Ecological-Economic Formation in Education Potential for Sustainable Development

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Abstract: This article is devoted to the Ecological-economic formation in education potential for sustainable development, which could be used for education in future. Worldwide sustainable development plays important role in country development. This article describes ecological-economical methodology in education potential for sustainable development.

Key words: Ecology • Economics • Potential • Education • Sustainable development

INTRODUCTION

2013 in Eurasian expanse is the environment and simultaneously coincide Year with distinguished Russian scientist V.I.Vernadskiyy’s 150th birthday anniversary who laid a global problems modern comprehension foundation including environmental issues. Environmental issue is one of the most complicated and contradictory in content is confirmed completely this great thinker foresight [1].

Some institutional management research issues became agent for the educational development, complication and modern processes indecipherability in Kazakh society and in educational sphere. XXI century is announced by UNESCO as science and education century that became agent for world community joining into postindustrial development stages, which is characterized by markets globalization, culture, education, objectives human civilization development, reflects on all social replacement towards knowledge and human spiritual perfection, environmental friendliness, living in a consolidated IT environment being based on computer technologies total usage [1][2].

Education reform is done against the all social institutions crisis backdrop in spite of stabilization, from the 21st century beginning Kazakhstan continues to live under the unbalanced economics conditions, social institutions crisis, social differentiation and low living standards for the most population and after dramatic and active growth in 2000 - 2007 the state has been swept by the growing managerial crisis which is appearing away from clear rights and responsibility delimitation, management loss by social institutions.

In modern world understanding education environmental and economical components are growing up as the most stable development (SD) important factors and new potential economics quality formation necessity. Determining the human development possibilities, the education becomes the main replenishment social society structure function, play a significant part in the development conditions for human professional self-determination and satisfaction in educational needs including ecological and economical components, which compose Kazakh society and state main priorities.

Education as social phenomenon determines the human civilization development, reflects on all social systems essential changes and is the effective social management factor.

The Kazakhstan Republic came to the extensive development way in its educational sphere and re-entering national education into world educational expanse (Bologna convention).

From one side, Kazakhstan integration in international community demands the best managerial traditions in educational sphere savings and from the other side makes it necessary Kazakhstan education

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system change in accordance to world standards. Under the educational system modernization conditions the needs to its effective management are increasing. This determines scientific research interest to the management in educational sphere issues, research its inner potential for the managerial technologies transformation [3].

Kazakhstan community educational expanse analysis in modern conditions affords ground to discuss about the existence from each issue, expanding inside educational system management. This is, due weak managerial training process, trainees for the global evaluation processes realization and develop educational functions, its technological possibilities and potential for sustainable development. This system is the necessary condition for the human life support in dynamic world 21\textsuperscript{st} century that demands not only essential changes, it’s place and role, but also guarantee development process.

The main educational system development directions are in workers advanced training, which were specified in yearly President of the Republic of Kazakhstan Nursultan Nazarbayev’s Message to the Kazakhstan people as in “Kazakhstan is at the turn in new attempt forward in its development” (2006), “New Kazakhstan in the new world” (2007), “Kazakhstan citizens social welfare the state policy main goal” (2008), “Through the crisis to renovation and development” (2009), “New decade, new economical growth, new Kazakhstani possibilities” (2010), “Let’s make our future together” (2011), “Social and economic modernization-the main Kazakhstan’s development thrust” (January, 2012), “Strategy “Kazakhstan-2050 New political course for successful state” (December, 2012) [2][3]. All of the above Head of State N.Nazarbayev mentioned speeches are focused on educational potential sustainable development under the formed Kazakhstan economies market mechanisms conditions. State regulation level and quality weakening in education and science sphere, funding educational institutions gap, fall in pedagogical work prestige, relativistic contractions and trainees social protection forms, humans’ limitations for equal access to education, downgraded education, academic sources irrationally usage, scientific researches quantity and quality loss. Modern real foresee above mentioned trends for negotiation through fundamental economical member principle transformation, interaction in educational sphere, social norms and traditions being formed in other social economical conditions. He insists on re-existing process management principles and methods examination.

- Continuous eco-economic capacity development;
- National educational system building into the world educational expanse each of foreign and Kazakhstan practical experience and also scientific thought latest achievements;
- Stable development based on eco-economical potential.

Under studying potential in Kazakhstan educational system present circumstances significance will include its eco-economical component becoming an agent for the following circumstances:

First, when Kazakhstan became independent state staff training is in a new spiritual, world look atmosphere, demanding innovative methodological, social, strategic and tactical eco-economical potential perfection approaches in educational system for stable development.

Secondly, ecological security support critical need in a state under conditions modern political and eco-economical situation changes related to new number of destabilizing factors in geopolitics regions that increases the Kazakhstan Republic educational system stable development necessity.

Thirdly, lack of institutional technologies, eco-economical educational potential management development has been giving possibility to estimate the modern community design in current conditions. Educational system is needed in scientific rationale, its research methodology, scientific investigation for education innovation management focused on the spiritual-social, professional and pedagogical potential development;

Fourthly, it’s necessary to develop conceptual approaches and eco-ecological educational potential develop directions for Kazakhstan Republic sustainable development.

Economic conversions in the last ten years determined speed and educational system transformation content including its ecological and economical potential. Inequality for its implementation was provided by national state peculiarities, differentiation in world market. These transformations affected on state regulation institutions. For the last we may concern legislation, standardization, licensing, civil society, finances, IT, national traditions, education and science.

Practice showed that stability and processes effectiveness are taking place in education and science, speed and educational system potential sustainability to
market reforms were not simple. In this situation the re-thinking necessity in many approaches to eco-economical educational system potential regulation for stable development is evident. That’s why in modern economical conditions formation stable educational potential development strategy is relevant including eco-economical component.

Made scientific literature analysis carries inference that eco-economical educational potential problem for stable development has been given not enough attention and at present time this meaning is not mentioned in reference works. However, according to radical changes in society, in some last years Kazakh and foreign scientists scientific researches more and more one find reflection, some eco-economical educational potential issues as the basis for stable development. At the same time this problem has not developed yet in Kazakhstan, there are no any researches that provided critical social order from society for the eco-economical educational potential for stable development examination. As a insufficient development result this problem in science and practice determined significance necessity provided project title “Eco-economical educational potential for stable development: theory, methodology and practice”.

Eco-economical educational potential for stable development (EEEPSD)-is a formation, developed competences in intellectual, moral-spiritual, creative, professional development for society members in the complex solution process and social, economical, ecological issues warning for increasing public production and provision of human life quality of living support for future generation based on stable development [4].

Offered designation in work has proved conditions about the necessity eco-ecological educational potential perfection based on macro system approaches that confirms requirements and world development tendencies from one side and specific conditions with each state’s educational system transformations peculiarities from the other side.

The higher education potential research is supposed methodology perfection, methodological instruments development, relevant information support permitting to observe and make processes analysis in institutions, make some economical measurements and characterizations, predict prospects, develop and make on this base some managerial decisions.

From modern world tendencies’ point of view to which belong the state roles changes in economical regulation, international coordination strengthening for all process, character transformation in replenishment by borders and speed means in wide resource flows movement (financial, informational, human) and redistributive processes, educational system must be adopted to competitive environment, be the structural reorganization basis for national economy. However, the world tendencies impact appear in natural resources intense exploitation, environment quality degradation, outer effects internalization, macro financial challenges increment (between economical growth and economical balance).

From point of view particular characteristics in new economical conditions, needed innovational education changes that stipulate harmonization and synchronization inner and outer environments transformation. In our works as outer environment we accept public administration institutions: eco-economical legislation operating independently (laws and regulations); standardization, certification, rating, licensing, civic institution; financial institute; institute for the future, planning, programming; information institute, traditions institute; education and science institute.

Kazakhstan scientists suggested earlier the state research institute methodology diagram, this diagram will be used for the purpose eco-economical educational potential formation in stable development. (Diagram 1) [5].

System character in suggested method let eco-economical educational potential many processes discuss with possibly maximum usual connections consideration, balance and potential lack discovering and that institution to improve the quality decision making on state policies realization, expectations, plans, programs based on strategic stable development eco estimation. Thus, is to prevent or minimize “market failure”. The last one is lack adoptive to national conditions and international methodology peculiarities, legislative consolidation and civil society lack in development sector, information asymmetry and legislation discretization, educational and innovative expanse staff assistance which has not got extensive usage in the country.

The natural-resources capital usage has multiplicative effect towards other capital types for a short time period. Medium dated and long-term time periods are growing negative cascade from the natural-resources capital usage bringing to structural disparities in economics, decreasing social eco-economical stability development. Methodology task was factors, indicators, criteria determination characteristics for each public regulation institutes, economical and environmental content in one or another institution for educational potential investigation sphere.
The state institutions aim was to form eco-economical educational potential for stable development which is shown in Figure 1 and Table 1 [5].

This table is 8 x 8 in size. Each coordinate axis is considered as the axis of multifactorial, multi aspect and multilevel dimension.

In this matrix we can examine not only “physical” quantities (like laws total quantity and regulations in the country including eco-economical educational potential (from environment elements)); from civil society emphasizing regulations and standards on ecological regulations; from finances in whole and from finances taking into account eco-economical educational potential and so on.

The engaged number into state regulation institutions in whole and specific weight engaged into state eco-economical educational potential regulation; budget expenses volume on regulations and standards; civil society; standardization and so on, specific payments weight for environment pollution in budget; prediction quantity, plans and programs, innovation technologies), but also “subjective” such as the traditions influence on response speed in eco-economical educational potential state regulation [6][7]. The state is a monopolist in public benefits production - “game’s rules”. (regulations and standards, standards, information and so on) for economic affairs, appearing between producers and consumers (community) which are defined by cooperation and state institutions interdependence for the formation purpose in eco-economical educational potential and public goods suggestion from state to sustainable development.

Methodology research is based on that each institution will be considered from a horizontal and vertical balance (matrix method) perspective: inner structure stability, allowing through considered institution to realize state regulation functions; its external affairs stability with other institutions by means which is supported conformity and development consistency, social eco-economical development stability and quality. Legislation institute has functions to fix legal framework uniformity of through regulations industry as public goods supporting functioning other institutions-standardization, certification, rating and licensing; civil society; finances and economics, forecasting, planning; information; traditions; science and education. Standardization institution main function is connections simplification among institutions through common standards, alignment of procedures, information and terminology and so on [8].

By civil society means institution all community members participation is supported (government and business structures, NGO) during natural resources usage - from law making to innovative activity. Finance supports
institute transformation funds forms (into financial and back), financial recourses for legislation (RS) functioning; standardization; civil society; forecasting, planning and programming; information, customs; education and science [9].

**CONCLUSIONS**

Forecasting, planning and programming, supports succession, consistency, eco-economical educational potential state regulation innovation. Future legislation system designing structures; standards, regulations, licenses are supported; interrelation between state and non-state sectors; tax and expenditure, credit, bank systems; assemblage and informative flows movement; traditions for national economy high-lighting competitive advantages; knowledge economy society. For formation main principals and eco-economical educational potential state institutions functioning we could concern the following: consistency, inner and outer stability, regularity, sustainability and response to outside environment [10].

Consequently, it was proved the multidisciplinary approach necessity to the higher education potential based on education development factors interrelation, new economical conditions specific characters that become agent for eco-economical educational potential in the stable development purpose.

Multidisciplinary approach effectively usage discovers eco-economical educational potential law development, allowing this potential reproductions opening challenges. For this purpose as examination leading aspect is training and employment (including placement partly), forming educational potential staff on macro economical level.

Eco-economical educational potential institutional analysis allows weak connections determining among state regulation institutions on economical development stage.

Inside, organizational and outside potential forms real, formed changes that implement relevant technologies with impacts procedures and also specific theoretical apprehension and abstract imagination forms.

Great significance for characteristic changes has also discovery factors which potential influence on this or that process.

**REFERENCES**