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Abstract

The purpose of the following research is to identify the factors that affect competitiveness of higher education institution and find the ways to improve them. The relevance of the topic of this study is determined by the fact that the modern education is impossible without studying factors. With the development of technology, with increasing competition, the higher education institutions need to identify its weaknesses and problems and find original solutions and actions in order to succeed in their activities. Recently, the situation in the world has changed significantly: in higher education there is integration and globalization. In this regard each university must make changes in all areas of its activities and apply new methods and principles.

Education is the main priority and the main indicator of development in all civilized countries of the world. Getting higher education has always been, remains and will be one of the important aspects in a person's life, especially in the conditions of the modern world with its fierce competition in the labor market.

The purpose of this study is to analyze the factors of competitiveness of universities in Kazakhstan as a whole, as well as the analysis of factors of the Suleyman Demirel university separately. To achieve the goal author chooses quantitative analysis by conducting a survey and expert evaluation. Also, the author, according to the factors of competitiveness studied, drew up a SWOT-analysis and made descriptive analysis on the survey. The author also conducted a comparative analysis of statistical data of higher education in Kazakhstan, collected from reliable source. All data were studied during literature review.

Аннотация

Целью данного исследования является выявление факторов, влияющих на конкурентоспособность высшего учебного заведения. Актуальность темы этого исследования определяется тем, что современное образование

невозможно без изучения факторов, влияющих на нее. С развитием технологий, с растущей конкуренцией, высшие учебные заведения должны выявлять свои недостатки и проблемы и находить оригинальные решения и действия, чтобы добиться успеха в своей деятельности. В последнее время ситуация в мире значительно изменилась: в высшем образовании происходит интеграция и глобализация. В этой связи каждый университет должен вносить изменения во все сферы своей деятельности и применять новые методы и принципы.

Образование является главным приоритетом и основным показателем развития во всех цивилизованных странах мира. Получение высшего образования всегда было, остается и будет одним из самых важных аспектов в жизни человека, особенно в условиях современного мира с его жесткой конкуренцией на рынке труда.

Целью данного исследования является анализ факторов конкурентоспособности вузов Казахстана в целом, а также анализ факторов университета Сулеймана Демиреля отдельно. Для достижения цели автор выбирает количественный анализ, путем проведения опроса и экспертной оценки. Кроме того, автор, по изученным факторам конкурентоспособности, составил SWOT-анализ и сделал описательный анализ опроса. Автор также провел сравнительный анализ статистических данных высшего образования в Казахстане, собранных из надежного источника. Все данные были изучены в ходе обзора литературы.

Андатпа

Бұл зерттеудің мақсаты - жоғары оқу орнының бәсекеге қабілеттілігіне әсер ететін факторларды анықтау болып табылады. Зерттеу тақырыбының өзектілігі, заманауи білім берудің оған әсер ететін факторларды зерттей-ақ мүмкін болмайтындығына байланысты. Технологияны дамыту арқылы, бәсекелестік күшейе түсуде, жоғары оқу орындары өздерінің кемшіліктері мен проблемаларын анықтап, өз қызметтерінде табысқа жету үшін түпнұсқа

шешімдер мен әрекеттерді табуы керек. Жақында әлемдегі жағдай айтарлықтай өзгерді: жоғары білім беруде интеграция және жаһандану пайда болды. Осыған байланысты әрбір университет өз қызметінің барлық бағыттарына, өзгерістер енгізуге және жаңа әдістер мен қағидаларды қолдануға тиісті.

Білім - әлемнің барлық өркениетті елдеріндегі дамудың басты басымдығы мен негізгі көрсеткіші. Жоғары білім алу әрқашан адам өміріндегі ең маңызды аспектілердің бірі, әсіресе, қазіргі заманғы жағдайдағы еңбек нарығындағы қатал бәсекелестігі бар және болып қала береді.

Зерттеудің мақсаты - Қазақстандағы жоғары оқу орындарының бәсекеге қабілеттілігінің факторларын талдау, сондай-ақ Сулейман Демирель атындағы университетінің жеке факторларын талдау. Мақсатқа жету үшін автор сандық талдауды тандап, сауалнама жүргізіп, сараптамалық бағалау жасады. Бұдан басқа, автор бәсекеге қабілеттілік факторларына сәйкес SWOT-талдау жасады және сауалнаманы сипаттайтын талдау жасады. Сондай-ақ автор, сенімді ақпараттарға сүйене отырып, Қазақстандағы жоғары білім статистикасының салыстырмалы талдауын жүргізді. Барлық деректер әдеби шолу кезінде зерттелген.

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LIST OF ABBREVIATIONS

1. HEI - Higher Education Institute
2. RK - the Republic of Kazakhstan
3. SDU - Suleyman Demirel University
4. MES - Ministry of Education and Science
5. KZT - Kazakhstan`s Tenge
6. MF - Ministry of Finance
7. NU - Nazarbayev University
8. SWOT – Strengths, Weaknesses, Opportunities and Threats
9. PhD – Philosophy Doctor
10. SPDES – the State Program for the Development of Education and Science
11. NF – Nation Fund
12. RB – Republican budget
13. LB – Local Budget

1 INTRODUCTION

The introduction of this topic covers the main aspects. This part of the thesis primarily deals with the background for taking up this research topic and appropriateness of it. It will define the research questions, research problem statement, aim and objective of the research. In this part will be described the structure of the thesis.

1.1 Background review

The main reference point that motivated me to do this research is the words of the President of the Republic of Kazakhstan on the need to improve the quality of education. At the forum of scholarship holders of the International Program "Bolashak", N.A. Nazarbayev put forward the idea of the national project "Intellectual Nation - 2020". With the purpose of educating Kazakhstanis of a new formation and Kazakhstan's entry into the number of countries with competitive human capital, Nursultan Nazarbayev noted that the young generation of the country has high hopes in the construction of our state, in promoting Kazakhstan to some of the most competitive countries in the world. In this regard, the role of the modern education system in the development of human capital - as the main unit of measurement of the standard of living of society - is growing [1].

1.2 Problem statement

Higher education plays an important role in educating of competent and competitive professionals for all sectors of economy in integration of science and industry. One of the most important tasks of the education system modernization is formation of an intellectual nation, the representatives of which have competitive knowledge, creative thinking, as well as high civil and moral principles, patriotism and social responsibility.

In the 21st century, education is seen as a key factor in the stability and development of society. The advent of the new millennium has exposed the new

function of education as a tool for ensuring the quality of life with particular severity.

The modernization of the national education system is aimed at making the future specialist successful, competitive not only within its own country, but also in the world community. In the new model of the development of society, the leading law is the law of advanced development of the quality of human capital (knowledge, professionalism, morality, culture), as well as the quality of educational systems.

1.3 Research questions

The main questions of this study are: What is the university's competitiveness? What factors influence the competitiveness of universities? What concerns on internal and external factors? What is the strategy for the development and management of the university? How to increase the level of competitiveness of HEIs? We will try to answer each of these questions.

1.4 Research aim and objectives

The purpose of the dissertation research is a comprehensive analysis of the theory and practice of domestic and foreign experience in managing the competitiveness of a higher educational institution and the development of scientific and methodological recommendations on the formation and development of competitive advantages of the university in the field of international partnership.

To achieve this goal, the author of the dissertation research posed the following tasks:

- theoretically generalize the views prevailing in foreign and domestic science on the economic content of the notion of "university competitiveness" and an assessment of its level;
- to study the classification of factors of the competitiveness of universities;
- clarify the impact of global globalization trends on the formation of the university's competitiveness;
- analyze the competitive environment of the university in terms of competitiveness indicators;

- determine the impact of external and internal factors on the development and enhancement of the university's competitiveness;
- to offer new management approaches to increase the competitiveness of a higher educational institution;
- to study and analyze the history, current situation of higher education in Kazakhstan, by using as an example of competitive high education institute - Suleyman Demirel University.
- develop a set of recommendations aimed at assessing and improving the competitiveness of the university;

1.5 Contribution

Theoretical and practical significance of the research is that the obtained conclusions develop and supplement many aspects of evaluation and management of competitiveness of higher education institutions. The theoretical propositions stated in the thesis and the proposed practical recommendations can be applied in the process of improving the international activity of higher education institutions and increasing their competitive positions. The results of the research are the basis for further scientific work in the field of competitiveness management of universities and can be used in the educational process of higher education institutions.

2 LITERATURE REVIEW

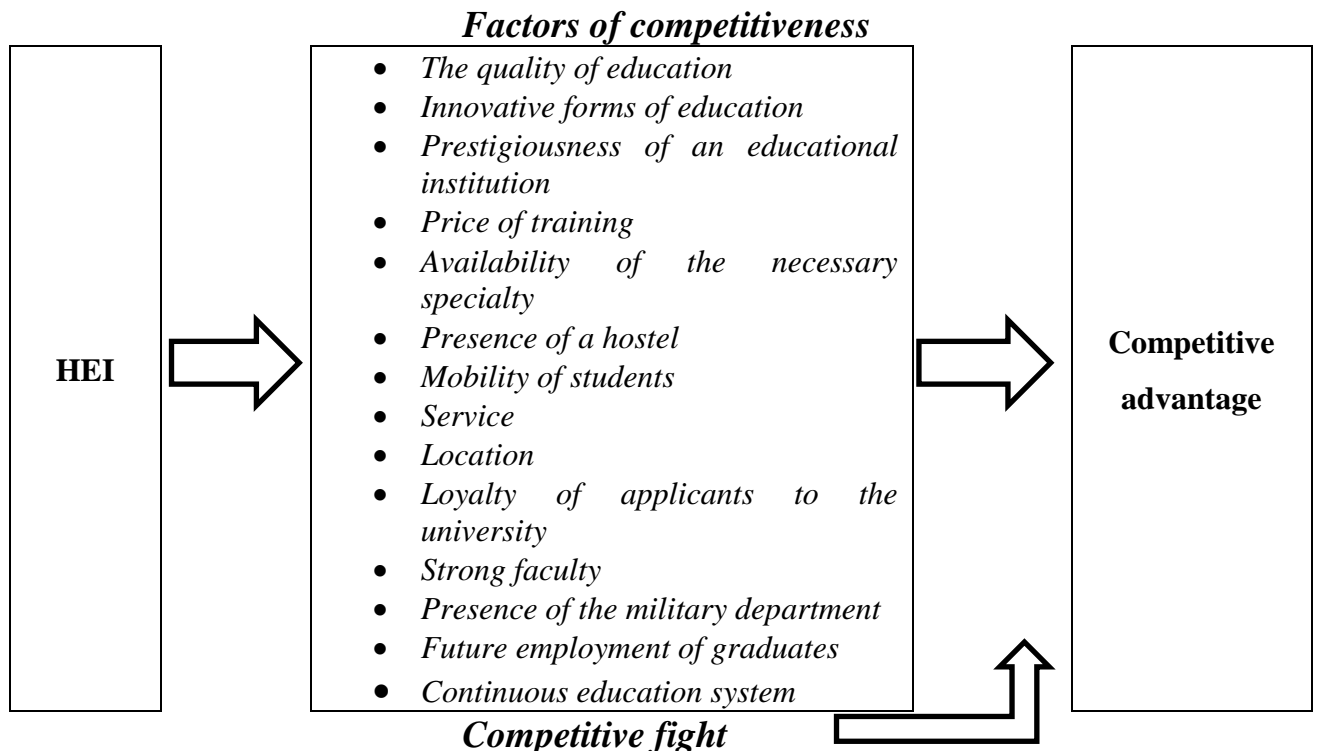
This part of the thesis explains the essence of competitiveness of higher education. The main factors that influence on competitiveness of higher education will be discussed in this chapter.

2.1 Economic fundamentals and content of the HEI's competitiveness

In the market format of functioning, key concepts in the analysis and evaluation of the activities of any organization are competition and competitiveness. The presence of a competitive environment in the market of goods or services, on which the organization operates, requires that it provide the necessary level of competitiveness or threatens to oust it from this market. In this regard, one of the fundamental conditions for the effective development of the Kazakh economy is the formation and enhancement of the competitiveness of higher education institutions.

In modern economic literature, competitiveness is associated with the winnings, reliability, quality, competence and efficiency of the enterprise. There are many interpretations of this concept. In particular, competitiveness can be defined as "a complex of management and marketing actions used to effectively achieve the goals and objectives of an enterprise, allowing it to take a strong position in the fight against competitors" [2]. G.L. Baghiyev believes that competitiveness is a real and potential ability to design, produce and sell goods in specific conditions, which, in terms of their consumer cost characteristics, are more attractive to consumers than competitors' products [3].

Figure 2.1.1 Model of competitiveness of HEI



Source: compiled by the author on the basis of the source [2]

In this study, we use the acting definition of competitiveness as the ability of the university to meet the needs of consumers of educational services in a certain set of professional knowledge, abilities and skills in conditions of direct and indirect competition. Figure 1 presents the main components of the notion of university competitiveness.

The content of the notion of "competitiveness of a higher education institution" includes several components. In particular, Mokhnachev S.A. defines the competitiveness of the university as "its present and potential abilities (capabilities) to provide the appropriate level of educational services that meet the needs of the society for training highly qualified specialists, as well as the requirements for the development, creation and implementation of scientific-methodological and scientific-technical products now and in the future as well "[4].

N.I. Paschenko defines the university's competitiveness as "its present and potential abilities (capabilities) to provide the appropriate level of educational services that meet the needs of the society for the training of highly qualified specialists, as well as the requirements for the development, creation and implementation of scientific-methodological and scientific-technical products as at present , and in the future "[5].

L.A. Korchagova considers the university's competitiveness as its ability to be selected among other higher education institutions because of the best socio-economic indicators, such as the quality of education, price, forms and methods of teaching, conditions, location, prestige, advertising, etc. [6].

R.A. Fatkhutdinov notes that the university's competitiveness is "its ability:

1. train specialists who are able to compete in a specific external and internal labor market;
2. develop competitive innovations in their field;
3. to conduct an effective reproductive policy in all spheres of its activities "[7].

I.B. Romanova believes that "the competitiveness of a university is a property of a higher educational institution, which determines the stake of the relevant educational services market, which belongs to this university, and the ability to prevent the redistribution of the market in favor of other entities" [8]. This definition contains the dynamism and relativity of this economic category. Undoubtedly, competitiveness is one of the main indicators of the production and economic activity of a higher educational institution, which determines its current and prospective state in certain segments of the market of educational services.

In the definition of "competitiveness of a higher educational institution" the emphasis is on the parameters that reflect its content side, namely:

- the superiority of the institution in front of competitors in the aggregate of the defining indicators;
- crisis-free regime of functioning and development of the university;
- the university's ability to adapt quickly to changing environmental conditions;

- the ability of the institution to meet the existing and perceived needs of consumers [9].

From the position of the system approach, the most accurate and complete classification is the classification of factors by source of origin, that is, their separation into external and internal ones. Environmental factors determine the totality of those conditions to which the university adapts, and internal factors determine both the possibility and the effectiveness of the process of this adaptation.

Table 2.1.1 - Internal and External factors of competitiveness of the HEI

Internal factors	External factors
<ul style="list-style-type: none"> • economic factors; • social factors; • demographic factors; • scientific and technical factors; • information factors; • demand in the labor market; • market infrastructure; • cultural environment; • sectorial structure; • strategy of competitors; • consumers of goods, works and services; • market parameters; 	<ul style="list-style-type: none"> • list of specialties, specializations and forms of training; • qualitative parameters of the composition of the administration; • quantitative and qualitative indicators of the teaching staff; • price policy; • level of material and technical basis; • organizational structure and management methods; • financial and economic stability; • information base and communication policy; • international activities; • corporate culture of the university.

Source: compiled by the author

Thus, clarification of the economic content of the notion of "university competitiveness" required research of various approaches to the interpretation of such key categories as competition, competitiveness, competitiveness of educational services, since modern economic science does not provide a unified definition of the content of these concepts. Based on the conducted research, having analyzed and summarized the existing points of view of both domestic and foreign economists, it can be concluded that the notion of "university competitiveness" means its present and potential ability in the long term to outperform its competitors in certain areas or parameters activities through the systematic improvement of the main business

processes in accordance with the trends in changing environmental factors and on the basis of effective use of all the available set of internal resources. [10]

2.2 Factors, indicators and levels of competitiveness of the HEI

The competitive environment of higher education institutions functioning in socio-economic conditions undergoes significant transformations. First and foremost, external and internal factors are changing, which to a large extent determine the formation and subsequent development of the university's advantages, which are inherently distinctive features of the existing competitive environment of higher education institutions and factors of its competitiveness [11].

As it was noted, factors influencing the competitiveness of the university are divided into external and internal. External factors include everything that determines the formal rules for the functioning of an educational institution in the educational market (regional, national or world). This type of factors cannot be changed under the influence of the university, but they must be taken into account in assessing competitiveness and choosing a development strategy. Internal factors represent a certain strategic potential of the university, that is, all that can be formed or changed by the university itself. The goal of the university, based on analysis, is to transform internal factors into significant competitive advantages in the form of competitive educational services, assessment and consideration of environmental factors [12].

According to Y.P. Lichmann factors of external and internal environment, which affect the competitiveness of the university, can be represented in the form of a system (Table 2.2) [13].

Table 2.2.1 - System of factors affecting the competitiveness of the university

External factors			Internal factors
	Megaenvironment	Macroenvironment	Microenvironment
1	Demographic factors	Regulatory factors	Educational market
			Financial and economic factors

2	Information factors	Economic factors	Organizational factors	Material and technical factors
3	Legal factors	National economic factors	Structural factors	Personnel policy
4	Natural factors		Social factors	Marketing factors
5	Technological factors			Competitiveness of graduates
6	Demographic factors			

Source: compiled by the author on the basis of the source [13]

The group of external factors include: demographic factors (birth rate, change in the proportion of elderly people, a decrease in the proportion of the able-bodied population and children, which leads to changes in the structure of potential consumers of educational services); information factors (growth of information, intensive development of the Internet, application of new information technologies in the learning process); legal factors (international system of standardization and certification); technological factors (development and dissemination of intellectual technologies); international factors (accession to the Bologna process, internationalization of training); economic factors (competitiveness of the country's economy, state regulation, tax policy, development of interstate and regional ties); structural factors (market structure and capacity, level of competition); social factors (number and structure of the population, level and quality of life).

A.Golik identifies two main levels of factors, including seven groups that influence the competitiveness of a higher education institution (Table 2.3) [14].

Table 2.2.2 - System of environmental factors affecting the competitiveness of the HEI

Level of factors	Group of factors	Indicators
Macroenvironment	<i>Socio-political</i>	Interethnic and interregional relations; political stability; social tension.

	<i>Economic factors</i>	Competitiveness of the country's economy; state regulation (preferential treatment, subsidizing the industry); state support the development of science and innovation activities; tax policy (types and rates taxes); development of interstate and regional ties.
	<i>Regulatory and legal factors</i>	Decisions of state authorities and management; normative acts of ministries and departments; national standardization system and certification.
Regional environment	<i>Economic factors</i>	Competitiveness of the subject and city in which the university is located; structure of regional economy; state support (licensing, implementation of national projects).
	<i>Socio-demographic factors</i>	Number and composition of the population; level and quality of life of the population.
	<i>Structural factors</i>	Market structure; availability and capabilities of competitors; market volume.
	<i>Organizational factors</i>	The smoothness of the mechanisms of interaction of all groups of factors of the national, regional and local environment, information security.

Source: compiled by the author on the basis of the source [14]

In order to ensure competitiveness and to increase its competitive excellence, universities need to choose the system of the most optimal indicators. Table 2.4 shows the main indicators, the positive parameters of which allow universities to increase their competitive excellence.

Table 2.2.3 - The model of competitiveness of a HEI

№	Indicators
1.	Image and prestige of the educational institution
2.	Quality of educational services
3.	Innovative methods and forms of training
4.	Cost of education
5.	The demand for a specialty
6.	Level of employment of graduates
7.	Presence of a hostel
8.	Location
9.	Infrastructure
10.	Academic mobility of students
11.	Forms of training
12.	The international cooperation
13.	Student development program

Source - compiled by the author

Competitiveness of the university determines:

- competitiveness of students;
- competitiveness of graduates;
- qualitative teaching staff;
- methodological support of the educational process;
- scientific support of the learning process;
- technical means of training;
- availability of own tangible assets;
- availability, quantity and quality of own library fund;
- availability and number of international educational programs.

In order to assess the level of competitiveness of a university, internal factors can be combined into three generalized groups (financial and economic, personnel indicators, and the competitiveness of graduates). Each of them can be supplemented with indicators of the university's competitiveness, which expand and supplement previously identified factors (Table 2.2.4).

Table 2.2.4 - Factors of the internal environment characterizing the university's competitiveness

Factors of competitiveness	Indicators of competitiveness of the university
<i>Financial and economic: income level</i>	<ul style="list-style-type: none"> - the ratio of the provision of one student and one teacher in cash from all sources of funding; - coefficient of profitability of entrepreneurial activity; - average monthly salary of faculty and staff; - ratio of extra budgetary and budgetary sources of financing; - the level of awareness of potential consumers of educational services about the university; - level of customer satisfaction.
<i>Personnel: the number and structure of faculty</i>	<ul style="list-style-type: none"> - the level of qualification of the teaching staff; - number of students; - coefficient of staffing prospects; - productivity of specialized councils for defending dissertations; - coefficient of development of one scientific-

Competitiveness of graduates: information on career growth, independent assessment of competences

pedagogical worker;
- coefficient of communication with academic science;
- intensity factor of the edition textbooks, teaching aids and monographs;
- coefficient of staff stability;
- level of labor discipline;
- percentage of diplomas with honors, recommendations for master's and doctoral studies; percentage of applications for specialists to the general release;
- the demand for graduates; coefficient of employed;
- representation of graduates of the political, economic, cultural elite of the region;
- level of knowledge of foreign languages and information technologies;
- rates of career growth.

Source: compiled by the author on the basis of the source [15]

Thus, the functioning of a higher education institution under modern conditions is influenced by a whole complex of different, interconnected and dynamically changing factors of the external and internal environment. Consequently, the strongest competitive positions will be at that institution that is able to adapt to this factor faster and more efficiently and to react to their change [16-20].

In the conditions of market relations, each higher educational institution should develop, implement and maintain its own position and system of functioning in the educational market, update the forms and methods of providing educational services, diversify its activities, and master modern approaches to marketing scientific and educational activities [21]. The activity of a higher educational institution in market conditions is impossible without an entrepreneurial orientation, aiming at maximum attraction of a wide range of consumers of educational services [22].

The manifestation of increased competition among higher education institutions can be attributed to the following phenomena:

- 1) an increase in the number of universities in the educational market;
- 2) the processes of joining larger institutions of higher education by smaller ones and the implementation of targeted actions to strengthen their positions;

- 3) a decrease in the cost of educational services or the use of new means to increase sales due to changes in business conditions;
- 4) reducing the costs of customers of educational services in the transition from the consumption of one service to another;
- 5) dissatisfaction of one or several universities with their shares in the educational market;
- 6) growth of profitability and profitability as a result of effective strategic methods;
- 7) the predictability of the development of the course of competition in a situation where the strategies, resources, organizational features, missions of HEIs differ to a large extent and are open to the majority of competitors [23].

R.A. Fatkhutdinov proposed a mechanism for managing the competitiveness of the university (Figure 2.2.1)

Figure 2.2.1 The main aspects of management competitiveness of the university



Source: R.A. Fatkhutdinov`s mechanism

The above mechanism includes the following interrelated elements: the mission of the university; connection of the university with the external environment; principles, functions and methods of management; the innovative nature of the instruments used for economic and economic activities. Increasing the level of competitiveness of a higher educational institution is possible only when building a tree of goals and solving specific tasks on the above elements of the system:

- 1) The mission of the university (goals and resources that the university has for this);
- 2) "Exit" of the university (expectations of the consumer market);
- 3) External environment (external factors of influence);
- 4) "Entrance" of the university (supplier market offers);

5) Strategy and structure of the university (the concept of the strategy of functioning and development of the university, organizational management structure);

6) processes for processing "input" into "output" - a list of business processes and management methods [24-26].

Thus, in modern socio-economic conditions, the competitiveness of the university is determined by the action of a set of various factors of the external and internal environment that are components of the competitive environment of the university and their change forms its specificity. The factors of the external environment characterize the set of conditions to which the institution adapts. Internal factors determine both the possibility and the effectiveness of the adaptation process.

The peculiarity of the university's competitiveness is determined by the active development of market relations in the country, global globalization trends and, correspondingly, the expansion of the market of educational services. Management competitiveness of the university is based on the mission of the university, the analysis of environmental factors and the use of innovative means and methods of organizing activities aimed at achieving its strategic goals and ensuring a competitive position in the market of educational services.

2.3 SWOT analysis of the higher education institution

Table 2.3.1 - SWOT analysis of the HEI

Strengths	Weaknesses
1. Creating a new legislative, regulatory and legal framework for the organization of education;	1. Forced leaving of young teachers in the sphere of business.
2. State support of the education system;	2. Destruction of the system of retraining and advanced training of educators.
3. Equality of opportunities for higher and postgraduate education;	3. There is training of specialists, inadequate for the future needs of the country. Applicants prefer economic and legal specialties.
4. The scientific potential of educational institutions, the principle of the unity of upbringing and education;	4. The content of education does not fully meet the demands of society and the economy of the country.
5. Diversification of the network and structure of higher education institutions;	5. Weak material and technical and educational supplies.
6. The systematic nature of education;	
7. Fundamental and scientific education;	

- | | |
|---|---|
| <ul style="list-style-type: none"> 8. Formation of the non-state sector in education; 9. Adaptation to the market; 10. A new model for the formation of the student contingent; 11. Introduction of a new Classifier of training directions and specialties of higher professional education; 12. Implementation of the integration of universities and scientific organizations; 13. Informatization of higher education, computerization of universities; 14. Development of international cooperation | <ul style="list-style-type: none"> 6. There is no mechanism for the mass acquisition of necessary textbooks for higher education institutions and monographs from abroad. 7. Informatization of education, introduction of information technologies is poorly developed. 8. There is no system of material incentives for workers and educational institutions for ensuring the quality of education. 9. Weak use of advanced learning technologies. 10. The number of students studying at the expense of the republican budget is steadily decreasing, but the total number is growing due to the share of students studying on a fee basis. 11. Increase in the number of students in correspondence departments 12. A large number of universities with a small number of students |
|---|---|

Opportunities

Threats

- | | |
|---|---|
| <ul style="list-style-type: none"> 1. Understanding by society the importance of investing in education. 2. Support by the international organizations of the process of reforming the education system. 3. Interaction of a number of educational organizations with educational institutions of developed countries. 4. Exchange of students, students in the framework of the state policy of cooperation with the leading educational institutions of other countries. 5. Possibility of training specialists in the CIS countries under various agreements. 6. Development of information systems, opportunities for using the Internet. 7. Achieved level of education of the population. 8. New Rules for the Selection of Applicants for the Award of the Bolashak Scholarship 9. The introduction of credit technology training 10. Establishment of a network of higher technical schools 11. Transition to the level system of training | <ul style="list-style-type: none"> 1. Lack of an effective system for planning the training of specialists in accordance with the needs of the economy, social sphere and public life of the country. 2. Lack of interest in the system of vocational education on the part of the enterprise sector because of the high level of unemployment in the country: while the labor market provides them with the necessary labor. This leads to the fact that the system of primary and secondary vocational education is on the verge of extinction, since budgetary funds mainly absorb the systems of secondary general and higher professional education. 3. Inertness of the management system, the lack of strategic planning in the industry and the system of results meters. 4. Weak use of opportunities for international cooperation in management and financing in the field of education. |
|---|---|

Source: compiled by the author

Problems:

- The growth of the number of non-state higher education institutions posed the problem of strengthening state and public control over their activities, the quality of the offered educational services.
- Reducing the requirements of individual universities and their branches to the level of preparation of applicants and students leads to a decrease in the quality of training of specialists.
- The problem of the quality of teaching in high schools in the Kazakh language remains extremely important. There is an urgent need to improve the training of national personnel, to raise the level of teaching materials in the Kazakh language.
- Over the past years, there has been a restructuring of the training of specialists. The number of students in higher education institutions of industry, transport, communications, and agriculture is decreasing.
- It should be noted and disproportions in the needs and proposals of graduates of a certain profile.
- Social partnership and targeted training of personnel, especially at the regional level, require further development.
- Currently, there is a problem of aging of the teaching staff of the republic's universities. If 10 years ago the average age of doctors of science was 56 years, then at present - 59 years, candidates of sciences - respectively 44 years and 47 years.
- The issues of the system of retraining and advanced training of educators remain topical.
- There is a shortage of textbooks and textbooks on technical, agrarian, technological, veterinary specialties in the state language. 50% of the educational, educational, methodological and scientific literature available in universities requires updating.

Recommendations:

- Establish independent public institutions in the higher education system that assess the levels of effectiveness of higher education institutions, taking into account the provision of high standards of higher education.
- Develop a criterion for identifying the best educational institutions to provide them with sufficient funding, including the development of a material base and raising salaries for teachers.
- Establish a system for measuring the effectiveness of teachers' work in the republic's universities, the results of which should influence the encouragement of teachers' work.
- Consider incentives for the development of a non-university sector of higher education - higher professional schools, which are popular in Western countries due to a shorter duration of studies with a clear professional focus.
- To assign responsibility for ensuring the professional development of administrators, teachers and staff at the university. Creation of a system of professional development of teachers and administrative staff within the framework of the university / intercollegiate cooperation within the city, region.

3 METHODOLOGY

This chapter includes its own methodological framework which relates to the way methods are combined in order to generate appropriate research data that could ultimately form the response to the research question. Also this part of the thesis considers data collection and data analysis with results of the analysis

3.1 Research methods

The main goal of this research is to analyze the current state of higher education in Kazakhstan universities and identify the determinants influencing the competitiveness of the HEIs. This required collecting information from many of agencies, ministries and universities. In this thesis is used quantitative data analysis.

To study, analyze and collect the necessary information, the author of this work applied a quantitative research method. Quantitative data analysis is helpful in evaluation because it provides quantifiable and easy to understand results. This method was used directly for the primary data collection, exactly:

- to study the number of people with higher professional education, and also the degree;
- to identify the link between some factors that affect the competitiveness of higher education;
- to study citizens' opinions on the status and quality of the current higher education system in Kazakhstan;
- to identify problems, deficiencies, available in higher education institutions;
- to compare the number of those who received education in domestic universities with those who studied abroad.

In the course of the research, an assessment was made of the university's ability to compete in terms of competitiveness factors (15 factors were selected) of the institution under study (SDU) with the potential competitor factors (NU). First, a table is compiled for analyzing the competitiveness of the institution by factors [27]. Fifteen factors were proposed as key factors for the success of the university. (Appendix 2)

Twenty experts participated in the expert review process. Experts were mainly heads of departments of universities and teachers. The experts were asked to fill in the questionnaires (Appendix 2), in which the assessment of the factors was carried out on a 10-point scale. If the factor has the greatest value, then the expert should put 10, if the least, then 1. The final matrix for assessing the significance of the criteria, based on the processing of the questionnaires, was presented in analysis section of thesis.

We compared SDU with the most obvious competitor in the market of educational services - Nazarbayev University. To comprehensively assess the

competitiveness of all analyzed factors, it was calculated the coefficient of competitiveness.

3.2 Data collection

The thesis is developed on the basis of general scientific methods of systematic, comparative and retrospective analysis. Methods of statistical, logical, normative and positive analysis, specific methods of analysis of managerial activity were also used.

During the research, general scientific methods were used: analysis and synthesis, methods of grouping, comparison, expert assessments, etc.

The scientific innovation of the research is a systematic theoretical and practical assessment of the competitiveness of higher education institutions in the Republic of Kazakhstan on the factors of competitiveness and in the development of recommendations for its improvement.

In the process of research, the following results were obtained, which determine the scientific innovation of the thesis:

- the content of the terms "university competitiveness" and "competitiveness of the educational service" is clarified;
- the basic tendencies of influence of processes of globalization and internationalization on increase of competitiveness of the higher scientific institutions are investigated and concretized;
- indicators that determine the competitiveness of the university are identified;
- recommendations on the use of new management approaches to improving the competitiveness of universities on competitiveness indicators have been formulated and substantiated;
- developing a comprehensive methodological approach to assess the competitiveness of a higher education institution.

Also, SWOT analysis was applied during the research. This analysis helps us to clearly define which parameters, factors relate to strengths, and which ones to weak ones. With the help of SWOT analysis, we have a clear vision of what opportunities

we have, or threats. The analysis clearly provides us with a number of unsolved problems or shortcomings, after which we begin to find ways to solve them and further develop them.

3.3 Sampling Strategy

For collecting information, a survey of respondents consisting of 100 people was conducted. The questionnaire was created in an online format on the website of monkey survey, where you could copy the link and forward it to all respondents. The questionnaire was conducted within two weeks. Respondents were people of different age and gender categories, from 18 to 65 years. In the questionnaire, respondents could answer not only according to the given variants of answers, but also offer their opinion. In general, this questionnaire has a descriptive character. (Appendix 1)

In addition to the questionnaire, an expert survey was carried out and universities were evaluated on the basis of their competitiveness factors. Experts were teachers, deans of faculties, heads of the department and others. 10 experts were interviewed in each of the universities. Total, 20 experts were interviewed. (Appendix 2)

4 DATA ANALYSIS AND RESULTS

This chapter includes itself data analysis and results from data collections method which was described previous chapter. Also in this chapter, a comparative analysis of the main indicators of higher education in Kazakhstan over the past 5 years is made.

4.1 Tendencies and dynamics of development of the market of educational services

One of the important factors in the development of the university is the number of students, as it relates to the demographic factors of the external environment of the university.

Let's consider the dynamics of changes in the number of students by year in Table 4.1.1.

Table 4.1.1 - Number of students in higher education institutions

	2013/14	2014/15	2015/16	2016/17	2017/18
The Republic of Kazakhstan	527 226	477 387	459 369	477 074	496 209
Akmola	13 787	10 289	9 267	8 455	9 441
Aktobe	23 821	20 825	20 336	21 004	21 829
Almaty	10 701	9 724	9 051	9 422	9 342
Atyrau	11 347	10 552	10 014	11 012	12 046
West Kazakhstan	25 517	28 369	26 856	29 919	31 392
Zhambyl	26 805	19 580	18 950	19 662	20 874
Karaganda	46 449	41 123	36 976	41 738	42 629
Kostanay	22 349	19 840	19 014	20 057	20 534
Kyzylorda	13 772	11 308	10 055	10 070	9 973
Mangistau	5 739	3 815	3 976	5 081	5 167
South Kazakhstan	74 564	70 121	70 827	71 323	79 423
Pavlodar	15 257	13 750	12 703	13 566	14 537
North-Kazakhstan	5 846	4 851	4 560	5 235	6 027
East Kazakhstan	29 220	26 559	26 842	27 969	29 334
Astana city	53 561	52 945	51 235	51 800	52 369
Almaty city	148 491	133 736	128 707	130 761	131 292

Source: Compiled by author on the basis of the source - <https://stat.gov.kz>

The dynamics indicated in the table is due, first of all, to demographic factors. According to the Statistics Agency of the Republic of Kazakhstan, the total population of the Republic of Kazakhstan at the age from 15 to 19 years as of 01.01.2014 was 1498831 people, in 01.01.2015 - 1430345, in 01.01.2016 - 1363769 people. This means that the number of school leavers (potential university entrants) 2015 year compared to 2014 year decreased by 68486 people, in 2016 year decreased by 66576 people.

According to the table, the main number of students for regions of 2017-2018 years are: Almaty city - 131 292, Astana - 52 369, as well as to South Kazakhstan - 79 423, Karaganda - 42 629 and West Kazakhstan - 31 392.

A contingent of undergraduates belongs to the number of students in the Republic of Kazakhstan as of 2015 year, licenses for the training of masters have 108 universities, including 9 national, 29 state, 10 corporatized, 6 non-citizens, 54 private. At the same time in the Republic of Kazakhstan, training at the second level carried out under three programs: 1-year in the profile magistracy, 2-year in the scientific and pedagogical magistracy. At the same time, for the majority of students, the programs of the 2-year (scientific-pedagogical) magistracy are preferable.

One of the important factors of the university's competitiveness in addition to the number of undergraduate students and the number of master students is the number of doctoral students. For the analysis, we took the whole of Kazakhstan, and individually only those regions where their numbers are more significant than those of others.

Table 4.1.2 - Number of doctoral students (people)

	2012/13	2013/14	2014/15	2015/16	2016/17
The Republic of Kazakhstan	1 296	1 892	2 063	2 288	2 710
Karaganda	7	105	123	146	185
South Kazakhstan	214	106	110	120	123
East Kazakhstan	-	85	93	100	128
Astana city	12	327	401	488	604
Almaty city	3	1 180	1 218	1 314	1 488

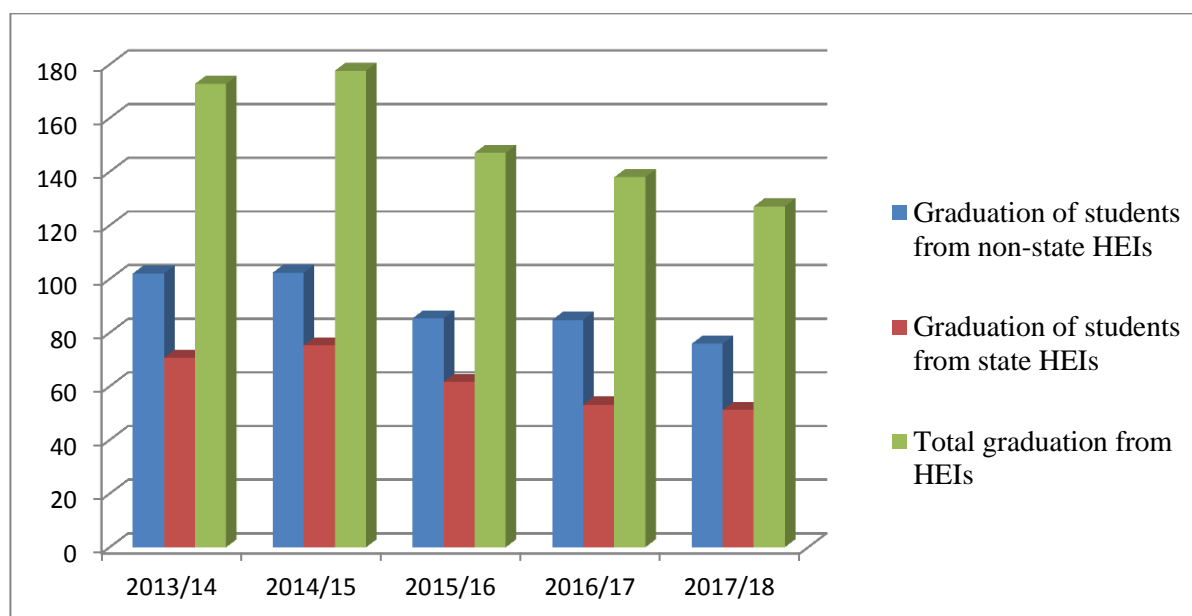
Source: Agency of Statistics of RK - <https://stat.gov.kz>

The table shows that in 2012-2013 years, the number of doctoral students was 1296, and at the end of each subsequent period, it only increased. By 2016-2017 years, for 4 years the number of doctoral candidates has doubled 2710, this is a very good result, since it determines the development of postgraduate education, which generally affects the quality of education, the upgrading of skills of specialists, etc. As you might expect, more doctoral candidates are located in the cities of Almaty

1488 and Astana 604, as well as in Karaganda 185, South Kazakhstan 123 and East Kazakhstan regions.

The dynamics in the figure is also conditioned, first of all, by demographic factors, as we see a sharp decline in the output of students from universities in the period from 2014-2015 (177.7) to 2017-2018 (127.1). The total output from universities dropped by 50.6, and the output from state universities by 19.5, from non-state universities by 26.2. Insignificant role in changing the output from universities have such factors as the transfer of students from university, exchange (transfer) to foreign universities, leaving the institution of their own free will in order to find work.

Figure 4.1.1 Graduation from universities



Source: prepared by author on the basis of statistics of MES RK

As it already noted, at present, the quality of higher education becomes a critical factor in the growth of Kazakhstan's competitiveness.

The tendency to reduce the number of higher education institutions that has been outlined in the republic today will also allow solving the issues of providing high quality of educational services, concentration and strengthening of intellectual resources.

So, on the date 01.01.2018 the number of universities in Kazakhstan decreased by 3 units (01.01.2017 - 125, 01.01.2018 - 122 units). In country, educational activities in the sphere of higher and postgraduate education in 2017-2018 years conduct 122 universities, including 9 national, 29 state, 12 non-citizen, 1 AO, 1 international, 15 corporatized, 55 private (Table 4.1.3).

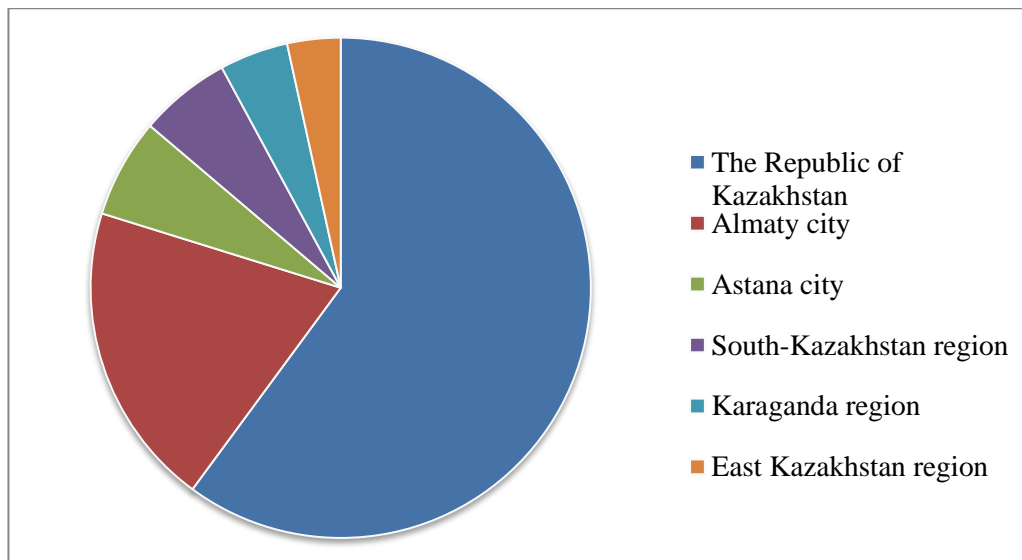
Table 4.1.3- Number of higher education institutions of the Republic of Kazakhstan by category

Indicators	2013/14	2014/15	2015/16	2016/17	2017/18
Total Universities	128	126	127	125	122
State (including national)	40	40	39	39	38
State-owned corporations	15	15	16	16	15
Private	60	58	58	56	55
Others (AO, international, non-citizen)	13	13	14	14	14
Ratio of public, private and other sectors of higher education (in%)					
State (including national)	31,2	31,7	30,7	31,2	31,1
State-owned corporations	11,7	11,9	12,6	12,8	12,3
Private	46,9	46	45,6	44,8	45
Others (AO, international, non-citizen)	10,1	10,3	11	11,2	11,4

Source: Compiled by the author on the basis of statistics of MES RK

Thus, the table shows that in the period from 2013-2014 years for 2017-2018 years there is a reduction in the number of higher education institutions by 6 units, including a persistent tendency to reduce the number of private universities. As already mentioned above, the reduction in the number of universities is conditioned by the improvement of the quality of the educational service, which certainly affects the competitiveness of the university.

Figure 4.1.2 The number of HEIs in RK

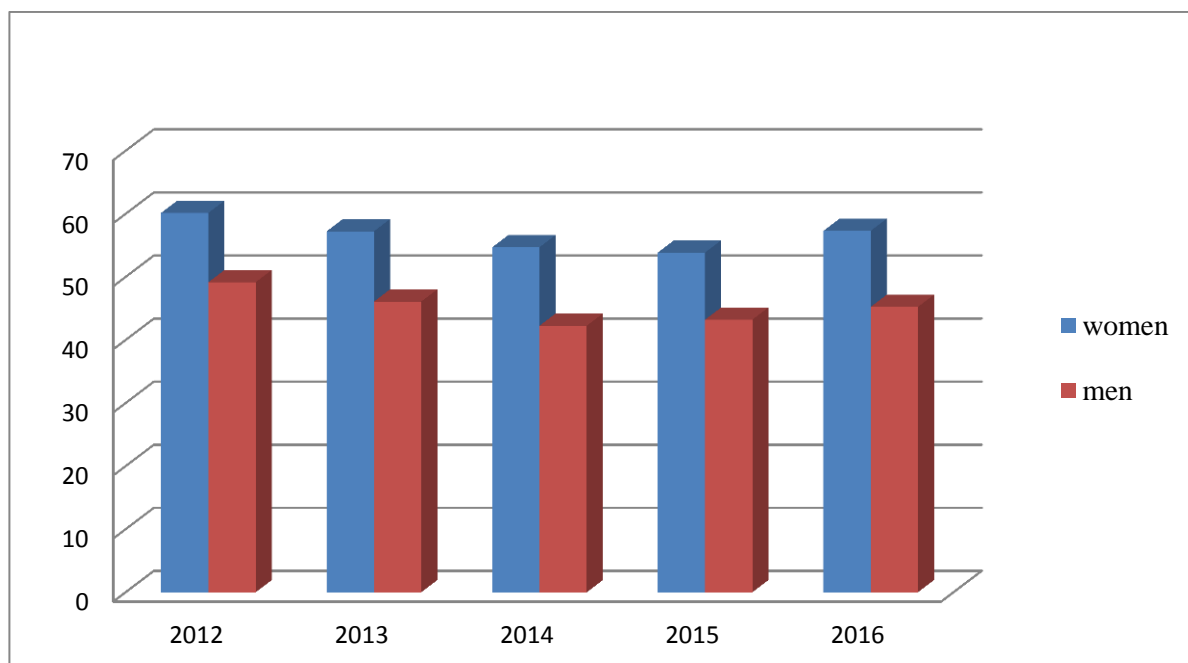


Source: prepared by the author on the basis of statistical agency of RK - <https://stat.gov.kz>

Most of the universities are in Almaty (40 units) and Astana (13). Of the regions, the largest number of universities is concentrated in South Kazakhstan (12), Karaganda (9), and East Kazakhstan (7) regions. This trend is primarily due to the continuing practice of focusing scientists and researchers in the southern capital. According to the source of financing, Kazakhstani universities are divided into: national and state, corporatized and private. Despite the downward trend in the number of private universities, measures have been developed to stimulate the private sector economically to engage in scientific and innovative activities. In particular, in 2014, depending on the volume of research activities carried out at the legislative level, the following classification of higher education institutions of the republic is fixed: national research universities, national higher educational institutions, research universities, universities, academies and institutes. In addition, the principles of autonomy of universities are being developed, which means independence in the implementation of educational, scientific, financial, international and other activities, based on the Nazarbayev University model. Also, research universities are being created. To implement the directions of industrial and innovative development of the country, mechanisms will be developed for determining the basic universities to

create on their basis business incubators, technology parks, centers for the commercialization of scientific developments and technologies [28].

Figure 4.1.3 Gross coverage of higher education (in %)



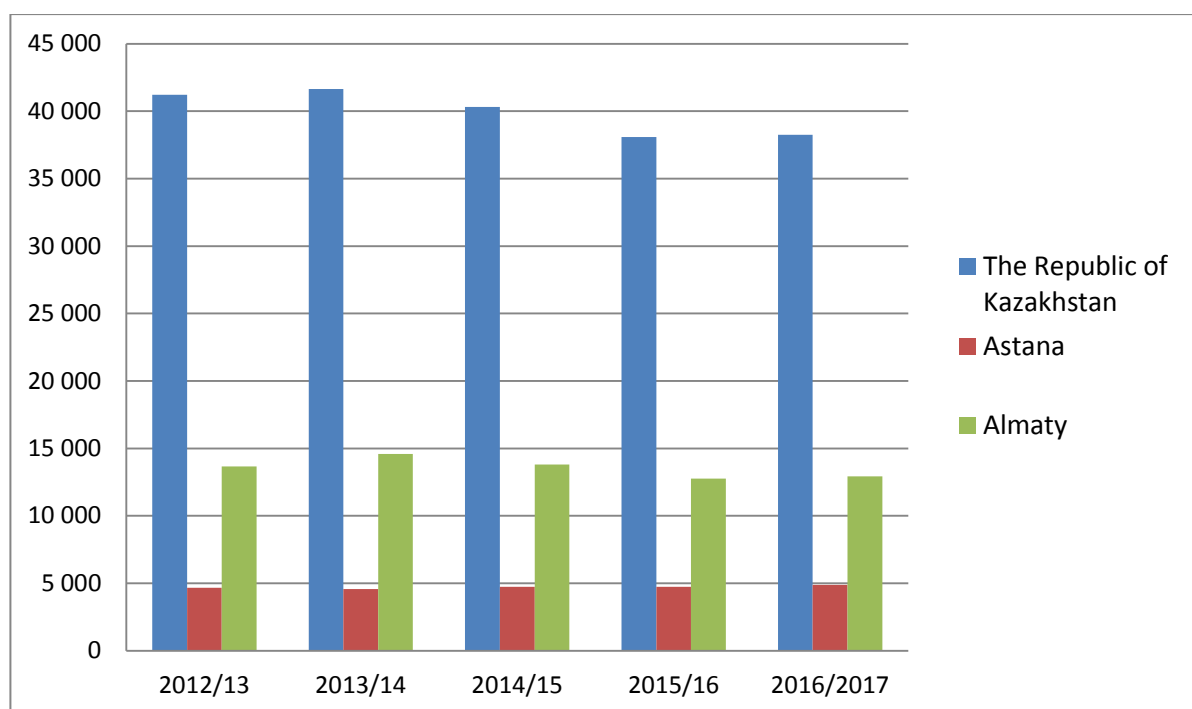
Source: Agency of Statistics of RK - <https://stat.gov.kz>

As can be seen from the figure, the highest gross coverage of higher education is in 2012 (49.16% for men, 60.15% for women), and the lowest for 2015 (43.22% for men, 53.86% for women), at least in 2016, we see an increase in the gross enrollment of both men, 45.24%, and women, 57.29%.

Highly qualified and motivated teachers are crucial to ensure the quality of higher education. Teachers with high qualifications, as a rule, have deeper knowledge in the subject area, and are more able to keep abreast of achievements in their field.

The contingent of the teaching staff of the universities of the Republic of Kazakhstan is basically stable. In the dynamics of its number, only small changes are observed. Compared with the 2013-2014 academic year, the total number of teaching staff in 2012-2013 in higher education institutions has increased, as evidenced by the dynamics of its growth (Figure 4.1.4). Starting from the academic year 2014/15 to the academic year 2016/17, the total number of teaching staff is decreasing (from 41635 to 38241 people).

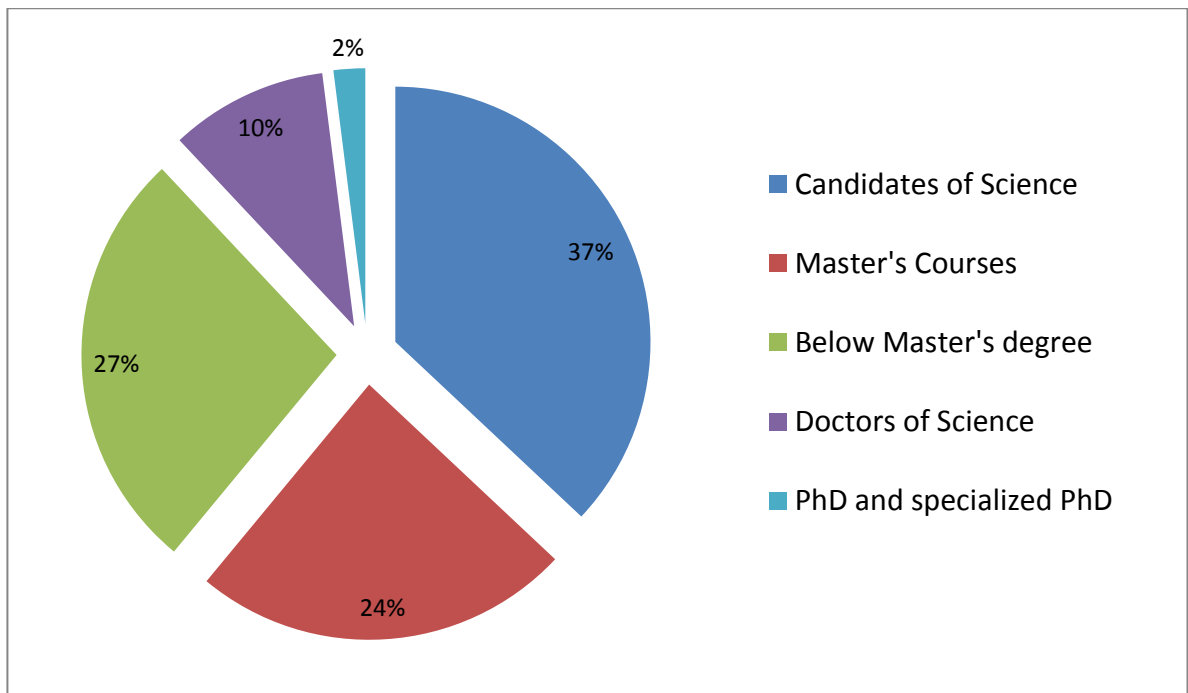
Figure 4.1.4 The number of teaching staff of HEIs (man)



Source: compiled by the author on the basis of [29]

Out of 40,320 people who formed the main teaching staff in 2014-2015, almost half had a degree, including holders of a doctorate degree or a specialized degree of a doctor of philosophy, a doctor of science or a candidate of science. Almost a quarter of the main teachers (24%) had a master's degree as the highest degree. The exact distribution of the qualifications of the remaining 27% was unclear, but this group probably includes many people in the process of obtaining a master's degree. If you combine the holders of the master's degree and those who have less qualification (Figure), the gaps in the system of higher education in the field of teacher qualifications become more and more obvious. Only 12% of teachers have a higher degree equivalent to PhD and the majority (51%) have a qualification equivalent to a master's degree or lower.

Figure 4.1.5 Classification of teaching staff by degree in HEIs of RK(%)



Source: prepared by author on the basis of statistical data of MES RK (2014-2015)

The nature of the distribution of teaching staff by qualification is similar in public and private educational institutions (Table 4.1.4).

Table 4.1.4 - Distribution of teachers by degree in public and private universities in Kazakhstan

General *	Or higher (%)	Master (%)	PhD** (%)	Doctor of sciences (%)	of Candidate of sciences (%)	<Master (%)
In general (40,320)	29 394 (72.9)	24	2	10	37	27.1
Governmental (23 118)	16 646 (72.0)	23.4	2.3	9.9	36.2	27.9
Private (16,948)	12 561 (74.1)	24.3	2.6	9	38	25.8

* Higher educational institutions, owned by citizens of foreign states, subordinate to other ministries, are not included.
 ** Includes PhD degree by profile.

Source: compiled by the author on the basis of Statistical data of MES RK (2014-2015)

According to the table, it can be concluded that the areas for which the largest number of state grants are allocated, are not necessarily the regions with the largest share of revenues, but it is also assumed that the Ministry of Education and Science allocates educational grants without taking into account the needs of the economy.

In Kazakhstan, one of the acute problems remains - the discrepancy between the distributions of state educational grants to the needs of the economy. To some extent, the state has some forecast data, and even here, imperfections. Because of such mistakes, in 2014 about 9 thousand graduates of higher education institutions, who were studying on state grants, remained unemployed. For their training, KZT 4 billion was spent from the budget, which did not give the desired effect either to the state or to the graduates themselves [30].

Table 4.1.5 - Educational grants (2014-15 academic year) and features of enrollment (2015-16 academic year)

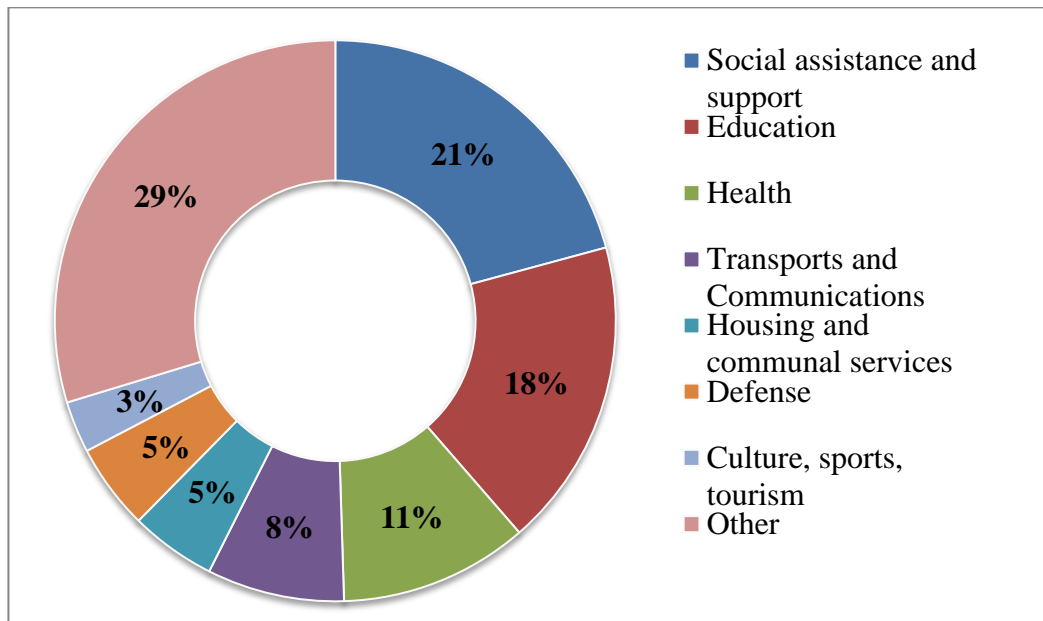
Educational grants awarded in the 2014-15 school year (%)		The share of students in disciplines in the 2015-16 academic year (%)	
Technical sciences	41.70	Education	28.00
Education	19.30	Engineering science and technology	23.60
Health care (doctors)	13.50	Social sciences, economics, business	16.60
Agriculture	6.80	Jurisprudence	12.80
Natural Sciences	4.80	The services	4.20
The services	3.20	Art	4.20
Social sciences, economics	2.90	Humanitarian sciences	3.40
Humanitarian sciences	2.70	Agriculture	2.30
Veterinary Medicine	2.10	Natural Sciences	2.30
Jurisprudence	1.50	Medicine and Health Care	1.30
Art	0.80	Military and Security	0.50
Military Sciences	0.20	Veterinary Medicine	0

Source: prepared by the author on the basis of sources in <http://www.edu.gov.kz> & <https://stat.gov.kz>

The education sector is 80% funded by local budgets, and only higher education and programs of the republican level are financed from the republican budget. Funds of the National Fund go to the construction and reconstruction of educational facilities. In 2016, the expenditures of the local budget on education increased by 22% (to 1.3 trillion KZT), the republican budget by 24% (up to KZT 357 bn). In 2018 year 53 594 grants were allocated for the training of specialists with

higher education, 12 504 grants for the preparation of masters, 2240 grants for the preparation of PhD doctors. The largest order the state makes for technical specialists.

Figure 4.1.6 Structure of state budget expenditures

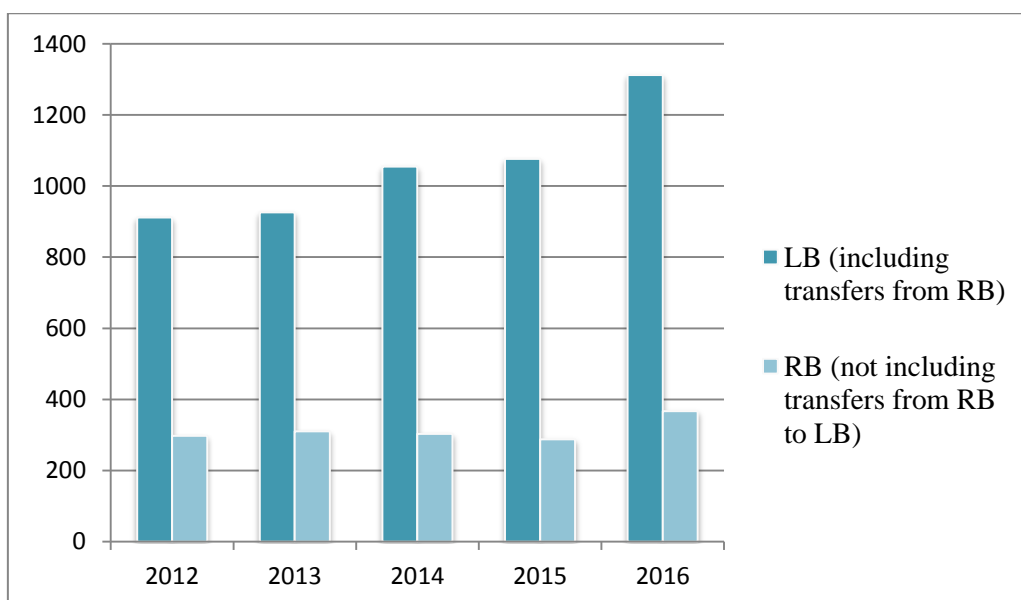


Source: Compiled by the author on the basis of data from the MF of RK

In 2016, the State Program for the Development of Education and Science 2016-2019 (SPDES) was introduced, whose objectives are to increase the accessibility and quality of education by modernizing the content and improving the quality of the teaching staff, taking into account the needs of priority directions and enterprises.

In 2016, the program allocated 433 billion KZT, which is 25% of all allocated funds for education. From the Republic of Belarus 320 billion KZT was allocated from the NF under the program "Nurly Zhol" for the construction and reconstruction of educational facilities 58.7 billion KZT (+ 64% per year) and from the LB 55 billion KZT [31].

Figure 4.1.7 Expenditures of local and republican budgets on education (a billion KZT)



Source: prepared by author based on data from the MF

As can be seen, there is a positive trend in spending on education in general, both from the state budget and from the local budget. Thus, as of the beginning of 2016, compared to the previous year, the expenditures from the Republic of Belarus increased by 23.7%, while by the beginning of 2015 the reduction is 4.9%. In 2016, expenditures from the Bank increased by as much as 30%, and in 2015, only 2%.

Since 2014, the state has also allocated funds for an educational grant under the "Serpín-2050" program for training in basic universities in 7 regions. The program is aimed at reducing unemployment in the southern regions and filling the shortage of personnel in the western, eastern and northern regions of the country for pedagogical, technical and agricultural specialties. According to this program, 1050 grants were allocated in 2014, in 2015 - 5000 thousand; training of specialists will be carried out in 19 universities of the country. [32]

4.2 Analysis of Suleyman Demirel University as an example of a competitive university

SDU is one of prestigious universities in Kazakhstan. This university was officially established in 17 December 1996 year by president of Kazakhstan N.Nazarbaev and president of Turkey Suleyman Demirel. In this university there are 4 faculties, which are philology and pedagogical science, economics and administrative science, law and social science, engineering and science and totally 18 specialties. Education is in Kazakh, Russian, and in English language. Education campus of university is projected for 7000 students with 80000m² and student house is projected for 2400 students with 40000m² for both boys and girls. University has partnership with Erasmus Mundus, Mevlana, as well as local and foreign universities. Academic staff, students and just office workers all can benefit from these partnership from this programs professional trainings, bachelor, master, PhD degrees, academic and student exchange programs. Totally in the university 216 lecturers, 32 of them foreign lecturers and 184 are local but 77 of them are educated in foreign countries as “Bolashak” gradulators and est. Moreover, 27 of them doctors of science, 74 of them are candidates of science, 32 are PhD doctors and 83 are masters. Since education is in English, generally all academic personal speak Kazakh, Russian, English and Turkish.

University is a member of International Association of Universities, which is established in 2006 year, also is a member of association of entrepreneurs of Kazakhstan and Turkey KATIAD; 2015 year has been get a member of community of innovated cluster “Park of innovated technology” and actively leads conversations to be a member of European Business Association of Kazakhstan, EUROBAK [33].

The mission of the university is preparation of highly skilled and competitive multilingual specialists of the new generation in the framework of the innovative multi-leveled education that meets international standards of quality; contributing to the strengthening of friendship and fraternity of Kazakh and Turkish people by developing the philosophy of mutual cooperation, separating responsibilities,

carefully treating the past and focusing on the future, making a contribution to the development of the Republic of Kazakhstan relying on common humanistic conception of the world.

Scientific Research institutes are active in sector of discreet mathematics and mathematic logic, modernization of technology in the monitoring of engineering in city sector, fundamental and applied researches in perspective philological sector, scientific applied researches in economic education. Table shows that government finance is rising each year from 10.5 million to 21.5million. Bachelor students, master students, academic staff all of them are able to attend in these researches.

Totally in the university there are 2619 students, 120 of them are foreigners and 2485 are local students. Many of foreign students are from Turkey, China, Mongolia, Africa, South Korea and est. 2484 students are bachelor students, 121 are master and 14 are PhD students. Each year UNT points are increasing which means that more qualified students are applied to the university. In 2013 the highest UNT point were and in 2015 year it has increased to 86.

The University practices partnership with over 80 educational establishments, international organizations and universities. SDU maintains stable and prospective international contacts, based on agreements, with partners from the following countries: Albania, China, Croatia, and Czech Republic, India, Kyrgyzstan, Lithuania, Malaysia, Northern Cyprus, Poland, Russia, South Korea, Serbia, Spain, United Kingdom, United States and currently working on partnerships with Canada, Germany and France [34].

In order to plot out a course for reaching strategic goals, initially the department's current standing is evaluated for better understanding where the department is in the process of reaching those goals.

Table 4.2.1 – Agreements of SDU with International Institutions

Agreements with International Institutions	2014-2015	2015-2016	2016-2017
---	------------------	------------------	------------------

MoU	70	75	63
Mevlana	18	20	22
Erasmus+	0	6	2
Representatives	0	0	3

Source: prepared by author

Table 4.2.1 shows the number of concluded agreements (Memorandum of Understanding, Mevlana agreements, Erasmus+ agreements) within last three academic years. In 2016-2017 the total number MoUs constitutes 63 agreements. Based on these establishments exchange programs occupy an important part of the department's goal to internationalize the student experience and achieve learning at an internationally recognized standard.

Exchange programs broaden the academic and social experience of students and promote co-operation between SDU and other institutions. The presence on campus of exchange students from partner institutions diversifies the student population and encourages local students to consider the benefits of an international educational experience.

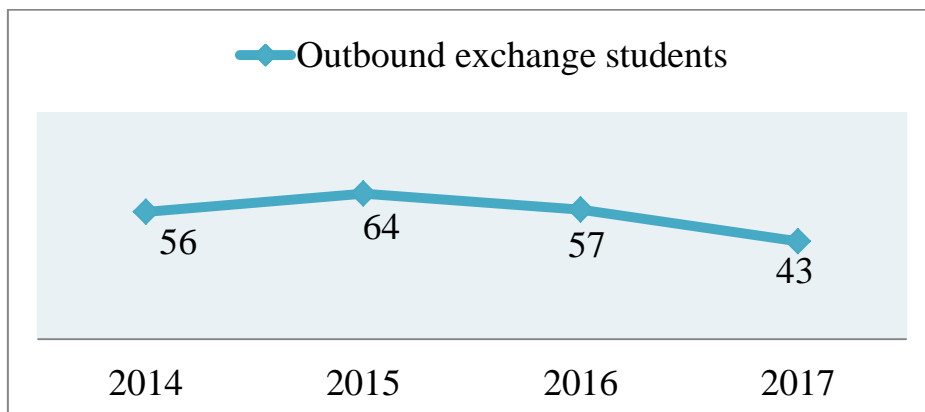
Exchange program data is seen below for both incoming and outgoing students during 2014-2017 periods.

Table 4.2.2 - SDU Overall Outflow

<i>Year</i>	<i>Overall Outflow</i>
2014	56
2015	64
2016	57
2017	43

Source: prepared by author

Figure 4.2.1 SDU Overall Outflow

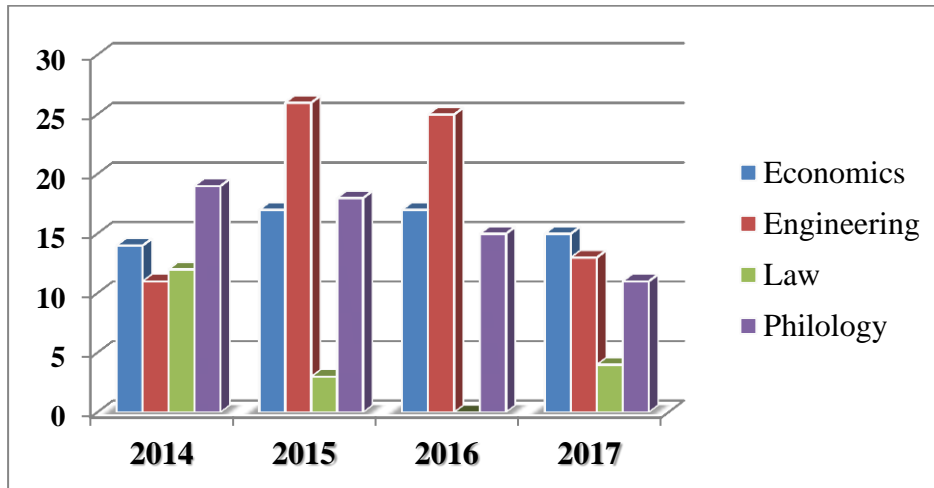


Source: prepared by author

Table 4.2.2 and figure 4.2.1 demonstrate overall students going abroad during 2014-2017 on exchange program. Generally, the trend is fluctuating because of economical (for instance, devaluation), political or other issues that influence the choice of students whether to get an international experience or not.

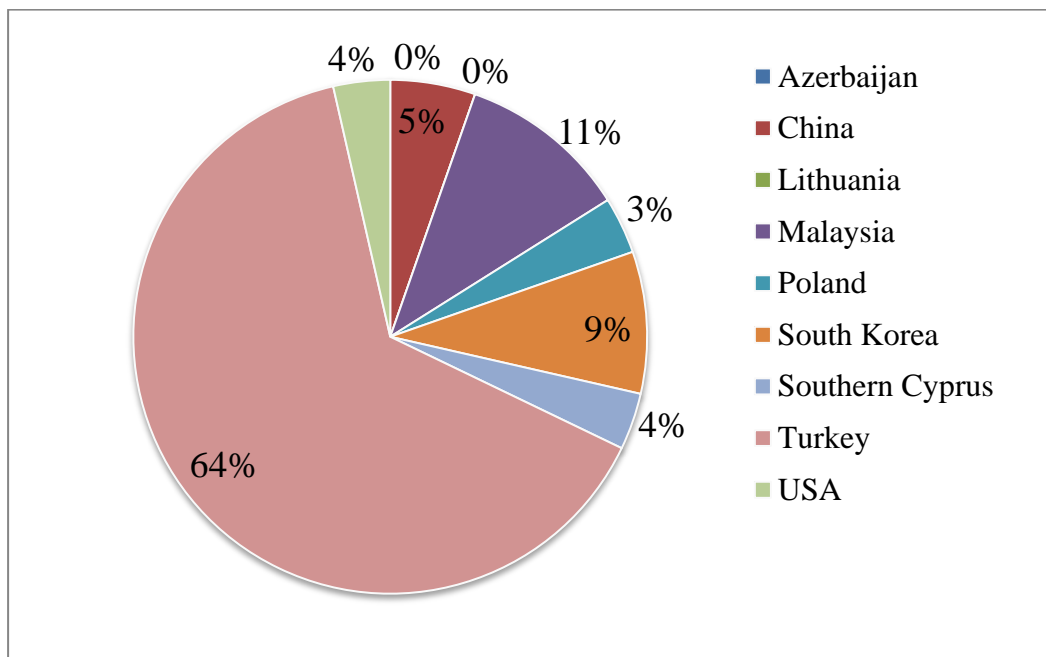
Considering the participation of faculties in academic exchange programs, the following bar chart clarifies their current interest and position. In a given time period, overall, engineering and natural sciences faculty shows the large number of exchange students, whereas law and social sciences department indicates the minority. It can be explained by the lack of MoUs with other international universities in the field of law, as most of them differ in their programs, curriculums in comparison with SDU. The trend of philology and pedagogical sciences faculty students is stable but gradually diminishing. Mostly students from two foreign languages are interested in exchange programs in order to practice their second languages with native speakers in host universities. Economics and administrative sciences faculty each year becomes less active which means the promotion of academic exchange programs should be enhanced.

Figure 4.2.2 SDU Outflow Overall by faculties



Source: prepared by author

Figure 4.2.3 SDU Outflow by countries



Source: prepared by author

The pie chart illustrates students' preferences and choices in the frame of academic mobility program in the period of 2014-2017. This academic 2016-2017 year the majority of students chose Malaysia and South Korea. Besides, some of them studied in China. The minority got their international experience in Europe. One of the main factors in decision-making is their financial disability. In fact, SDU has international establishments with multiple universities from UK, USA, Spain, South

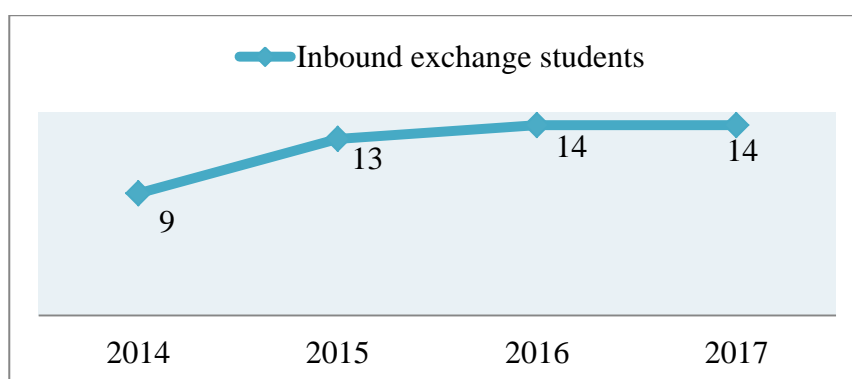
Korea and others but lack of funding prevents their decision of choosing particular prestigious universities.

Table 4.2.3 - SDU Inflow Overall

Year	Overall Inflow
2014	9
2015	13
2016	14
2017	14

Source: prepared by author

Figure 4.2.4 SDU Inflow Overall



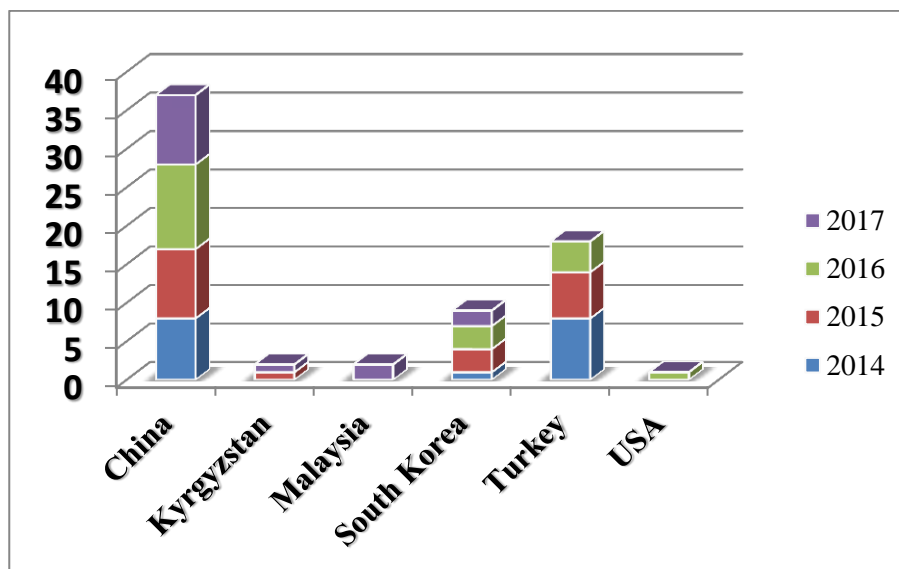
Source: prepared by author

Table 4.2.3 and Figure 4.2.4 show overall number of students studied at SDU during 2014-2017 on exchange program. Generally, the trend steadily grew first and then remained still. It means we need to improve the recognition of SDU globally and attract more international students. In concluding new agreements with foreign institutions we face difficulties because of imbalance between outbound and inbound students. Usually, there are a plethora of students going abroad from Kazakhstan and a very small amount of students intending to study in Kazakhstan. In this regard, we suppose to expand our target audience and contribute to the discovery of our country and SDU's profile as well.

Each year inbound student body comprises of different nationalities and representatives. In this academic year, the most of international students were

Chinese people. Usually, they studied Russian language at Philology and social sciences faculty. Also there were students from USIM, Malaysia, studying at Economics and administrative sciences faculty. The bar chart below demonstrates the diversity of inbound exchange students during 2014-2017.

Figure 4.2.5 Inflow Overall by countries



Source: prepared by author

Besides exchange students, SDU has a full-time international students studying at various levels from bachelor degree to PhD degree. Currently, the international student body comprises of nearly 140 international students from different parts of the world. We believe that this number will only increase annually. The following table and pie chart demonstrate the total number of foreigners and their proportions at Suleyman Demirel University.

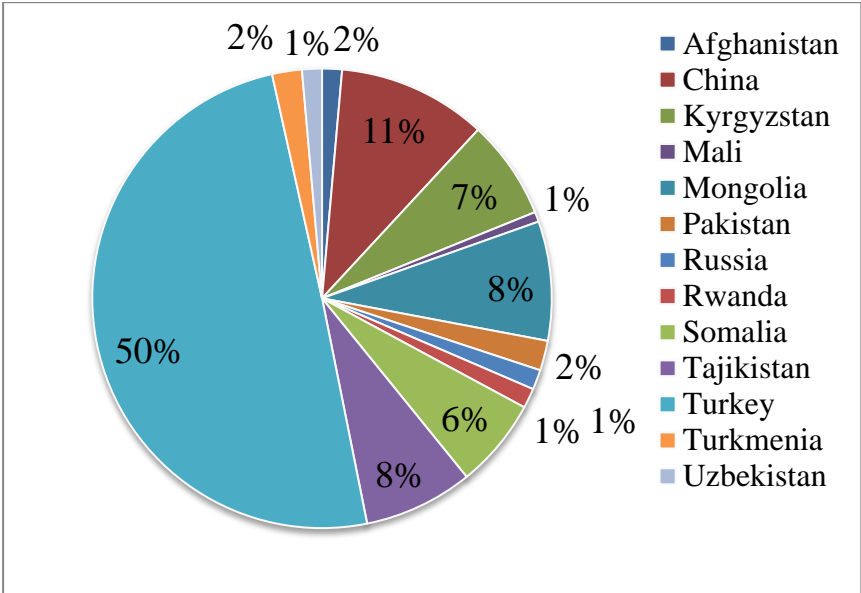
Table 4.2.4 - International students overall

Academic year	Number of international students
2013-2014	13
2014-2015	12
2015-2016	31
2016-2017	62
*Foundation	22

Total	140
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Source: prepared by author

Figure 4.2.6 SDU international students by countries



Source: prepared by author

The department of foreign affairs and academic mobility seeks to serve international students in various ways. For instance, to assist with documentation, to help with academic issues, to facilitate their daily needs, to guide and motivate them to study. Moreover, the department organizes cultural and interesting events or trips in order to maintain good relationships with foreigners.

Besides all mentioned points, the academic 2016-2017 year was full of international negotiations, as well as new partnerships. One of the biggest achievements is new Erasmus+ project with University of Leicester, UK and the second Erasmus+ project with CEVRO Institute, Czech Republic. Aforementioned programs will ensure the full funding of new international experience for our students and staff. Furthermore, the department of foreign affairs and academic mobility works on building new dual degree/joint programs with European universities and organizations. The purpose of these partnerships is to create and expand target audience of SDU in new educational areas.

Ultimately, the department of foreign affairs and academic mobility hosts a large number of international representatives from different parts of the world at SDU; participates in meetings and educational international exhibitions; maintains relations with loyal partners and new ones; promotes SDU internationally; creates the image of SDU outside.

The most part of gradutors of the university are working in commercial firms and in international companies, but some of them are working in national companies, in education sector and government officers. According to results of questionnaire made by Almaty city government employees has included this university in the best top-10 universities. Totally 95% of gradutors are employed.

Each year in the university organized international computer project competition “Info matrix Asia”. Teenagers and young man of the world advertise their new innovated discovers. Kenya, Turkey, Sinegal, Japan, Georgia, China are generally active countries in this competition.

Table 4.2.5 - Participants of competition “Info matrix-Asia”

	2014	2015	2016
Countries	22	25	30
Participants	300	350	385

Source: prepared by author

Scientific Research institutes are active in sector of discreet mathematics and mathematic logic, modernization of technology in the monitoring of engineering in city sector, fundamental and applied researches in perspective philological sector, scientific applied researches in economic education.

1. In the university there are working 4 research institutes such as, A.Baytursinuli Turkological research scientific institute, scientific coordinator prof.doc.phil.science Iskakuli Danday
2. Research scientific institute “Technological information” scientific coordinator prof. d.t.s. Amirgaliyev A.

3. IESBS - Institute of Economic, Social and Business Studies, scientific coordinator prof. d.e.s. Tatibekov B.L.
4. Research Scientific institute “Discrete mathematics and mathematical logics” scientific coordinator prof. d.p.m.s. Bayzhanov B.S.

In 2016 year in the university opened Techno Park, director senior lecturer MA Satibaldiyev A. The main objectives of the technopark are:

1. Organizing positive atmosphere for improving innovated small and medium entrepreneurships in HEI.
2. Transferring technology from scientific sector of HEI to production sector, communicating partnership between economics of public and private sector.
3. Preparing professionals, educational sector
4. Payable educational courses with or without delivering of certificates in IT segments, CISCO, RedHat, NetAcad, Java, Oracle, SQL, iOS, Android, and e.t.c.

In 2004 year in the university were opened network academy Cisco and nowadays this academy is a center of supporting Cisco network academies and center of preparing instructors for Cisco in Kazakhstan. The program of network academy Cisco is a complex program of electronic education, in the sector of technology of internet, which is needed in a case of globalized market economy.

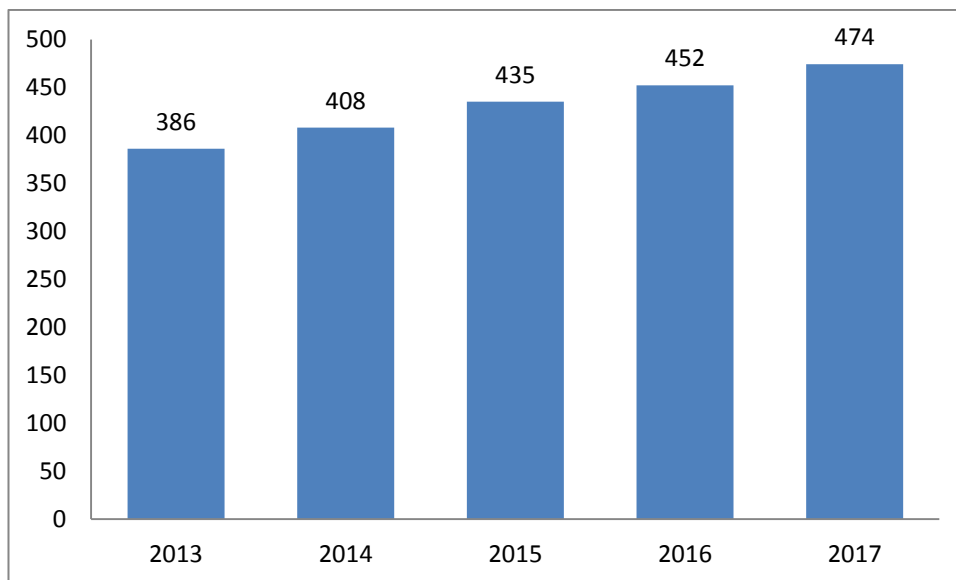
This program includes materials available from internet, instruments of grading the education, mechanisms of checking academically success of students, practical laboratory works, and courses of delivering professional certificates.

In 2015 year totally 435 research works were published by lecturers of the university. 3 of them monographs, 398 of the scientific articles that 160 are international publish. 68 of research works are published in scientific journals like, Thomson Reuter, Web of knowledge, Springer, Scopus.

According to statistical variables prove that there is positive improvement in this sector, number of publication has increased from 386 in 2013 year to 474 in

2017 year. Publications with impact factor coefficients are also increased from 83 to 225 in 2015 year which proves prosperity of quality in research works.

Figure 4.2.7 Publication of academician of the university



Source: prepared by author

The university organizes conferences, or different types of events in various sectors of science and education. Also, in the university as a tradition annually held these events: International Research-Practice Conference “Жаһандану кезеңіндегі мемлекет пен құқықтың өзекті мәселелері”, International Scientific-Theoretical Conference “Мәдениеттер тоғысуындағы тіл, әдебиет және аударма мәселелері”, Interuniversity traditional students’ conference “Development and Prospects of Science of Kazakhstan through the eyes of the youth”, International congress of entrepreneurs; “Electronics and computer technologies”; International Research-Practice Conference. All these events help university students to become needed creative and productive professionals of Kazakhstan who are enabled in nowadays prospering economy of the country.

Table 4.2.6 – SWOT analysis of SDU

	Positive impact	Negative impact

<p><i>Internal environment</i></p>	<p><u>Strengths:</u></p> <ul style="list-style-type: none"> - high level of quality of educational services; - international educational programs (multilingual preparation, participation in the educational process of foreign teachers, professional practice abroad, academic mobility programs for students; - high image of the university; - availability of a certified quality management system; - developing a stable financial position and level of information and material resources. - high level of motivation of the teaching staff; -high level of social infrastructure; - the availability of scientific, educational laboratories and technopark; -high level of demand for graduates; 	<p><u>Weaknesses:</u></p> <ul style="list-style-type: none"> - insufficient number of teachers who speak in foreign language for the implementation of multilingual programs; - weak marketing strategy, insufficient level of advertising of the university and the website of the university; - insufficient level of scientific and professional internships of teachers abroad; - insufficient level of teaching staff; - the university is far from the city
<p><i>External environment</i></p>	<p><u>Opportunities:</u></p> <ul style="list-style-type: none"> - long-term and effective international partnership; -integration of the university with scientific organizations and development of research laboratories; -attraction of foreign teachers and students; -continuous training of teachers and organization of seminars, trainings, exchange of experience with universities by competitors. 	

Source: compiled by the author

The results of the SWOT-analysis of the SDU confirm that the university has in general strengths, in particular, effective and long-term programs of international cooperation, formed a positive image, a stable financial and economic situation and material base, a high level of social infrastructure, etc.

Consequently, the analysis and assessment of the competitive environment of the SDU and the factors contributing to the formation and growth of its competitiveness, has shown that the defining features of its functioning in modern

socio-economic conditions is the strengthening of competition between higher education institutions and the change of the external macro- and microenvironment and the internal environment. The external environment depends on changing the positions of consumers of educational services, competitors and the media, and the internal environment - from changes in the activity of the university itself.

4.3 Assessment of competitiveness factors of the SDU

Any higher educational institution can independently assess its level of competitiveness in the market sector in which it operates, assessing its position relative to its main competitors in this market. Such an assessment should be comprehensive and take into account all criteria, including analysis of weaknesses and strengths. In these purposes, it is possible to apply the methodology for assessing competitiveness, which is based on the traditional method of assessing the competitiveness of an organization adapted to educational institutions.

Assessment of the university's ability to compete on the proposed parameters and capabilities is made by comparing the relevant parameters (factors) of the analyzed educational institution with the parameters (factors) of the institution of the competitor. First, a table is compiled for analyzing the competitiveness of a higher education institution by factors [35]. In our case, the following factors have been suggested as factors of competitiveness of the university:

- Quality of educational services of the university;
- Image and prestige of the university The application of innovative teaching methods;
- The presence and number of international educational programs;
- Demand for graduates in the labor market;
- The availability of scientific, educational laboratories and technopark;
- The level of qualification of the teaching staff (number of candidates and doctors of sciences, doctors PhD etc.);
- The level of material, technical and educational-methodological base;

- The social infrastructure (cafes, canteens, supermarkets, hostel, library, sports complex, cultural and recreation facilities, accomodation for teachers);
- Marketing strategy of the university (advertising, website etc.).

Twenty experts participated in the expert review process. Experts were mainly heads of departments of universities and teachers. The experts were asked to fill in questionnaires (Appendix 2), in which the assessment of the factors was carried out on a 10-point scale. If the factor has the greatest value, then the expert should put 10, if the least, then 1. The final the matrix for assessing the significance of the criteria, based on the processing of the questionnaires, is presented in Table 4.3.1.

Table 4.3.1 - Matrix of assessing the importance of factors

	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	Sum
Expert 1	8	9	10	9	10	10	8	7	7	8	
Expert 2	10	9	7	7	8	7	7	8	8	5	
Expert 3	7	9	5	6	8	6	3	4	10	3	
Expert 4	8	7	7	5	7	5	6	7	9	7	
Expert 5	8	9	9	9	9	8	9	8	9	9	
Expert 6	10	8	8	8	10	7	6	7	7	9	
Expert 7	6	7	6	2	7	5	10	8	4	5	
Expert 8	10	10	8	7	9	10	8	9	10	8	
Expert 9	7	9	9	6	10	7	7	8	9	7	
Expert 10	8	9	9	5	10	8	9	8	9	9	
Expert 11	10	8	8	10	10	10	9	10	10	9	
Expert 12	9	9	8	9	10	9	10	10	9	10	
Expert 13	10	9	10	9	10	9	9	10	10	10	
Expert 14	9	10	8	9	9	9	9	9	9	8	
Expert 15	10	10	9	9	10	9	10	10	10	9	
Expert 16	10	10	9	10	10	10	10	10	10	10	
Expert 17	9	10	9	9	10	10	9	10	9	10	
Expert 18	10	9	9	9	10	10	10	10	9	10	
Expert 19	10	10	10	10	10	10	10	10	10	10	
Expert 20	9	9	9	8	9	9	9	10	9	9	
Sum	178	180	167	156	186	168	168	173	177	165	1718
V^i	0,10	0,10	0,09	0,09	0,10	0,09	0,09	0,1	0,1	0,09	1

							9	0	0		
α_i	0,95	0,96	0,89	0,83	1	0,90	0,9 0	0,9 3	0,9 5	0,88	9,2

Source: calculated and compiled by the author

The coefficients were calculated by the formulas:

$$V_i = \frac{\sum K_i}{\max \sum K_i} - \text{additional factor} \quad (1)$$

$$\alpha_i = \frac{V_i}{\sum V_i} - \text{coefficient of significancy} \quad (2)$$

From the data obtained in the table it is evident that such factors as demand for graduates in the labor market, quality of educational services of the university, image and prestige of the university are the most important.

Then, for each factor (parameter), a single parametric index of competitiveness was calculated using the following formula:

$$C_i = \frac{P_{ia}}{P_{ic}}, \text{ where} \quad (3)$$

C_i - is single parameter in the i-th parameter;

P_{ia} - is the value of the i-th parameter for the analyzed higher education institution;

P_{ic} - is the value of the i-th parameter of the competitor university;

$i = 1 \dots n$ - the number of factors involved in the evaluation.

We compared SDU with the most obvious competitor in the market of educational services - Nazarbayev University. To comprehensively assess the competitiveness of all analyzed factors, a complex indicator is calculated - the competitiveness coefficient:

$$K = \sum a_i \left(\frac{P_{ia}}{P_{ik}} \right) \beta_i \quad (4)$$

Where a_i is the importance (importance) factor for the buyer (user) of the educational service of the i-th parameter in comparison with other analyzed parameters (determined by the survey method);

$\beta_i = 1$, if the increase in the parameter P_i contributes to growth competitiveness of the university (for example, quality, advertising, etc.);

$\beta_i = -1$, if an increase in the value of the parameter P_i leads to a decrease competitiveness of the university (for example, cost, terms of training, etc.).

Taking into account that the sum of the "specific gravity" of the significance of each of the parameters considered in the total volume can't exceed units, the necessary condition for the significance factor is:

$$\sum_{i=1}^n a_i = 1 \tag{5}$$

The coefficient of competitiveness can take the values as: $K > 1$, $K = 1$, $K < 1$. If $K > 1$, then the university towards to the competitor is more competitive; if $K = 1$, then the analyzed university and competitor have the same competitive abilities; if $K < 1$, then the university is inferior to the competitor [36].

The calculation of the competitiveness coefficient for SDU is presented in Table 4.3.2.

Table 4.3.2 - Calculation of the SDU's competitiveness ratio

Factors of competitiveness	The significance of each factor a_i	Evaluation of the analyzed university (SDU) P_{ia}	Evaluation of a competitor (NU) P_{ic}	Single indicator of competitiveness $k_i = P_{ia} / P_{ic}$	$a_i * k_i$
Quality of educational services of the university	0,10	9	10	0,9	0,09
Image and prestige of the university	0,11	9	10	0,9	0,10
The application of innovative teaching methods	0,10	8	9	0,88	0,08
The presence and number of	0,08	7	10	0,7	0,05

international educational programs					
Demand for graduates in the labor market	0,11	9	10	0,9	0,10
The availability of scientific, educational laboratories and technopark	0,09	7	9	0,77	0,07
The level of qualification of the teaching staff (number of candidates and doctors of sciences, doctors PhD etc.)	0,09	7	10	0,7	0,06
The level of material, technical and educational-methodological base	0,09	7	9	0,77	0,07
The social infrastructure (cafes, canteens, supermarkets, hostel, library, sports complex, cultural and recreation facilities, accomodation for teachers)	0,10	8	8	1	0,10
Marketing strategy of the university (advertising, website etc)	0,09	7	9	0,77	0,07
TOTAL	1	78	94		0,79

Source: calculated and compiled by the author

According to the calculations, the coefficient of competitiveness is equal to 0,79. The result of $K < 1$ indicates that SDU is less competitive than the Nazarbayev

University in terms of international partnership indicators. But this difference is not significant enough.

Thus, according to the results of SWOT analysis and expert survey, SDU has all the opportunities to take the leading positions in the market of higher professional education in Almaty and the Republic of Kazakhstan.

The analysis of the peculiarities of the functioning of higher education institutions in the current market conditions allows us to conclude that in recent years, under the influence of rapidly changing factors of the external and internal competitive environment, the number of factors determining the competitiveness of the university has significantly expanded, and the nature and role of key factors contributing to its increase. By all parameters of competitiveness, the SDU has leading positions in the market of educational services, conceding only a few universities in our country.

5 CONCLUSION

The conducted research allowed formulating certain conclusions in the dissertation, to develop the following recommendations and proposals. 1) The definitions of the economic content and essence of the concepts of "competitiveness" and "competitiveness of the university", which have developed in foreign and domestic economic science have many detailed interpretations, which, nevertheless, cannot be called sufficiently complete and relevant. Scientists offer approaches to the definition of characteristics of these categories, which consider only certain aspects of competitiveness and take into account the various properties and parameters through which universities are able to withstand competition in the market of educational services.

As a result of consideration and generalization of views on the content of the notion of "competitiveness" and "competitiveness of a higher educational institution," it was established that effective functioning of a higher educational institution and market resilience consist in increasing the competitiveness of educational services of a university by ensuring maximum compliance of their parameters with consumer requirements. The competitiveness of a higher educational institution can be defined as its real and potential ability in the long-term to outperform competitors in certain parameters or areas of activity through systematic improvement of key business processes in accordance with the trends of environmental factors and on the basis of effective use of the entire available set of internal resources.

The group of environmental factors reflects the totality of those conditions and prerequisites that the institution must take into account and to which it adapts. The group of internal factors is considered as a potential strategic opportunity, and as an indicator of the effectiveness of the process of adaptation and the readiness of rapid response by the university to the constantly changing conditions of the external environment.

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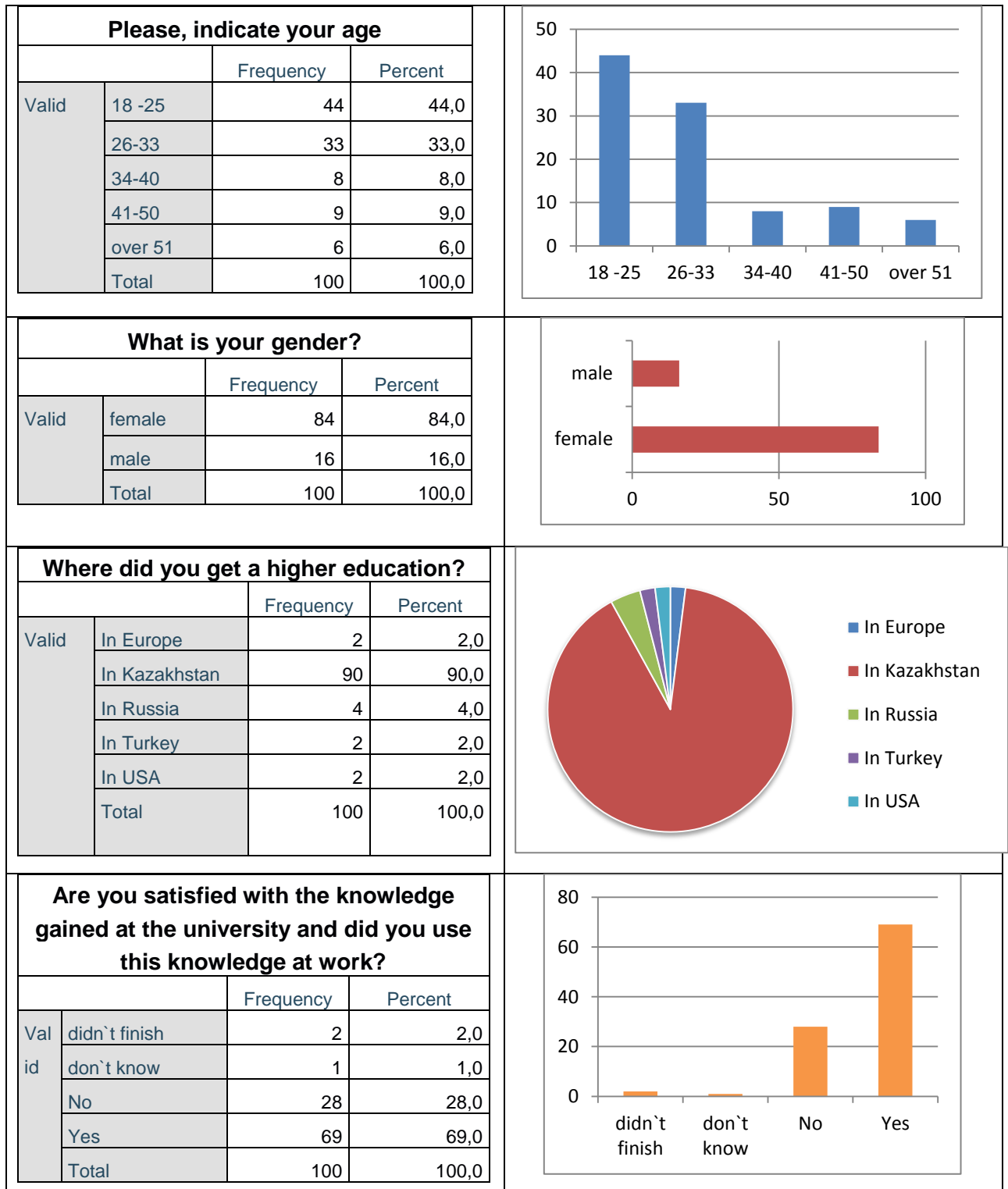
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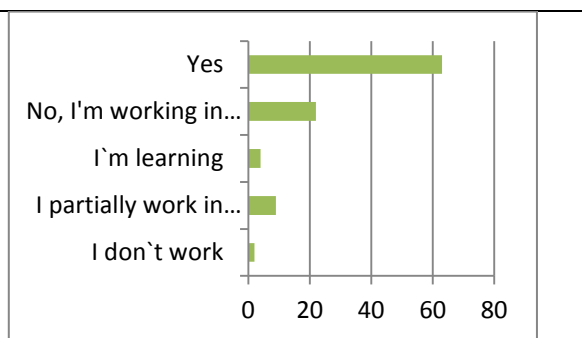
7 LIST OF APPENDICES

APPENDIX 1

Descriptive analysis of the survey questionnaire (100 respondents)



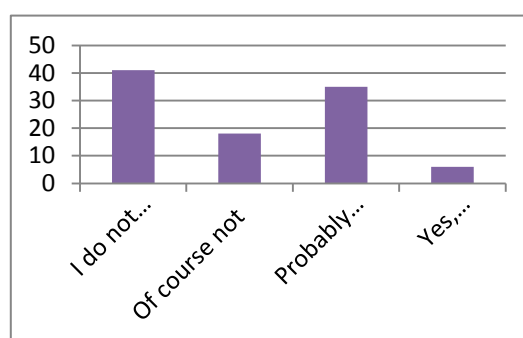
Do you work at your specialty?			
		Frequency	Percent
Valid	I don't work	2	2,0
	I partially work in several jobs	9	9,0
	I'm learning	4	4,0
	No, I'm working in a different field	22	22,0
	Yes	63	63,0
	Total	100	100,0



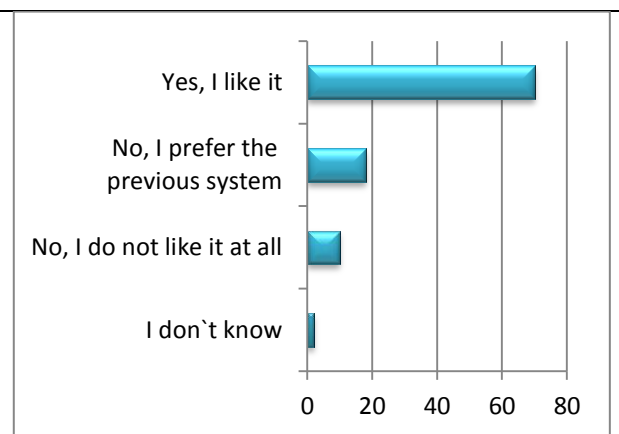
Are you satisfied with the quality of higher education in Kazakhstan?			
		Frequency	Percent
Valid	I guess, yes, but It needs a little adjustment in the system of higher education	41	41,0
	Not very satisfied	34	34,0
	Strongly against the current system need to be reformed	11	11,0
	Yes, quite pleased	14	14,0
	Total	100	100,0



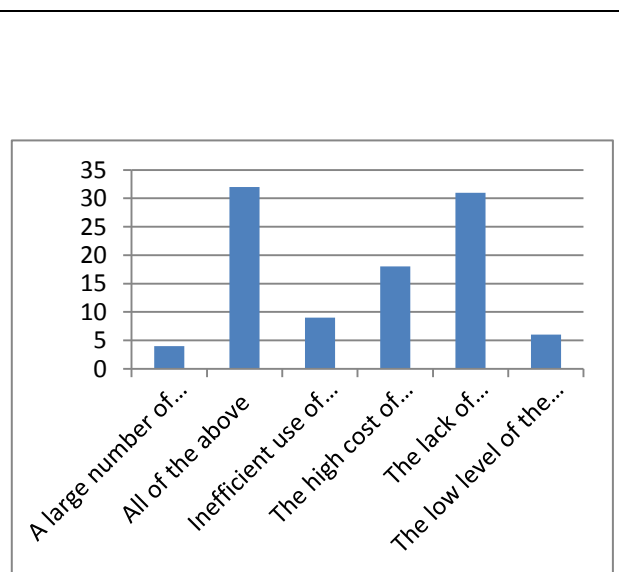
Do you think that the educational system of the universities of Kazakhstan is competitive in the modern international economy?			
		Frequency	Percent
Valid	I do not think so,it takes considerable effort and time to become competitive	41	41,0
	Of course not	18	18,0
	Probably yes, because we are developing very fast and we have all the possibilities	35	35,0
	Yes, absolutely	6	6,0
	Total	100	100,0



Do you like the three level system of education Bachelor`s, Master`s degree& PhD?			
		Frequency	Percent
Valid	I don`t know	2	2,0
	No, I do not like it at all	10	10,0
	No, I prefer the previous system	18	18,0
	Yes, I like it	70	70,0
	Total	100	100,0

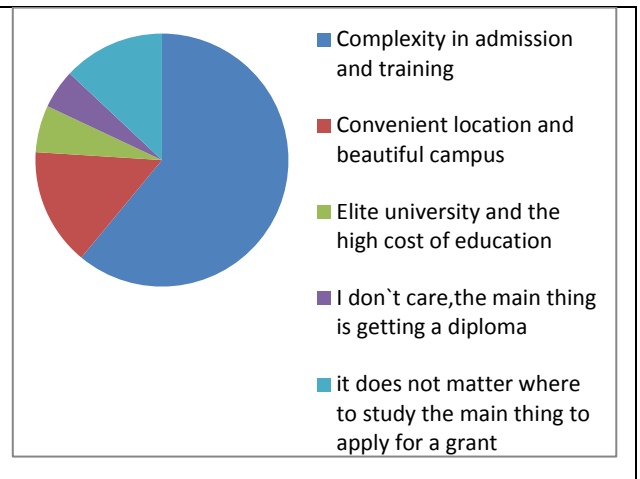


Please indicate what disadvantages are there in the activity of the universiteias of the RK?			
		Freque ncy	Percent
V al id	A large number of private universities, the lack of state control over them	4	4,0
	All of the above	32	32,0
	Inefficient use of modern advanced technology learning and innovation	9	9,0
	The high cost of education and the discrepancy between the quality of education and the cost, as well as the high level of corruption	18	18,0
	The lack of research and laboratory centers, weak material-technical and educational-methodological base	31	31,0
	The low level of the teaching staff	6	6,0
	Total	100	100,0



What criteria would be important for you when choosing a university in our country?			
		Freque ncy	Percent
V al	Complexity in admission and training	61	61,0

id	Convenient location and beautiful campus	15	15,0
	Elite university and the high cost of education	6	6,0
	I don't care,the main thing is getting a diploma	5	5,0
	it does not matter where to study the main thing to apply for a grant	13	13,0
	Total	100	100,0



APPENDIX 2

EXPERT EVALUATION LIST FOR DETERMINING THE IMPORTANCE OF FACTORS OF COMPETITIVENESS OF THE HIGHER EDUCATION INSTITUTION (SDU)

Expert evaluation list

(date, position, name of expert)

	Factors affecting on competitiveness of the HEI	Evaluation of SDU (1-10 points)
1	Quality of educational services of the university	
2	Image and prestige of the university	
3	University location	
4	The application of innovative teaching methods	
5	The presence and number of international educational programs	
6	Academic mobility for bachelor students	
7	Demand for graduates in the labor market	
8	The availability of scientific, educational laboratories and technopark	
9	The level of qualification of the teaching staff (number of candidates and doctors of sciences, doctors PhD etc.)	
10	The level of material, technical and educational-methodological base	
11	Level of knowledge of foreign languages and information technologies of teachers	
12	The social infrastructure (cafes, canteens, supermarkets, hostel, library, sports complex, cultural and recreation facilities, accomodation for teachers)	
13	Foreign scientific and professional internship of teachers	
14	Number of students who have completed professional practice abroad and studied at foreign universities	
15	Marketing strategy of the university (advertising, website etc)	