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**THE CONCEPT OF HUMAN CAPITAL
AND ITS PLACE IN PEDAGOGY**

The first foundation of human capital is the ability to understand whether professional competence is suitable or invalid for the quality of value, to be able to constantly ask questions and classify what they can and cannot do. Human psychology in the Soviet era has undergone a complete transformation, the intellectualization of its capital and the process of paradigmatic analysis of the benefits and disadvantages of orders and changes in society. At the same time, the essence of the formula of «matter», «time», «space» in the three corners of Pythagoras is to determine the dependence of material value on time and space, and to create its scientific basis. «Time» – 24 hours, how many of these 24 hours are spent sleeping, bathing, eating, working, resting. He proved in accordance with the science of logic that a person who does not take this into account is a prisoner of 100 percent of rarity. Our main goal is to create conditions for students to capitalize their knowledge and scientific intuition through psychological and pedagogical disciplines. One of the most pressing issues today is the formation and development of human capital from a pedagogical and psychological point of view. This topic analyzes the concept of modern human capital by reviewing research in the history of pedagogy.

Keywords: human capital, intellectual potential, professionalism, experience, quality and intelligence.

Introduction

The education system is currently changing. Education, being one of the fundamental conditions for the realization of civil, economic, and cultural rights

of the individual, is today recognized as an essential factor in the development of science and strengthening of intellectual potential, as well as the guarantor of the country's independence and its competitiveness in the world arena.

In the developed countries of the world, the system of national education and training of specialists is perceived as an integrating sphere that predetermines the country's prosperity, security, and future, as a strategically important link in public life, as the main factor in the development and strengthening of the country's intellectual potential. Usually, capital is understood as finance, wealth, money, value, oil, gas, gold, and diamonds. Nowadays, human capital is knowledge, scientific understanding, abilities, pragmatic entrepreneurship, wisdom, enterprise, and its human and professional value in the age of competition.

The article's purpose is that in the process of creating a new state format, each individual does not realize that his own labor can be turned into capital, and the needs of society and his own wealth are not created. Community and the state require the young generation to prepare a system of values and ideals of civil society, form a civic identity, live and work in an information society and economy based on knowledge and competence, and prepare morally, and spiritually prosperous, independent, active, and capable citizens. Undoubtedly, new requirements will be imposed on the quality of training of specialists. That is why the article analyzes one of the current actual situations - the formation and development of human capital from a pedagogical and psychological point of view. This topic examines the concept of human capital today by reviewing research on the history of pedagogy.

Materials and methods

In Kazakhstan, human capital has recently become an object of scientific research in the field of humanities. Conducting a comparative analysis of human capital in Kazakhstan and abroad, determining its main points, features of civilization opens up the possibility of studying social processes in the country from a different angle.

The topic of human capital in Kazakhstan is reflected in the works of the following scientists and persons interested in this topic: E. Abaideldinov, B. Akhmetzhanov, A. Maidyrova, S. Mazhitov, D. Seitkhodzhan, Zh. Temirova, G. Shoptibaeva.

Social and Philosophical Aspects of Human Capital Z. Shaukenova, M. Izotov, G. Nuryшева; manifestation of spiritual and cultural development S. Bulekbaev, A. Kulsariyeva, M. Khasanov; orientation in the national worldview Zh. Moldabekov [14], D. Raev [15]; D. Seitkhodzhan's gender expressions were subjected to examinations and evaluated from a theoretical level.

The overwhelming majority of domestic scientists consider human capital from an economic point of view. As we see from the level of research of our problem, we understand that the concept of transforming a student into human capital has no theoretical significance at the scientific and pedagogical level. The indicated problem gives a problematic character to the research topic and requires the disclosure of this problem in the framework of a special study.

Results and discussion

Currently, the priority of the problem of human capital development in the country, the solution of new challenges to the domestic system of education and pedagogical science not only reveal patterns of interaction of pedagogical science of social phenomena and human education, but also determine the social and scientific significance of scientific-methodological research in this direction.

Elbasy named human capital adaptation and prosperity as one of the five main priorities of Kazakhstan's Third Modernization [1].

Also, head of state Kassym-Jomart Tokayev noted the importance of development of human capital in his address to the nation of Kazakhstan, attracting investment in a new type of education as one of the seven principles of the New Economic Course [2].

Consequently, human capital is education, intelligence, health, quality and efficient human labor. The achievement of a high level of human capital is associated with the creation by the state of conditions to improve human health, education and science. At the same time, the value of human capital is related to society's need for highly qualified specialists. In this context, the disclosure of scientific and pedagogical foundations of the transformation of students into human capital ensures the effectiveness of not only the sphere of education, but also all spheres of human life.

Modern human capital is closely related to the well-being and mentality of man, his mind, and this quality is not external, as his general skills remain subjective.

The term «human capital» was first used by T. Schultz. And his successors (E. Denison, J. Minzer, T. Stonier, E. Toffler, L. Thurow etc.) developed this idea, justifying the effectiveness of investments in human capital and forming the economic approach to human teaching [3, p. 4].

Drawing attention to the works of Russian researchers, S. A. Diatlov, Y. A. Korchagin, L. I. Abalkin, V. N. Kostyuk, I. T. Korogodin, who give a comprehensive explanation of the concept of human capital:

– a fund of health, skills, abilities, knowledge, motivations resulting from investments and applied in a particular area of social reproduction, which a person

has accumulated himself, contributing to the growth of labor productivity and production and thereby affecting the growth of that person's income[5, p.101-102];

– a dynamic synthetic and complex production factor of economic and social development, including creative labor resources, innovation system, highly productive accumulated knowledge, professional information supply systems, intellectual and organizational means of labor, quality of life and intellectual activity [6, p. 134];

– «a set of motives of activity that provide innate abilities, general and special education, accumulated professional experience, creative potential, moral, psychological and physical health, earning opportunities» [7, p. 3];

– «the ability of a person to act successfully in conditions of instability and uncertainty» [8, p. 136].

– «a set of knowledge, skills and other abilities formed, accumulated and improved in the process of human activity, necessary for action in accordance with a specific goal and contributing to the growth of the productive force of Labor» [9, p. 89].

B. V. Salikhov made a significant contribution to the improvement of approaches to the study of the most important characteristics of human capital. According to B. V. Salikhov, human capital is «human resources, qualities and personal characteristics directly involved in the creative process in production» [10]. B. V. Salikhov gives the following definition: «human capital is a special value that is constantly developing, creatively oriented and represented by a system of necessary human qualities, the conscious and purposeful use of which ensures the comprehensive large-scale development of vital benefits necessary for human development» [10, p. 96].

The theory and methodology of the formation and development of human capital in Kazakhstan are still in the process of formation. A. Absadyk: «the advantage of human capital, resources becomes the main asset of society. Here it is necessary to comprehensively comprehend the concept of human capital. These are education, health, cultural and spiritual development of a person, a healthy lifestyle, social well-being and activity, environmentally friendly food, environment, etc.», emphasizing that real human capital can be achieved through education, language, upbringing, spirituality, culture, competition shows [11].

A. G. Mukhamedzhanova's research «Human capital in the modern economy of Kazakhstan (theory, methodology, development priorities)» defines the system-forming status of human capital as a form of economic theory. A model of human capital has been developed that reflects the general principles of decision-making and reflects the specifics of the modern institutional environment. Human capital is formulated as a characteristic of creative, constantly accumulating and renewable

abilities of workers, which must correspond to the parameters and trends of the development of modern social production. The semantic content of the categories «human resources», «social capital», «intellectual capital», «human factor», «labor force», the place of human capital in the system of concepts and categories of economic science is clarified. A new investment paradigm is substantiated – investments in human capital, which determine the prerequisites for economic growth; the need to introduce an indicator of a socially oriented economy – an indicator of human capital. The role of healthcare and education as industries that ensure the reproduction of human capital is proved. It is proposed to reorient spending on the social sphere, investing in human capital [12].

«Human capital is an income-generating value. Any wealth that does not generate income cannot be capital. Therefore, it is clear that a soul that has not become human capital will not be competitive», the need to create high-quality human resources in Kazakhstan for the development of human capital is analyzed, therefore, the «Digital Kazakhstan» program provides measures to improve digital literacy in secondary, technical and vocational, higher education [13].

In T. Pupysheva's article «Methodology of human capital analysis: the sociological approach» the features of the categories of human capital in sociology are studied. The institutional and functional approach to the analysis of human capital is analyzed [14].

G. Zhanbayeva considers that the main capital of a competitive professional state is a person, and human capital – nationality, historical education, versatility, deep knowledge of the native language, the desire to work, search policy, combination and improvement of knowledge, first of all, language and technologies used in world science, socio-cultural mechanisms for improving human capital, spiritual depth, qualities emanating from spiritual depth, modernization of national consciousness, culture, education, science he emphasizes that all the values of human capital realized at a certain stage of the development of the philosophy of education, the quality of competitiveness, professional qualifications, a combination of science and education are necessary [15].

In the article by A. Tursynbayev, A. Malydybek, is considered that human capital is an inexhaustible compact resource, a constantly updated and ongoing source of energy and inspiration, the liquid essence of which is to simultaneously increase the income and income of a person, support a source of funds, create and modernize individual abilities. As personal, professional and social abilities complement each other in a person's motor skills, he acquires additional qualities, abilities and vital forces.

Taking into account the independent and harmonious dimensions of human capital – the cultural basis, social support, ideological measure, political

orientation, individual values, an opportunity opens up for a full understanding of their significance. The goals, scientific and cultural concepts of politics and ideology are not alike and now express their own identity. Political and civic views on the value of a person do not always coincide with each other. But when dual views intersect in one direction, the worldview orientation of the correct interpretation of an urgent problem is stabilized or new ways of improving the role of the human factor are proposed [16, P. 42–56].

In the dissertation of T. Kilybayev «philosophical aspects of the formation of Human Capital», a project is proposed based on specific conclusions with a scientific examination by revealing the social philosophical foundations of human capital in Kazakhstan [17].

Conclusions

If we study the above, we will be convinced of the multidimensionality and unevenness of the interpretation of the concept of «human capital». Determines the complexity of interpretation and understanding of its essence and the need to be classified among interdisciplinary categories.

The synergistic context of the analysis of scientific literature allows us to consider the problem of the development of human capital as the main indicator of professionalism of the future teacher, consisting of a set of knowledge, skills, qualifications and experience in the interests of society, the state and participants in educational relations.

The value of such an indicator is expressed in the accumulation of active human capital: for students, this is the development of unique abilities and competencies of innovative pedagogical activity (social mobility, sensitivity to the new, the ability to translate the energy of stress into the energy of Development, Entrepreneurship, responsibility, high tolerance for uncertainty, orientation to continuing education and updating knowledge); for the educational process – this is the innovative activity of the pedagogical component of the educational program and the dependence of the formation of the creative component of the teacher's professionalism on the personality of a higher school teacher; for society and the state as a whole – this is the creation of competitive conditions in the market of educational services, where passive human capital exceeds the existing education system.

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АДАМИ КАПИТАЛ ҰҒЫМЫ ЖӘНЕ ОНЫҢ ПЕДАГОГИКАДАҒЫ ОРНЫ

Адами капитал болудың алғашқы іргетасы – кәсіби құзретінің құндылық сапасына жарайтын немесе жарамсыз екендігін түйсіне алу, өз-өзіне сауалды нұсқаны қойып, қолынан келер іс пен келмейтін тұстарын жіктей алу шеберлігін ұдайы ұштай алу. Кеңестік дәуірдегі адам психологиясы мүлдем өзгеріске түсіп, өзінің капитал болуына интелектісінің күннен-күнге дәуірлеуі мен қоғамдағы тапсырыстар және өзгерістердің пайдалы, пайдасыз жақтарына сыни пайыммен, парадигмалық тұрғыда саралау үдерісін жүзеге асыруы көзделді. Бұл орайда, Пифогордың үш бұрышындағы «материя», «уақыт», «кеңістік» формуласының мәні – заттық құндылықтың уақыт пен кеңістікке тәуелді екендігін айқындап, оның ғылыми негізін жасағаны. «Уақыт» – 24 сағат, осы 24 сағаттың қаншасы ұйқыға, жуынуга, тамаққа, жұмысқа, демалуға кетеді. Осыны есептемеген адам кейделіктің 100 пайыз тұтқыны болатыны логика пәніне сөйкес дәлелдеген. Біздің негізгі мақсатымыз – студенттердің білім мен ғылыми түйсіктерін психологиялық және педагогикалық пәндер арқылы капитал болуына жағдай туғызу. Қазіргі таңдағы өзекті ахуалдардың бірі – адами капиталдың қалыптасуы мен дамуы мәселелері педагогикалық-психологиялық тұрғыдан талданады. Бұл

тақырыпта педагогика тарихындағы зерттеулерге шолу жасау арқылы бүгінгі күнгі адами капитал ұғымын сарапталады.

Түйін сөздер: адами капитал, интеллектуалды әлеует, кәсіби, тәжірибе, сапа мен зияткерлік.

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ПОНЯТИЕ ЧЕЛОВЕЧЕСКОГО КАПИТАЛА И ЕГО МЕСТО В ПЕДАГОГИКЕ

Первая основа человеческого капитала – это способность понимать, стоит ли профессиональная компетентность, уметь задавать себе вопросы и уметь классифицировать, что вы можете и чего не можете делать. Психология человека в советское время претерпела полную трансформацию, интеллектуализацию своего капитала и процесс парадигматического анализа преимуществ и недостатков порядков и изменений в обществе. В то же время суть формулы «материя», «время», «пространство» в трех углах Пифагора состоит в том, чтобы определить зависимость материальной ценности от времени и пространства и создать ее научную основу. «Время» – 24 часа, сколько из этих 24 часов потрачено на сон, купание, прием пищи, работу, отдых. Он доказал в соответствии с наукой логики, что человек, не принимающий этого во внимание, является узником 100-процентной редкости. Наша главная цель – создать условия для студентов, чтобы они могли использовать свои знания и научную интуицию с помощью психолого-педагогических дисциплин. Одна из актуальных проблем – формирование и развитие человеческого капитала – анализируется с педагогической и психологической точки зрения. В этой теме анализируется концепция современного человеческого капитала путем обзора исследований по истории педагогики.

Ключевые слова: человеческий капитал, интеллектуальный потенциал, профессионализм, опыт, качество и интеллект.

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