounfour A.).

According to V. Zhuravlev, a Belarusian scientist, human, reputation, innovation and social potentials are considered as elements of intellectual capital. Educational and scientific potential and indexes of global competitiveness and innovation development are considered as elements, characterising intellectual potential of a country (society). The intellectual potential of a country and a society also include education, healthcare, science, culture, demographics, and standards of living.

There are several definitions of intellectual potential, such as:

1. Intellectual potential is an aggregate, accumulated by the society intellectual resource, which has the ability to participate in the production processes and generate income to the owner;

2. Intellectual and informational potential is a set of possibilities of a society as a whole and its subsystems: individuals, groups of people to reproduction of knowledge gained and its use during the formation of new approaches to the assessment of changes for innovation development;

3. Intellectual potential is a comprehensive assessment of development level of intellectual and creative opportunities, country's resources, industry and personality. Intellectual potential is determined by the development level of society, education, science, culture, genetic fund of the society (Zhuravlev V.A. .2009) [38].

In today’s world, human capital is one of the most effective factors of economic, social, cultural and political development. It became the main instrument for formation and development of innovative economy and knowledge economy as a higher stage of the development of the world economic system. The main aim of “Intellectual nation – 2020” program is the production of the most important capital and supreme value – a human, and not only a professional, but an individual, full of qualities and properties of spiritual and moral personality.

In today’s world knowledge and information, become defining categories of economic development as well as development of social and public life. Example of developed countries shows that the dominant tendency of their development is to focus on the knowledge as a strategic foundation of market economy, which stipulates rapid development of those industries and businesses into which the transfer of new technologies based on innovative approaches is carried out. However, knowledge alone does not transform the economy. To solve this problem, a complex of structures and activities is required, which allows not only to carry out production of knowledge and proper personnel training, but also innovative activity, broadly understood as realisation of scientific and education potential in the market of goods and services (Sultanbaeva G.S., 2012).

Legislative and regulatory framework stimulating these processes and appropriate macroeconomic situation, access to the sources of knowledge based on advanced innovation technologies and a number

of other factors promoting innovations are of great importance. This significantly increases the role of universities as institutions of society, generating knowledge and providing pre-training of scientific-educational, technological, managerial and cultural elite, as well as structures of innovative type and information systems conceptually ready to deploy. We note that by the moment of starting “Intellectual nation 2020” program, a fundamentally new system of personnel training that meets modern international practice was formed in our country. Kazakhstan was the first country of post-soviet space to move to the three-step university training of bachelors, masters and doctors of philosophy (PhD) adopted around the world. Kazakhstan leading universities began international accreditation of academic programs, which became an important tool for improving the quality of education. As we know, it was in 1993 when the President of the Republic of Kazakhstan announced the idea of promoting “Bolashak” program, through which tens of thousands of young Kazakhstan citizens got an opportunity to study at the best universities of the world. In foreign countries, such a large-scale training program was a unique phenomenon, and its success is recognized by the world education community.

Another significant step towards the formation of creative young generation is Kazakhstan's joining to the Bologna Process in 2010, which opened new perspectives of international integration. A series of reforms has been carried out in Kazakhstan under renovation of the educational system. An important event was the adoption of the State Program of Education Development in the Republic of Kazakhstan for 2011-2020, which aims at reaching a fundamentally new quality of education that would meet international standards. Transition to 12-year education model is being realized. For the first time e-learning in Kazakhstan becomes a frequent practice; electronic learning will provide fundamentally new opportunities and prospects for increasing intelligence of the nation, the development of education throughout life, which is one of the leading world trends. Highly developed and information type of society, that Kazakhstan strives to achieve, is characterised by widespread introduction of new information and high-end technologies, development and growth of the knowledge industry. Thus, the reality of sovereign and independent Kazakhstan suggests the possibility of formation and development of the intellectual nation, which should be focused on traditional,

national and universal values as well as on cultural norms.

### **Conclusion**

Modern society emphasizes the importance of development of education system. For the society, the priority is the development of intellectual potential of students, identifying their talents and the development of cognitive processes. The concept of intellectual potential combines intellectual components of human activity, which give it creative and innovative character, allowing to fall beyond the scope of automotive actions and established algorithms of actions. Intellectual potential of the society is its innovative features, the use of which allows solving arising problems, bringing something new to the historical process and thereby creating conditions advancing the history.

Intellectual potential brings together different types of intellectual activity, i.e. it performs integrative function in relation to its components, for example, education and science, etc. Intellectual potential of a nation reflects the ability to set goals and search means of their implementation, and at the present stage of economic development is becoming increasingly important. In XXI century winning in economic and political competition is determined not only by the level of development of fundamental and applied science, but also by the level of education of population. Not by accident today in the USA and Japan students, get twelve-year secondary education, upon which 60-80% of young people continue their education at high schools.

Millennial culture tradition has produced and retained laws of morality. These laws are not adopted by a single person as a result of individual life experience. They are carefully preserved and passed from generation to generation as a precious spiritual experience of many generations, engrained through the process of education. National mentality and national customs and traditions play the role of spiritual memory. Mother's kindness and warmth of family relations are also an integral part in the process of education, and the wisdom of the state leader can change the course of history.

Today the social process is the formation of national values as one of the elements of intellectual nation. Orientation on national values, social and political changes in the country has put the issues of formation, development, establishment, patriotic education, citizen and specialist on the agenda. The



President in his address to the people of Kazakhstan, called “Socio-economic modernization is the main vector of Kazakhstan development” dated January 27, 2012, emphasized, that during modernization of the education system: “It is important to strengthen the educational component of the process of education, patriotism, norms of morality and ethics, interethnic concord, tolerance, physical and spiritual development and law-obedience. These values must be implanted in every educational institution, regardless of the form of ownership” (Nazarbayev N.A., 2016)

Today Graduate school, with its historically formed structure, personnel (Doctors and Candidates of science), and its relations is the main intellectual potential of the country. In science-education-production system, graduate school occupies a central position as a generator of highly qualified personnel. Hence, the level and state of development of higher education as intellectual potential of society depends on the level and condition of the development of scientific, technical and industrial activity. Intellectual society is much more competitive than any other society known to us. Education is the centre of intellectual society, and the high school is responsible for formation of intellectual nation and further innovative development of the country.

Today Kazakhstan has enough features to take its rightful place in the sphere of training specialists, competitive on the world stage. The World Bank has published data on economy development level, based on knowledge, in countries and regions of the world (Алексеева И.). In the context of the research, two summary indexes were produced The Knowledge Economy Index and The Knowledge

Index, as well as the accompanying score around the countries in the world. The Knowledge Economy Index is a comprehensive index that characterizes the level of development of economy based on knowledge, in countries and regions of the world. Developed in 2004 by the World Bank as a part of a special program “Knowledge for Development” to assess the ability of countries to create, receive and impart knowledge. It is assumed that the index must be used by States to analyze the problematic issues in their policies and measure a country's readiness for the transition to a model of development based on knowledge. The rankings take into account factors such as economic and institutional regime, education level, development of innovation system, development of information technologies and communications. Among the post-Soviet states, which have received high marks in the ranking of The Knowledge Index, which shows the overall scientific and technical potential of the state, the following states have the highest potential: Estonia (22 place)-8.05. Lithuania is on 32 place (7.26), Latvia-33 (7.06), Russia-41 (5.97), Ukraine-49 (5.37), Armenia-52 (5.18) Belarus-60 (4.93), Georgia-66 (4.47), Moldova-67 (4.36), Kazakhstan-74 (4.01), Kyrgyzstan - 79 (3.67) Uzbekistan-84 (3.31), Tajikistan-01 (2.24). Thus, our country is among the top ten countries with the highest index of the knowledge economy.

As a social institution, which reproduces intellectual potential of the country, education must have the capability of rapid development and meet the interests of the society, an individual or a potential employer.

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