

Intellectual Capital as the Basis of Societal Development in Kazakhstan

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By

Sultanbayeva Gulmira Serikbayevna,
Lozhnikova Olga Petrovna,
Golovchun Aleftina Anatolyevna
and Sultanbayeva Elmira Serikbayevna

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Lozhnikova Olga Petrovna, Golovchun Aleftina Anatolyevna
and Sultanbayeva Elmira Serikbayevna

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Empirical studies: Akim A.K., Abitay A B., Aripbayev A.S.(†)

The collective monograph is devoted to the problems of knowledge society development. The monograph is addressed to researchers in the field of socio-humanitarian and socio-political sciences, to students, undergraduates and PhD students, and to anyone interested in issues of social development.

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INTRODUCTION

The strategic objective for Kazakhstan, as well as for other developing countries, is to conduct an overall modernization, in terms of which not only institutes and mechanisms of modern society, but the modern society itself will be created. Nowadays, a new division of labor is being formed, in the sphere of intellectual labor, and, in the sphere of scientific and cultural production and service, a new knowledge economy and information society are being formed. Kazakhstan, in collaboration with its partners, can and should make every effort to enter the society of the future.

The formation of the “intellectual nation” is the way of modernization for the society of the twenty-first century, when the creative person becomes the main source of development. Creativity is the process of a person’s self-realization. It presupposes the personal spiritual wealth, individuality and originality of a person. Therefore, all the diversity of historical and cultural heritage from the remote past until recently is the spiritual foundation and source of the future, with the protection and increase of which we have already started our way to the “intellectual nation.” The formation of the intellectual nation is recognized to be one of the strategic objectives of Kazakhstan’s development, where the main vectors are high-quality education and support of the younger generation.

A student expedition organized this year, during the period from June 19 to July 2, within the framework of the “People-to-people” campaign has, first, conducted the research in the Mangystau, Kyzylorda and Semipalatinsk regions. Under this activity, young scientists

- 1) collected the necessary material for a “semiotic and symbolic source book of the intellectual properties of Kazakhstan citizens”;
- 2) studied humanitarian technologies on social projecting aimed at the formation of an intellectual society citizen;
- 3) studied the public opinion of Kazakhstan’s citizens on the problems of intellectual potential development—“Kazakhstan after 2015,” specified in the UN Millennium Development Goals.

Also, during the expedition, an information campaign called “a letter to the village,” devoted to the problems of our villages and the situations of the villagers, has been held.

In addition, in order to identify opinions on the possibility of creating an intellectual nation among Kazakhstan's young people, research in focus groups was conducted. Young people, aged eighteen to twenty, from Kyzylorda, Atyrau and Almaty took part.

An important direction of the research was to determine public opinion, necessary to develop information and communication technologies for efficient impact, aimed at enhancing intellectual potential. To investigate this issue, questionnaires were created and work in focus groups was conducted. The results were structured in diagrams. Also, a humanitarian project—the “Kazakh Eli” (“Kazakh country”) student scientific expedition—was performed.

New information technologies have brought major changes to the economy. Development, research and intangible investments in human capital have taken a prominent place in comparison with material investments. Therefore, economic activity is now focused on intangible components. Swiss scientists B. Carlson and G. Eliasson consider economic development a realization of the idea of new technologies. According to English scientist T. Stewart, intellectual capital is a new source of wealth organization. In order to succeed in the immaterial economy, organizations and individuals should master techniques that are different from their previous skills. In other words, “knowledge” has become the key word of the new economy, global hyper competition and paradigms of global management. Knowledge that can be converted into a value—this is the way intellectual capital is considered by L. Edvinsson. J. Ruus, S. Pike, and J. I. Fernstem identify intellectual capital with all the non-monetary and non-material resources involved in the formation of an organization's value. S. Albert and K. Bradley call intellectual capital “the process of turning knowledge and intangible assets into useful resources that provide competitive advantages to individuals, businesses and nations.” J. Teece applies a synonymous concept to intellectual capital, “Knowledge Assets,” emphasizing the need for an economic benefit of individual and organizational knowledge as strategic assets.

In Kazakhstan, the creation of a knowledge society, its formation and transformation into the country's main value is a leading strategic goal and a promising performed task of the state policy. It is proven by the fact that, over the past three years, Kazakhstan has been in the top four leaders in the UNESCO Education Development Index, among 129 countries.

The choice of intellectual capital is the way to comply with the requirements of entering the club of world-competitive countries. Since this project is devoted to the problems of humanitarian technologies development aimed at investing in the development of Kazakhstan's

knowledge society, the research on the economic development of the country through intellectual investment in the world policy is taken as the basis. Human intellectual potential in these scientific studies is considered as an investment. Therefore, it is very important to study and analyze the mechanisms of innovative task solutions to improve the competitiveness of the social and economic sector of the country by attracting investments for the development of the country's knowledge society, and the development of methods for its effective implementation and evaluation system.

The strategic objective for Kazakhstan, as well as for other developing countries, is to conduct an overall modernization, in terms of which not only the institutes and mechanisms of the modern society, but the modern society itself will be created. Nowadays, a new division of labor is being formed in the sphere of intellectual labor, and in the sphere of scientific and cultural production and service a new knowledge economy and information society are being formed. Kazakhstan, in collaboration with its partners, can and should make every effort to enter the society of the future.

Aggregate state competitiveness in the global economy and the ability of sustainable development depend on three strategic resources. The first strategic resource is natural wealth: namely, ground, water, mineral resources, woods, etc. The second strategic resource is material and technical base, and financial capital: here, the main points are existing production equipment, factory buildings, machinery, funds, and the quality and quantity of various material components of the country's activity. The third strategic resource is manpower resources: people. It is obvious that the level of human resources development, and the level of education and culture are the main factors for the development of the economy and the society. Development of the world-leading countries has led to the formation of the post-industrial economy, and then to the new economy—the knowledge economy—, innovation, global information systems, the intellectual labor economy, and science and the latest technologies. The basis of this new economy is intellectual potential, which is a dominant factor of the social and economic development of modern society. Today, education becomes an economic sector, and the human factor is the main resource for economic development, where a person who can discover and create something new in industry, science, or culture, etc., is of great value. That is why the most important mission of higher education in Kazakhstan is the preparation of intellectually developed, creatively working professionals—the citizens of the Republic of Kazakhstan.

Today, the system of higher education faces radically new tasks, the greatest of which has been specified by N. A. Nazarbayev, the President of the Republic of Kazakhstan, in the national project initiated by him: “Intellectual nation—2020: education of Kazakhs of new formation, turning Kazakhstan to the country with competitive human capital.” The formation of the intellectual nation is recognized as one of the strategic objectives for Kazakhstan’s development, where the main vectors are high quality education and support of the younger generation.

Today, the most valuable qualities are creative thinking, the ability to process knowledge, and generate new solutions, technologies and innovations. Creative thinking, the ability to be useful and to serve society and all the humanity, critical thinking, and promoting the understanding of the meaning of life and the role of every person in this world—these are the principles necessary for the full development of an individual.

In this regard, the study of humanitarian technologies aimed at developing the intellectual capital of the nation and the formation of Kazakhstan’s “citizen of knowledge-based society” is represented as not only a scientific, but also a political task. Therefore, “at the present stage in the formation of a knowledge society citizen, a comprehensive study of humanitarian technologies affecting public consciousness and results of strategic objectives must be implemented. During the period of rapid development of the world economic, social and political processes, the definition of spiritual values and ideological principles of Kazakh society and their focus on civilization provisions is an urgent problem.”

The aim of the “Intellectual nation—2020” program is the production of the main capital and the supreme-value human: not only a professional but a person in entirety, with qualities and properties of a spiritual and moral personality. A significant step towards the formation of a creative young generation was Kazakhstan's joining of the Bologna Process in 2010, which opened new perspectives of international integration. A number of reforms have been carried out in Kazakhstan under the renovation of the educational system. An important event was the adoption of the State Program of Education Development in the Republic of Kazakhstan for 2011–2020, which aimed to reach a fundamentally new quality of education that would meet international standards.

Kazakhstan has settled down to a course of intellectual society creation. In this society, mechanisms of political and economic, industrial, social, and innovative spheres are run by an individual of high intelligence and honest employment. A working person is a person of knowledge. Therefore, a person is the main capital of the society. The “intellectual nation project” should consider three potential points: the creation of new

solutions, technologies and innovations; the information revolution; and the spiritual education of youth. Today, Kazakhstan has enough features to take its rightful place in the sphere of training specialists who are competitive on the world stage.

The authors of this scientific publication have been working in three directions. The first is an analysis of the works of domestic and foreign authors on the study of humanitarian technologies. It was necessary to determine the definition of the concept of “humanitarian technologies” and their influence on the formation of the intellectual society. Also, a systematic and comparative analysis of the works of prominent scientists who conducted research in the fields of intellectual investments, intangible assets, economic freedom, political freedom, mass communication and public interests, political discourse, and metaphoric has been performed. The scientists are Werner Clement, Gerhard Hammerer, Karl Schwarz, Ahmed Bounfour, Leif Edvinsson, Aurora Teixeira, Isy Núñez Guerrero, W. Ken Farr, Richard A. Lord, J. Larry Wolfenbarger, H. D. Lasswell, D. Lerner, W. Shramm, and D. McQuial. Both domestic and foreign psychopedagogical literature pays much attention to the problem of the development of creative thinking and intelligence. Among the researchers are L. A. Baranova, A. V. Brushlinskiy, J. Guilford and B. A. Zhetpisbayeva. Great contribution to the development of the features of formation and functioning, characteristic of the essence of the investigated problem and its sociological evaluation was made by R. Z. Altynbayev, V. P. Yelyutin, A. I. Kochetov, L. G. Smirnov, S. P. Trapeznikov and L. A. Shiryayev.

In modern science, the problems of education in different contexts have been studied by such philosophers and sociologists as I. V. Bestuzhev-Lada, E. Y. Bikmetov, N. Y. Zborovskiy, A. G. Zdravomyslov, N. Kogan, D. L. Konstantinovskiy, N. Y. Martishina, V. Y. Nechayev, Y. P. Petrov, L. L. Rubina, M. N. Rutkevich, I. M. Fadeev, F. R. Filippov, F. G. Khayrullin, G. A. Cherednychenko, F. V. Sharipov, M. T. Shafikov and V. N. Shubkin.

The research on intellectual capital is described in articles published in scientific journals on Scopus: Gadaf Rexhepi Sadudin Ibraimib Nexhbi Veselic, Business and Economic Faculty of South Eastern Europe Tetovo University, Macedonia, Majidi, AB, Haddadian, Rezai from Iran University, Devi Fariha Abdullaha* and Saudah Sofiana Faculty Universiti Teknologi Malasia, etc.

The analysis of intellectual potential, culture and activity relationship is described in the works of L. P. Bruyeva, E. A. Vavilin, V. K. Kantor, N. V. Karlov, V. Zh. Kelle, I. F. Kefeli, L. N. Kogan, I. T. Kuznetsova, M. N. Kuzmin, N. Lobkovits, E. S. Markaryan, D. Markush, V. M. Mezhukeyev,

Y. A. Muravyov, A. L. Nikiforov, Y. K. Pletnikov, A. Schweitzer, B. G. Yudin, B. Zheksenbayev, A. K. Nuriyev, A. K. Satov, M. A. Mergaliyev, Zh. A. Seysenbayeva, etc.

At the same time, in national sociological and political literature, the problem of intellectual potential, its essence and content is not addressed very often. At the present stage, there are no studies entirely covering this topic. Basically, some certain aspects of the formation and development of intellectual potential are considered.

One of the first projects aimed at the complex research of intellectual nation formation in the field of the social and political science of Kazakhstan is the project called “From an intellectual nation to the intellectual potential: development of information and communication technology impacts on the masses.”

Activities carried out to determine the immediate future and implement comprehensive programs in the framework of the “Intellectual Nation 2020” project are the first studies in this field.

In order to analyze the factors that determine the mental and intellectual capital of people, a content analysis and a factor analysis have been conducted and a political discourse of Kazakh mass media materials has been studied.

A priority of this unique project is to study the issues of preservation and transfer of intangible values of the Kazakh people from one generation to another, according to the UNESCO International Convention for the Safeguarding of the Intangible Cultural Heritage. The expedition participants studied the problems of the regions, issues on the social development of villages and auls, “Kazakhstan after 2015” in the framework of the UN Millennium Program, and the possibility of Kazakhstan entering the International Decade for the Rapprochement of Cultures through information space. Also, an information campaign called “a letter to the village,” devoted to the problems of the Kazakh villages and villagers was carried out during the expedition. A total of 500 participants from the regions were involved, including respondents, interviewers, scientists, cultural workers, and university and secondary school students.

The study group expresses its appreciation and gratitude to the scientists, government officials and public figures of the regions for their support and assistance during the work of the scientific expedition:

Semey city: to Titayeva Tatyana Genadyevna, a guide of F. Dostoyevskiy museum; Bustekbayev Kanat Tanysbekuly, a guide of the Regional Historical Museum; Aidar Sadyrbayev, a deputy head of the Internal Policy Department; Zhanayeva Shagangul Sdayrbayeva, a deputy head of the M. Auezov Pedagogical College; Yerkebulan Baltabekov, an

executive secretary of “Zhas Otan”; Malgazhdarov Miras Miratuly, a chairman of the “Salauat” Public Association in the East Kazakhstan Region; Tursyn Yerkebulan Serikkaliuly; Azamat Zhumatayev; and Bekzhan Yedulov.

Akatty city: to Bekseyitova Yermek Zharylgapkyzy, a head of the archaeological and ethnographic department of the Mangystau Regional Historical Museum; Tuyakov Bauyrzhan Orynbayuly, a head of the department on youth polity in the Mangystau region; Taigara Kenzhegulu Dikanbaykyzy, a specialist at the Youth Policy Centre of Aktau; Sagitzhanov Askar Orazalyuly, a chairman of “Taglym” Youth Association; and Kenzhebek Serzhanov, a young correspondent of a city newspaper.

Kyzylorda city: to Tazhmakhanov Zhagypar Aitbaiuly, a deputy head of the department on problems of youth policy in the Kyzylorda region; Tassabayev Zhassulan Nurgeldiuly, a chief inspector of the department of youth and youth organization on problems of youth policy of the Kyzylorda region; Ismagulova Gulzirash Sauekhankyzy, a head of the historical and archaeological department of the Regional Museum; Bahramova Gulzhan Yeshmakhankyzy, a guide of the museum; and Zhuzeyev Serikhan, a chief editor of the “Syr Ulany” newspaper.

CHAPTER 1

HUMANITARIAN TECHNOLOGIES AND THE PROBLEMS OF THE INTELLECTUAL CAPITAL OF A NATION

1.1. The Intellectual Potential of a Nation: a Strategy of Development

Development of the world-leading countries led to the formation of the post-industrial economy and, then, to the new economy: namely, the knowledge economy, innovations, global information systems, intellectual labor economics, science, and the latest technologies. The basis of this new economy is intellectual potential, which is the main keynote of social and economic development of modern society. Interest in the study of the processes of intellectual development of society has increased sharply in the recent years. According to V. K. Levashov, “primarily this is due to the formation and establishing of knowledge society, which is a new social and economy formation whose production, distribution and effective use of scientific knowledge and technologies become the main driving force and a product” [1]. It is obvious that, nowadays, education becomes a sector of the economy, and the human factor becomes the main resource for economic development, since the most valued person is the one who can discover or create something new in industry, science, or culture, etc. That is why the essential mission of Kazakh higher education is to prepare intellectually developed and creatively working professionals—the citizens of the Republic of Kazakhstan. Today, the system of higher education faces radically new tasks, the greatest of which has been specified by N. A. Nazarbayev, the President of the Republic of Kazakhstan, in the national project initiated by him: “Intellectual nation—2020: education of Kazakhs of new formation, turning Kazakhstan to the country with competitive human capital” [2].

The formation of an intellectual nation is recognized to be one of the strategic objectives of Kazakhstan’s development, where the main vectors are high-quality education and the support of the younger generation.

According to the reviews of foreign experts in the field of education, as well as to the results in competitions and tests, etc., the Kazakh youth has a high level of intellectual potential. The only thing we need is to be able to use it correctly. It is not so easy to give good education to a future specialist in addition to helping them to bring their talent and capabilities to light, to create conditions for the skilful use of the knowledge gained, and to ensure the formation of competitive employees.

The “Intellectual nation” project must consider three potential points: the creation of new solutions, technologies and innovations; the informational revolution; and the youth’s spiritual education. The aims of the intellectual society are to meet the demand for professionals who are equipped with new knowledge, to use their scientific achievements in certain economic sectors and to generate the humanitarian values of our country. Humanitarian technologies, which manage social and humanitarian systems, take the leading position in the formation of an intellectual society’s citizen.

Scientific debates about the definition of the “humanitarian technologies” concept have been going on for more than half a century. Research on this topic is held in many countries around the world. A. V. Bukalov, who is one of the developers of socionics, a new scientific discipline, defines humanitarian technologies as methods of education, organization of the system education, psycho-informational compatibility, psychotherapy, and in-depth psychoanalysis [3]. Humanitarian technologist Ostrovsky gives another definition: “Humanitarian technologies are a set of carefully verified and scientifically proven methods and special techniques of indirect impact of humanitarian technologists on the society through social behaviour control” [4].

According to Russian scientist A. Kurochkin, “humanitarian technologies are a set of control procedures of social and humanitarian systems that have the following characteristics: public field of application, future-oriented (strategic nature), exclusivity and optimism” [5]. Thus, the main objective of humanitarian technologies is to search general grounds for general principles, based on which we can interpret an action, making it understandable in the context of various institutional subsystems while recognizing that each of them has its own particular set of principles. Humanitarian strategies are focused primarily on the development of direct communication. Humanitarian technologies also have a strategic nature, that is, aimed at solving problems in the long term and, as a rule, is exclusive, meaning designed for a specific problem or project unit. At Harvard University, in the US, research in the field of humanitarian initiatives—Harvard Humanitarian Initiatives—are conducted. Comprehensive

research on humanitarian technologies is conducted in Qatar. The Humanitarian Research Base—<http://crisismappers.net/>—is an advanced information resource. Around the world, 191 countries are involved into this project. In 2007, a Crisis Map was developed on the basis of this project. The main aim of this project is to identify the impact of industrial technologies' achievements on humans and the management of crisis situations in societies. It is possible to note some successful research, conducted within the framework of the Innovation Summit for Education and Science—<http://www.wise-qatar.org/>—in Qatar. Studies in this field, implemented in practice, were carried out in Russia: for example, the applied research of humanitarian education, technology and expertise that was conducted at the Bioethics Centre of the Institute of Fundamental and Applied technologies of the Moscow Humanitarian University.

Research from the HR Laboratory, “Human Technologies,” of the Faculty of Psychology, at Lomonosov Moscow State University, develops intellectual tests, makes assessments, and carries out expertise aimed at the development of human capital. The Faculty of Psychology at the same university and the Centre of Tolerant and Human Technologies at “Gratis” Scientific and Practical Centre develop educational programs, psychological games, and conduct empirical research among the target groups.

The Moscow “Human Technologies” Laboratory is known for its information from expert and analytical studies, which is competitive in the market of human technologies. The Centre of Social Communication of St. Petersburg State University and the Centre of Social Development and Human Technologies also fit into this group of centers, conducting research on the topic of this project.

In this regard, the study of humanitarian technologies aimed at developing the intellectual capital of the nation and the formation of “a citizen of the intellectual society” of Kazakhstan is represented by not only a scientific but also a political task. According to Kazakh scientists, a comprehensive study of the humanitarian technologies affecting public consciousness and the results of strategic objectives should be implemented “at the present stage of the formation of “a citizen of an intellectual society.” An urgent problem during the period of rapid development of the world’s economic, social and political processes is the determination of the spiritual values and ideological principles of Kazakh society and their direction to the civilization provisions [6].

The development of a new scientific technology in Kazakhstan, including the development of a new field—the field of humanitarian technologies that are the basis of the formation of the moral values of the society—, may be considered as a way to answer the pressing questions of

our time. In general, the idea of humanitarian technology enables one to consider humanities in a new light: their possible impact on the state of the society and human life.

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

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

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

3. Humanitarian technologies are formed over priority forms and methods of fixing behavioural stereotypes and relevant social roles. The first one, which defines the sphere of social action by sanctions and regulations, totally unifies political, cultural and other socialization, as well as the forms of activities, existing in the society. The second type is called “humanitarian.” It is based on the search for new opportunities for social cooperation based on the principles of dialogue, freedom of choice and mutual security in a multicultural society.

4. The goal-oriented collective activity of people on the basis of humanitarian knowledge is also becoming one of the most important components in the development of appropriate technologies of social modelling. The issue of innovations production in the humanitarian sphere is closely related to the forms of people’s scenario behaviour in a consumer society, and their ability to produce and evaluate innovative senses in their own field of mental activity on psychological and mental levels [7].

Speaking about the nature and content of humanitarian technologies, it should be noted that humanitarian technologies are a system of scientific and humanitarian knowledge, the use of which allows you to implement a specific human plan using certain conditions, means and methods. At the present stage of the research, we may note that humanitarian technologies

are technologies that are focused on the development of a human personality and on the creation of appropriate conditions for that. In other words, these are the ways to improve moral and ethical norms, ways to develop intellectual potential and physical condition.

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

Development of communication technologies has led to the appearance of humanitarian apparatus. On the one hand, humanitarian technologies are the result of the development and, on the other hand, they promote progressive development. Here, we can find a wide spectrum of interpretation of concepts. For example, in a study guide issued by the A. Gertsen Russian State Pedagogical University, they discuss the problem of “communication studies, in particular, on understanding and explication of innovative concept of “humanitarian technologies,” as well as in addition to various aspects of social life [8].

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

Today, education is, indeed, a priority value; it also has practical importance in different spheres of human life—from the understanding of culture samples to the professional performance of various forms of labor. For the successful development of Kazakh society, we need competent, business-minded, competitive, and enterprising individuals, armed with quality knowledge. In this regard, the President, in his address to the people of Kazakhstan, stated, "Socio-economic modernization is the main vector of Kazakhstan development," and emphasized, "Education should give young people not only knowledge but also the ability to use it in the process of social adaptation" [9].

Nowadays, education should not be limited only to transferring knowledge and retraining people. It must change a person's attitude to the

surrounding social, cultural and geographical environment, it must ensure the suitability of a person to an activity under the changing labor and production environment, and contribute to the formation of flexible thinking and orientation on dialogue and cooperation.

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

At the same time, the spiritual space of the university environment, today, must be full of national priorities: the ideas of patriotism and statehood, high spirituality, values of labor and service for the benefit of the Motherland, traditions of ethnic and religious tolerance, and openness to other cultures.

“In this context, the role and importance of modern education system, human capital as a criteria of social development level, which constitute the basis of new living standards of the society and which are the important factors and the base of economic strength and national security of our country, increase” [10], as it has been noted in the Concept of Education Development of the Republic of Kazakhstan. Changes in the system of social relations, in their turn, affect the education and require mobility and adequate response to the challenges of a new historical stage, and they must meet the needs of economic development as a whole.

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

The concept of intellectual capital was introduced to the scientific community by John Galbraith, a great economist of the twentieth century. The first person to investigate the nature of intellectual capital was T. Stewart, a member of the editorial board of “Fortune” magazine. In his article, in 1991, called “Brainpower: How Intellectual Capital Is Becoming America’s Most Valuable Asset,” he introduced intellectual capital as the sum of everything the employees of a company know and what gives this

company a competitive advantage in the market: "...patents, processes, management skills, technologies, experience and information about customers and suppliers. Combined together, this knowledge forms intellectual capital." According to Spanish researchers Miguel Gonzalez and Figueroa Dorrego, despite the lack of an unambiguous definition of intellectual capital (hereinafter, IC), invisible assets or recourses of knowledge, which can generate the value of a company, are usually called intangible assets. The European Commission has identified IC as a combination of the activities and intangible resources (human, organizational and relational) of an organization, which enable it to turn a set of material, financial and human resources into a system capable of creating value for the parties concerned. In fact, IC can be regarded as "... knowledge owned by an organization (direct knowledge) or by its members (tacit knowledge) that makes or produces a current value for the organization" [12].

A. Bonfor, a French researcher, suggests considering human capital as an effective asset of not only the activity of companies, but also international, non-governmental organizations, and educational institutions. In his opinion, it is necessary to develop innovative approaches, in particular, the monitoring and evaluation of the prospects of intellectual capital development [13].

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

There are several definitions of intellectual potential:

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

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

3. Intellectual potential is a comprehensive assessment of the development level of intellectual and creative opportunities, and a country's resources, industry and personality. Intellectual potential is determined by the development level of the society, education, science, culture, and genetic fund of the society [14].

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

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

Legislative and regulatory framework stimulating these processes and the appropriate macroeconomic situation, access to the sources of knowledge based on advanced innovation technologies, and a number of other factors promoting innovations are of great importance. This significantly increases the role of universities as institutions of society, generating knowledge and providing pre-training of the scientific-educational, technological, managerial and cultural elite, as well as structures of innovative type and information systems that are conceptually ready to deploy. We note that, at the time of starting the "Intellectual Nation—2020" program, a fundamentally new system of personnel training that meets modern international practice was formed in our country. Kazakhstan was the first country of the post-soviet space to move to the three-step university training of bachelors, masters and doctor of philosophy (PhD) adopted around the world. Kazakhstan's leading universities began international accreditation of academic programs, which became an important tool for improving the quality of education. It was in 1993 when the President of the Republic of Kazakhstan announced the idea of promoting the "Bolashak" program, through which tens of thousands of young Kazakh citizens got an opportunity to study at the best universities of the world. In foreign countries, such a large-scale training

program was a unique phenomenon, and its success is recognized by the world's education community.

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

1.2. The Intellectual Nation as a Dominant Trend of Innovative Development of the Republic of Kazakhstan

The transition of developed countries from industrial to post-industrial, including the information society and intellectual economy, highlights the intellectual component of human activity: the role of science, education, and new technologies—everything that bears a relation to increasing intellectual potential.

The intellectual capital of a nation includes all collected scientific, professional and cultural information; the knowledge and skills of specialists of all sectors and spheres of life; and the intellectual, moral and cultural development of each person. The names of scientists, educators and cultural figures also become values, which help to raise a sense of patriotism and pride for the people. Authoritative personalities create a positive image of the nation for other nations.

Intelligence means a certain level of mental activity of a person, providing the opportunity to gain new knowledge and to use it effectively in life, and the ability to implement learning processes and to solve

problems effectively. The concept of “intelligence” was produced and was used in medieval philosophy; however, the origins of its use have deep roots in antiquity. Philosophical and sociological understanding of the nature of intellectual activity, the nature of knowledge and learning were studied in the works of Aristotle, Plato, G. V. F. Hegel, K. A. Helvetius, I. Kant, R. Descartes, John Locke, Thomas Kuhn and I. Lakatos.

Many researchers in social science analyze the problems associated with the intellectual support of scientific and technological progress: the intellectualization of production. Researchers, such as N. A. Aitov, A. I. Arnoldov, G. N. Volkov, D. I. Gvishiani, V. D. Golikov, B. M. Kedrov, A. M. Korshunov, V. P. Kuleshov, S. N. Plotnikov and O. I. Shkaratan, have studied this aspect in their works. Analysis of the methodological aspects of science, and the genesis and nature of scientific knowledge were performed in the works of P. V. Volobuev, P. P. Gaidenko, V. P. Zinchenko, V. J. Kelly, L. M. Kosarev, I. D. Rodzhanskiy, E. V. Semyonov, A. B. Titmonas, I. T. Frolov, B. S. Shvyrev, and B. G. Yudin.

There are many definitions of intelligence:

Intelligence is a complex problem-solving ability under changing requirements and conditions.

Intelligence is the ability to understand, remember, process and apply the necessary information in the right quantities and at the right speed and quality.

Intelligence is a stable system of mental abilities of the individual to thinking and rational knowledge.

Intelligence is a measure of how we deal with the requirements of the external environment.

Human intelligence is realized not only in relation to problems, but also in the ways of their solution (overcome). Intelligence is not only reflected in knowledge, but also in activities. Knowledge and activity are presented as different mechanisms in our mind. Knowledge is information. Activity is a practice of implementation of knowledge in accordance with the aims and objectives of an individual, organization or society. Human intelligence is also connected with imagination, intuition, emotions, and communication skills.

F. Galton was the first to speak about the existence of individual differences in mental (intellectual) abilities. However, he identified intelligence with congenital psycho physiological functions. In his structural and genetic approach, Jean Piaget defined intelligence as the best way to make out the balance between the subject and the environment, which is characterized by its universality. According to academician N. N. Moiseyev, intelligence is the target-setting, resource-

planning and building of a strategy to achieve the goal. V. Pride defined human intelligence as the current and future dynamics of evolutionary development of the human as a species. L. Gottfredson gave the definition of intelligence as general mental ability, which includes the ability to draw conclusions, plan, solve problems, think abstractly, understand complex ideas, learn quickly and learn on the basis of the experience. According to the scientists, intelligence reflects the broader and deeper capacity to know the world, to understand the essence of things, and to think what to do in a given situation.

Much attention is paid to the problem of the development of creative thinking and intelligence in both domestic and foreign psychological and pedagogical literature (L. A. Baranova, A. V. Brushlinskii, J. Guilford and B. A. Zhetpisbayev). R. Z. Altynbaev, V. P. Elyutin, A. I. Kochetov, L. G. Smirnov, S. P. Trapeznikov and L. A. Shiryaev have contributed to the development of the features of formation and functioning, to the characteristics of the essence of the investigated problem, and to its sociological dimension.

In modern science, the problems of education in different contexts (culture, family, youth, development of a social structure, and the self-education of a personality) have been studied by philosophers and sociologists, such as I. V. Bestuzhev-Lada, E. Bikmetov, G. E. Zborovski, A. G. Zdravomyslov, N. Kogan, D. L. Konstantinovskii, N. Y. Martishina, V. Y. Nechayev, Y. P. Petrov, L. L. Rubina, M. N. Rutkevich, I. M. Fadeyev, F. R. Filippov, F. G. Khayrullin, G. A. Cherednychenko, F. V. Sharipov, M. T. Shafikov and V. N. Shubkin.

The analysis of the interrelation of intellectual potential, culture and activity was considered by L. P. Buyeva, E. A. Vavilin, V. K. Kantor, N. V. Karlov, V. J. Kelle, I. F. Kefeli, L. N. Kogan, I. T. Kuznetsova, M. N. Kuzmina, N. Lobkovicz, E. S. Markaryan, D. Markush, V. M. Mezhuov, Y. A. Muravyov, A. L. Nikiforov, Y. K. Pletnikov, A. Schweitzer, B. G. Yudin, B. Zheksenbaev, M. A. Nuriyev, A. K. Satov, M. A. Mergaliev, J. A. Seysenbayev, etc.

At the same time, in the domestic sociological and political literature, the problem of intellectual potential, its essence and content in the broad sense, is rarely set. At the present stage, there is no research that wholly covers this topic. Basically, some certain parts of the formation and development of intellectual potential are considered.

One of the earliest projects, aimed at the complex research of the formation of an intellectual nation in the field of social and political sciences of Kazakhstan, is called "from an intellectual nation to the

intellectual potential: development of information and communication technology impacts on the masses.”

Works performed in order to determine the nearest future and the implementation of comprehensive programs carried out in the framework of the “Intellectual Nation 2020” project are considered the first studies in this direction.

Effective implementation of the national project, forming a national intelligence of the country, involves solving the following large-scale historical tasks:

- to develop, as a result of the investigation of the scientific, social, cultural, intellectual, moral, and cognitive basis of the formation of the intellectual capital of the nation, a technology for effective information and communication transfer to the public;
- to identify the factors of scientific achievements, cultural and spiritual values, and patriotic consciousness in the formation of the mental and intellectual capital of people; to develop a communication strategy for creating a positive image of the country;
- to develop effective mechanisms of creating the cultural and information environment, and information and agitation support of moral and cultural requirements for the formation of an intellectual nation, scientific analysis, and summarizing information and communication processes under performance of preparatory (2008–2009) and reform stages (2010–2011) of the “Intellectual Nation-2020” project, as well as the determination of a system, influence and impact of information culture, information equality, information effectiveness and communicative appeal in implementing the next stages of the project: implementation (2012–2013), monitoring (2014–2014) and expansion (2018–2020).

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

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

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

Today, the social process is the formation of national values as one of the elements of an intellectual nation. Orientation on national values, and social and political changes in the country have put the issues of formation, development, establishment, patriotic education, citizen and specialist on the agenda. The President, in his address to the people of Kazakhstan, dated January 27, 2012, said, "Socio-economic modernization is the main vector of Kazakhstan development." He also emphasized that, during the modernization of the education system, "it is important to strengthen the educational component of the process of education, patriotism, norms of morality and ethics, interethnic concord, tolerance, physical and spiritual development and law-obedience. These values must be implanted in every educational institution, regardless of the form of ownership" [15].

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

Today, the graduate school, with its historically formed structure, personnel (doctors and candidates of science) and its relations, is the main intellectual potential of the country. In the science-education-production system, the graduate school occupies a central position as a generator of highly qualified personnel. Hence, the level and state of development of

higher education as the intellectual potential of society depends on the level and condition of the development of scientific, technical and industrial activity. An intellectual society is much more competitive than any other society known to us. Education is the centre of an intellectual society, and the high school is responsible for the formation of an intellectual nation and the further innovative development of the country.

Today, Kazakhstan has enough features to take its rightful place in the sphere of training specialists, and is competitive on the world stage. The World Bank has published data on the economic development level, based on knowledge, in countries and regions of the world [16]. In the context of the research, two summary indexes were produced: The Knowledge Economy Index and The Knowledge Index, as well as the accompanying score in the countries around the world. The Knowledge Economy Index is a comprehensive index that characterizes the level of development of an economy, based on knowledge, in countries and regions of the world. It was developed in 2004 by the World Bank as a part of a special program, "Knowledge for Development," to assess the ability of countries to create, receive and impart knowledge. It is assumed that the index must be used by states to analyze any problematic issues in their policies and measure a country's readiness for the transition to a model of development based on knowledge. The rankings take into account factors such as economic and institutional regime, education level, development of innovation systems, and development of information technologies and communications. Among the post-Soviet states, which have received high marks in the ranking of The Knowledge Index, which shows the overall scientific and technical potential of the state, the following states have the highest potential: Estonia is number 22 (8.05), Lithuania is 32 (7.26), Latvia is 33 (7.06), Russia is 41 (5.97), Ukraine is 49 (5.37), Armenia is 52 (5.18), Belarus is 60 (4.93), Georgia is 66 (4.47), Moldova is 67 (4.36), Kazakhstan is 74 (4.01), Kyrgyzstan is 79 (3.67), Uzbekistan is 84 (3.31) and Tajikistan is 101 (2.24). Thus, our country is among the top ten countries with the highest index of the knowledge economy.

1.3. The Knowledge Society as a Driving Force of Innovative Development

According to Western and Russian researchers, a knowledge society is a dynamically developing society, whose qualitative uniqueness is determined by the activities of all the following factors:

1. Wide understanding of the role of knowledge as a key to success in any sphere.
2. Constant need for new knowledge (among social subjects of different levels) required to solve new tasks, and to create new types of products and services.
3. Effective functioning of knowledge production and knowledge transfer systems.
4. Mutual stimulation of knowledge supply and knowledge demand (supply aims to meet the existing knowledge demand and generate demand).
5. Effective interaction of systems/subsystems within organizations and society as a whole, producing a tangible product.

It should be noted that the “knowledge society” expression gained its popularity recently and is now becoming increasingly used by sociologists, economists and management theorists for understanding the processes occurring in economic and political life, in the information sphere, in education and science structures, and within and between organizations. The report, called “Towards Knowledge Societies,” published by UNESCO, states, “Today, it is recognized, that knowledge has become a matter of economic, political and cultural strong interest so that it can be used to determine the qualitative state of society, the outlines of which are only beginning to appear.” The knowledge society is obtaining the features of a new social ideal, determining the directions of strategies and programs of national and international structures. The need for education, retraining and additional education, and “education throughout life” are among the basic human needs in the knowledge society.

The idea of the knowledge society is often associated with the name of P. Drucker, a well-known management philosopher. In the 1960s, similar ideas were performed by F. Machlup, D. Bell, R. Lane, and other authors. However, the idea of the knowledge society as a society of the future became the subject of public interest only in 1990s.

Since the late 1960s, a lot of interpretations on what the information society is have been suggested. With all the diversity in the degree of attention paid to various technological, economic or social processes, the information society is considered in the framework of basic concepts as

having at least the following characteristics. First of all, it has a high level of computer technology and information and telecommunication technologies development, and the availability of powerful information infrastructure. Hence, it has the important feature of the increasing the opportunities for access to information for a wider range of people. Finally, almost all the concepts and programs for the development of the information society are based on the fact that information and knowledge in the information age are becoming a strategic resource of society, comparable to natural human and financial resources [17].

At the same time, as Nursultan Nazarbayev has mentioned in his address to the people of Kazakhstan called “socio-economic modernization is the main vector of Kazakhstan development”: “Kazakhstan needs an intellectual revolution that will awaken and implement the potential of our people. Our task is to change the attitude of Kazakh people, mainly young people, to education, intellect and servicing our country and people” [18]. Al Farabi Kazakh National University, which is a leading university of the Republic, takes a significant role in solving this strategic task. This university should become not only a driving force of the system of higher education in the country, in accordance with modern international standards, but also make a significant contribution to the development of society, science, culture, social sphere, and innovative economy. One of the first projects aimed at complex research of the formation of an intellectual nation in Kazakhstan is called “from an intellectual nation-to the intellectual potential: development of information and communication technology impacts on the masses.”

Work carried out to determine the immediate future and implementation of complex programs, undertaken under the “Intellectual Nation—2020” project, is the first research in this field.

In order to investigate the technologies for the formation of the intellectual nation, under “Intellectual Potential of People” program, an expert survey has been conducted by the Department of Press and Electronic Mass Media of Al-Farabi Kazakh National University. The selection of respondents represented scientific intellectuals: Al-Farabi Kazakh National University’s teaching-staff, specialists of the information and analytical sphere, representatives of the scientific production association and members of the research institute. According to the survey results, the possibility of forming an intellectual nation in Kazakhstan is appraised by the respondents as high and medium equally, 50 % for each.

A similar opinion is, in turn, based on the essential aspects of the formation of an intellectual nation, which include the development of science and information technologies, ensuring equal access to intellectual

foundations. In fact, in today's world, knowledge and information are becoming defining categories of economic, social and public life development. The example of the developed countries demonstrates that the dominant trend of their development is knowledge orientation as a backbone of their market economy, which provides the rapid development of those industries and businesses into which the transfer of new scientific technologies, on the basis of innovation approaches, is carried out. But knowledge alone does not transform the economy. To solve this problem, a complex of structures and activities is required, which allows carrying out not only the production of knowledge and proper staff training, but innovative activity, understood as the realization of goods and services of scientific and educational potential in the market. Of fundamental importance is the regulatory and legal framework, stimulating these processes and appropriate macroeconomic situations, access to the sources of knowledge on the basis of advanced information technologies, and a number of other factors contributing to innovations. This significantly increases the role of universities as institutions of society, generating knowledge and providing the pre-training of the scientific-educational, technological, managerial and cultural elite, as well as being conceptually ready to deploy the structures of innovative type and information systems.

Communication, information and knowledge are the driving force of progress, contributing to improving the level and quality of life. ICT (information and communication technologies), whether their traditional or modern forms, provide new and reliable development opportunities for people around the world. Besides, many countries, especially the least developed, do not have full access to information and information exchange, which deprives them of the chance for long-term and sustainable development. Communication has a double challenge: to promote the development of economy and mentality. Its implementation is associated with multicultural factors and openness, sustainable development strategy, and the creation of the atmosphere of trust in the society. For Kazakhstan, the development of information and communication technologies, in general, and satellite technologies, in particular, has become one of the key factors in resolving issues of competitiveness. As is known, one of the main areas in the implementation of the program of forced industrial and innovative development of the Republic of Kazakhstan up to 2014 was the development of communicative technologies and the training of highly qualified specialists in this field. According to the International Telecommunication Union (ITU), a specialized UNO organization, which defines standards in the field of information and communication technologies (ICT) (Measuring the Information Society 2012), Kazakhstan

is one point in advance of Russia in the global ranking of the development of information and communicative technologies. Thus, according to the ICT Index, Kazakhstan has taken the fifty-fifth place and Russia the fifty-sixth [19]. Sweden has taken the lead in the ranking; Singapore took second place and Finland took third. The Index was developed in 2007 on the basis of eleven indicators; the ITU operates them in its assessment of ICT development. The index brings these indicators into a single criterion, which aims to compare the progress in ICT development in countries around the world and can be used as a tool for comparative analysis at global, regional and national levels. These indicators are related to ICT access and use of ICT, as well as to the practical knowledge of these technologies by the people of the countries surveyed. We note that, in the framework of the communication development strategy, a fund for information technologies development has been established in Astana city. Its mission is to help the people of Kazakhstan implement innovative projects. This year, already, there will be a contest for “start-up projects.” The winners will receive funds for the implementation of their ideas as well as the possibility to complete an intensive training course on the basics of entrepreneurship. Both teams and individuals, who have undergone the procedure of evaluation and proven the commercial potential of their product or technology solution, may participate. Communication services providers, such as “Kazakhtelecom,” “Kcell” and “Kar-Tel,” will heavily help the ICT development fund. Such funds have already been working successfully in the United States and Europe. One of the demonstrative examples is the “Y combinatory” in the US. Having invested \$18,000 US in the DropBox data storage service, the fund specialists have established a company, whose capitalization, at present, has reached four billion dollars.

In 2012, the United Nations published a study and an accompanying ranking of countries by the level of the development of their e-governments. The document, called “The United Nations E-Government Survey 2012: E-Government for the People,” estimates the availability and possibility of national government agencies to use information and communication technologies (ICT) to provide government services to people in 190 countries. According to the UN report on the development index of “electronic government,” Kazakhstan took thirty-eighth place, in 2011, having overtaken such European countries as the Czech Republic, Poland, and all other post-Soviet countries, except Russia. According to the index of “e-participation,” Kazakhstan takes an honourable second place, and fourteenth place for “online-services.” Currently, 219 interactive and transactional services are provided for the people of

Kazakhstan in the framework of “electronic government.” The number of registered users, which increased by 2.7 times last year compared with 2010, shows the active promotion of the “electronic government.” More than 12 million certificates have been issued by means of the e-Gov portal. This year, in a pilot mode, it is planned to establish four specialized public service centers for the registration of vehicles and issuance of driving licenses in Astana, Almaty, Aktau and Karaganda.

The Global Innovation Index is a global study and accompanying rating showing the level of innovations in the countries around the world. It is calculated in accordance with the international business school INSEAD, France. The research has been conducted since 2007 and currently represents the most comprehensive set of indicators of innovation development in different countries.

The Global Innovation Index is composed of eighty different variables that characterize, in detail, the innovative development of countries at different levels of economic development. The study's authors believe that economic success is connected with both the availability of innovative potential and the conditions for its implementation. Therefore, the index is calculated as a weighted sum of ratings of two groups of indicators:

1. Available resources and conditions for innovation (Innovation Input):
 - Institutes
 - Human capital and studies
 - Infrastructure
 - Development of internal market
 - Business development
2. Achieved practical results of the innovation (Innovation Output):
 - Development of knowledge technology and economy
 - Creative activity results

Thus, the overall index is the ratio of costs and effects, which allows the objective estimation of the effectiveness of the efforts on innovative development in a country.

In 2013, the study covered 142 countries. Among the 142 countries surveyed, Kazakhstan took eighty-fourth place. Such Post-Soviet countries as Russia, Moldova, Estonia and Belarus have overtaken our country. Although, Kazakhstan left Kyrgyzstan and Uzbekistan behind.

CHAPTER 2

THE DEVELOPMENT OF THE INTELLECTUAL CAPITAL OF A NATION: COMMUNICATIVE, POLITICAL AND CULTURAL STRATEGIES

2.1. Human Capital—the Basis of Innovation Development

The improvement of the quality of human capital originates from the activation and mobilization of national intelligence during the process of the formation of Kazakhstan as a competitive country, nation and state. In the scientific research called “from an intellectual nation-to the intellectual potential: development of information and communication technology impacts on the masses,” issues with the development of information and communication technology impact on the public as a tool of analysis, determination of the immediate future, and the effective implementation of information and communication processes to increase the intellectual potential and formation of an intellectual nation of Kazakhstan have been included in the agenda. As is known, an intellectual nation is defined by the top priority of industrial-innovative development of the country, therefore, an information policy, predicting the implementation capacity of the country in a new direction, must be developed.

As a well-known Kazakhstan political analyst D. Mynbay noted in his article “Laws of History,” “Many scientists, studying the phenomenon of globalization, conclude that modernization can be successful and can lead to effective development only in case of close relationship and mutual influence of its technological and cultural components. A cultural aspect of modernization is directly related to the spiritual life of society, its moral values and in fact represents people’s way of living. Therefore, for the successful modernization, covering all spheres of public life, it is necessary to ensure the proper social and cultural base. After all, a man with his intellectual, cultural and creative potential is also a productive

force, creating conditions for technological development of the society. For example, Protestantism at the time became the moral basis of Capitalism and then opened the way to the technological development of Western countries, while Japan, Malaysia, China, supported by their national and cultural matrixes, have taken firm positions in their development in the competitive structure of the global economy” [20]. It seems that Kazakhstan, with its rich history and traditions, will be able to solve this historical task and build a new model of the social and economic development of the society on the basis of the respect of spiritual values.

During the period from June 20 to July 3, 2013, the “Kazakh Eli” student scientific expedition from the Journalism Department of Al-Farabi Kazakh National University was conducting research on the theme under the research work plan in the regions of Mangystau, Semey, and Kyzylorda. Three focus groups and three roundtable discussions with experts of the Department of Youth Policy and Information Policy of Administrations from the above-mentioned regions have been conducted as a part of this expedition. A total of 500 participants were involved, including respondents, interviewers, scientists of the academic field, cultural figures, students, and secondary-school students. After considering the results of this empirical research, conducted among the people of the country, the respondents’ perspectives on the development of an intellectual nation in Kazakhstan were discovered.

One of the main goals of the expedition members visiting the Semipalatinsk, Mangystau and Kyzylorda regions, from June 20 to July 3, was to hear the opinions of young people from these regions about the “Intellectual Nation—2020” project and to analyze the views of the younger generation for the future of nation. Questionnaires were handed out and the focus group work was held. The most active participants were given prizes. During the research, the differences of the opinions and thoughts of the young people from different regions have been noted. In addition, each group had different subjective views about today's society and about the future. At the same time, the youth groups showed a good awareness of the events taking place in society.

Research methodology: for the first stage of the research, educational and research institutes of Akatu, Semey and Kyzylorda cities were selected. In the second stage, 500 residents of the above cities, who were over eighteen years old, participated in the survey. Since the survey involved Kazakh-speaking and Russian-speaking target groups, it was conducted in two languages. The level of possible falsity, at a 95 % level of faithfulness, reached 4 %.

A greater proportion of young people from Semey answered positively to the question of whether it is necessary to form an intellectual nation in Kazakhstan: 60 % said “yes” and 40 % said “no.” In Kyzylorda, the audience was more categorical: 100 % of the respondents answered that it is essential to form an intellectual nation. In Aktau, opinions were divided as follows: 29.2 % said “yes” and 70.8 % said “no.” Answers to the question: “Could we form intellectual nation in Kazakhstan?” were also categorical. Young people from Semey answered as follows: 20 % said “yes” and 80 % said “no.” From Kyzylorda, 35.5 % said “yes” and 64.5 % said “no.” From Aktau, 29.2 % said “yes” and 70.8 % said “no.” At the same time, the vast majority of respondents from these three regions answered positively to the question: “Are Kazakhstan’s people ready for the formation of an intellectual nation?” Percentages of respondents answering “yes” were 60 % in Semey, 67 % in Kyzylorda and 50 % in Aktau.

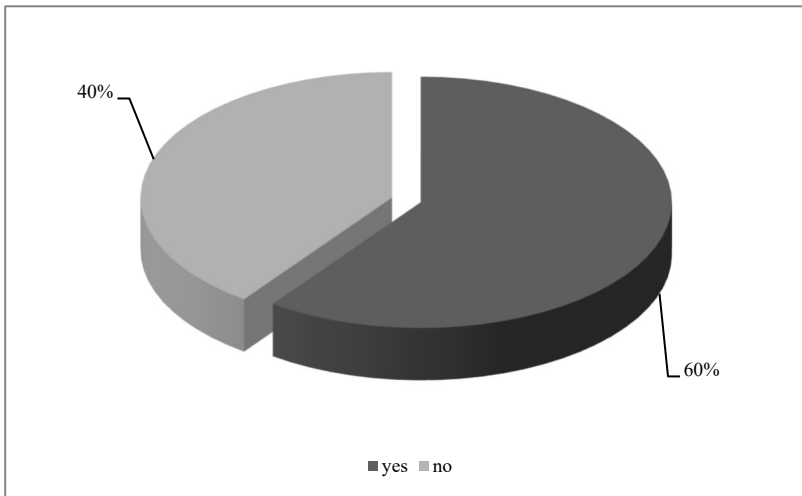


Fig. 1 Are Kazakhstan’s people ready to implement the “Intellectual Nation—2020” national project? Semey (% of total respondents)

Such opinion is, in turn, based on the essential aspects of the formation of an intellectual nation, which include the development of science and information technology, and ensuring equal access to the intellectual foundations. In fact, in today’s world, knowledge and information become defining categories of economic development, as well as the development of social and public life. The example of developed countries shows that

the dominant tendency of their development is to focus on knowledge as a strategic foundation of the market economy, which stipulates the rapid development of those industries and businesses into which the transfer of new technologies, based on innovative approaches, is carried out.

Nevertheless, knowledge alone does not transform the economy. To solve this problem, the complex of structures and activities is required, which allows not only the production of knowledge and proper personnel training to be carried out, but also innovative activity, broadly understood as the realization of scientific and education potential in the market of goods and services.

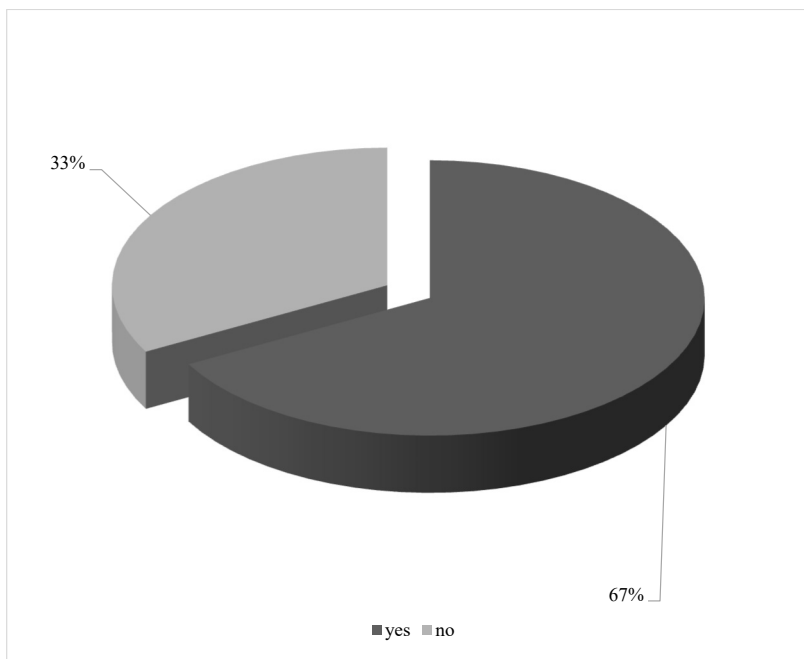


Fig. 2 Are Kazakhstan's people ready to implement the "Intellectual nation—2020" national project? Kyzylorda (% of total respondents)

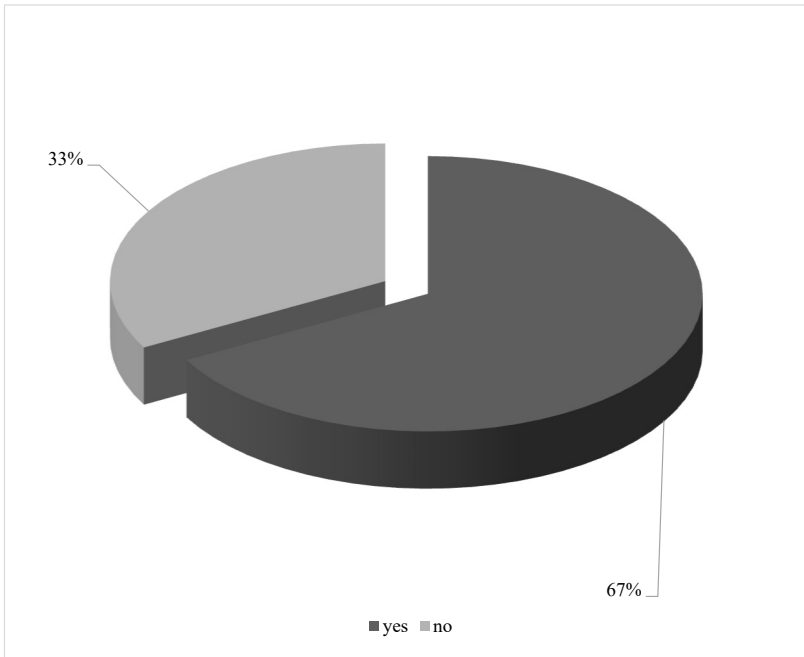


Fig. 2 Are Kazakhstan's people ready to implement the "Intellectual nation—2020" national project? Kyzylorda (% of total respondents)

The legislative and regulatory framework stimulating this process and the appropriate macroeconomic situation, access to the sources of knowledge based on advanced innovation technologies, and a number of other factors promoting innovations are of great importance. This significantly increases the role of universities as institutions of society, generating knowledge and providing pre-training of the scientific-educational, technological, managerial and cultural elite, as well as structures of innovative type and information systems that are conceptually ready to deploy.

In order to form intellectual nation, it is necessary to develop human capital. As intellectual resources in the formation of an intellectual nation, most of the respondents assessed human capital as "medium." At the same time, the development of human capital is the top priority in a post-industrial society. The President of the Republic of Kazakhstan, N. A. Nazarbayev, mentioned this fact in his lecture at Al-Farabi Kazakh National University, saying that increasing demand for the quality of human capital is the fifth tendency of the world, post-crisis development.

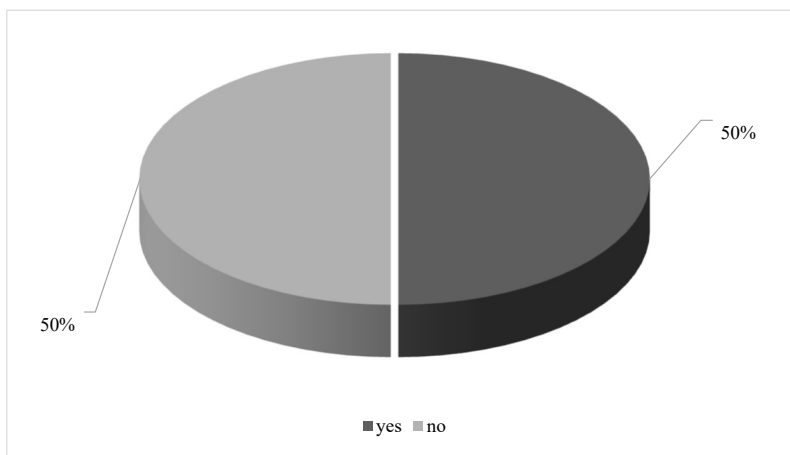


Fig. 3—Are Kazakhstan’s people ready to implement the “Intellectual Nation—2020” national project? Aktau (% of total respondents)

In today’s world, knowledge and information become defining categories of economic development as well as of the development of social and public life. The example of developed countries shows that the dominant tendency of their development is to focus on knowledge as a strategic foundation of the market economy, which stipulates the rapid development of those industries and businesses into which the transfer of new technologies, based on innovative approaches, is carried out. But knowledge alone does not transform the economy. To solve this problem, a complex of structures and activities is required, which allows not only the production of knowledge and proper personnel training, but also innovative activity, broadly understood as the realization of scientific and education potential in the market of goods and services. The legislative and regulatory framework stimulating this process and the appropriate macroeconomic situation, access to the sources of knowledge based on advanced innovation technologies, and a number of other factors promoting innovations are of great importance. This significantly increases the role of universities as institutions of society, generating knowledge and providing pre-training of the scientific-educational, technological, managerial and cultural elite, as well as structures of innovative type and information systems that are conceptually ready to deploy.

Education and science in modern Kazakh society act as indicators for the formation of the intellectual nation. The experts' opinions on the development of science and education in Kazakhstan were divided as follows: people from Semey and Kyzyloda defined this development as at a medium level, and respondents from Aktau rated it as high (42.9 %).

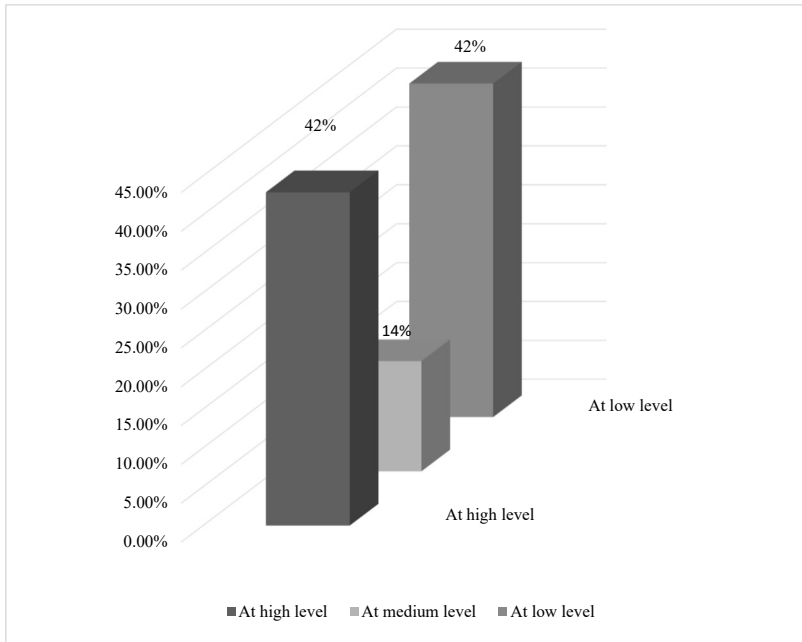


Fig. 4 At what level are the spheres of education and science as an indicator of the formation of an intellectual nation? Aktau (*% of total respondents*)

According to Kazakh scientists, in the context of Kazakhstan, quality improvement of human capital defines the need to take a step towards preconditions of intellectual investment in the future. In this regard, we should notice the “Intellectual Nation—2020” national comprehensive program—a historical document, which states the need for intellectual revolution, awakening national potential and its development, which is considered to be the fundamental basis of the formation of an intellectual nation [21].

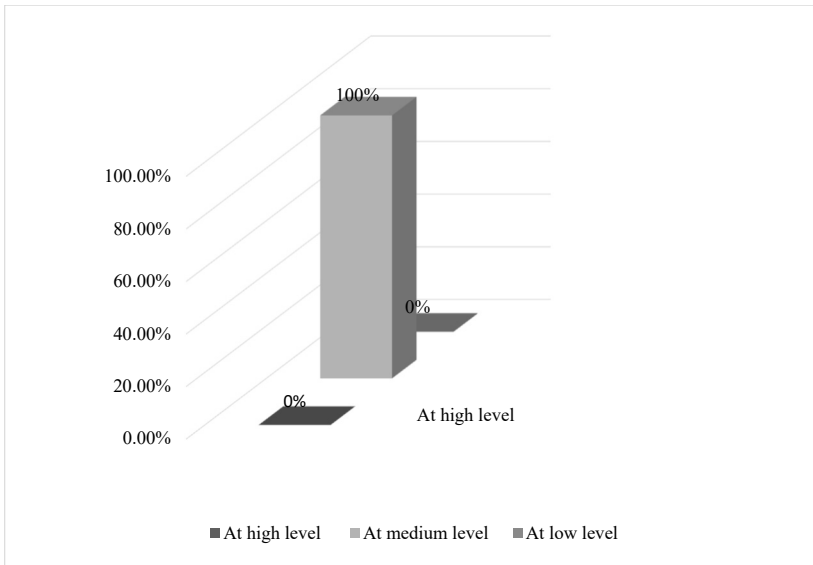


Fig. 5 At what level are the spheres of education and science as an indicator of the formation of an intellectual nation? Semey (% of total respondents)

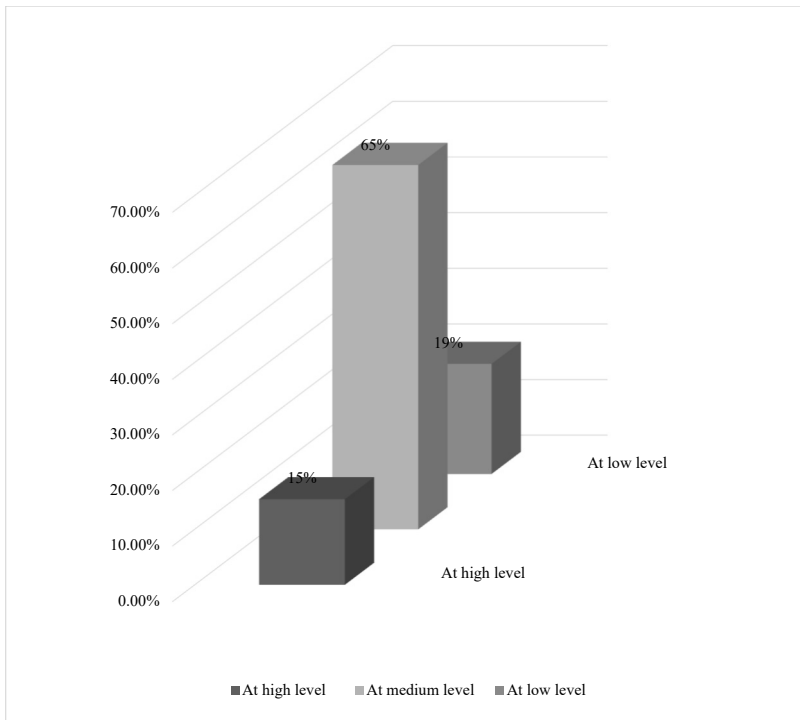


Fig. 6 At what level are the spheres of education and science as an indicator of the formation of an intellectual nation? Kyzylorda (% of total respondents)

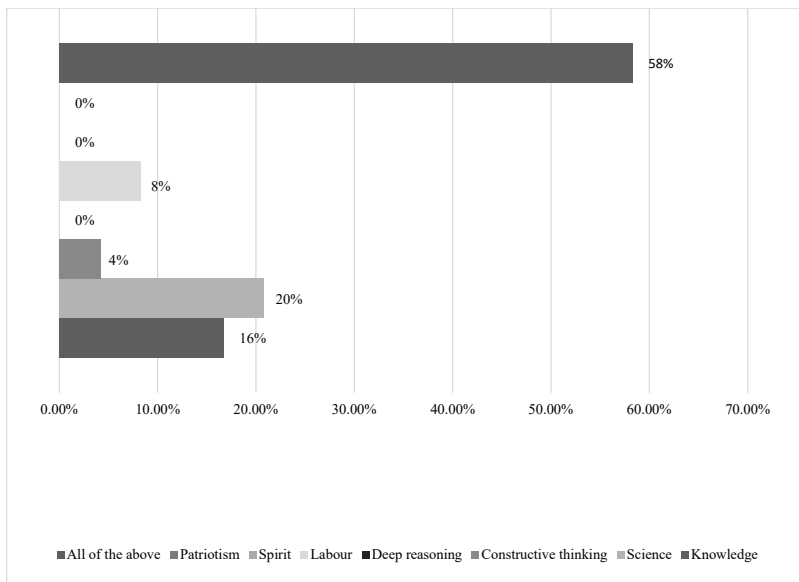


Fig. 7 What values do you prefer as an intellectual citizen? Semey (% of total respondents)

The rise of the cultural and political knowledge, and intellectual consciousness of the Kazakh people, and love for their Motherland are the basis of the formation of an intellectual nation [21].

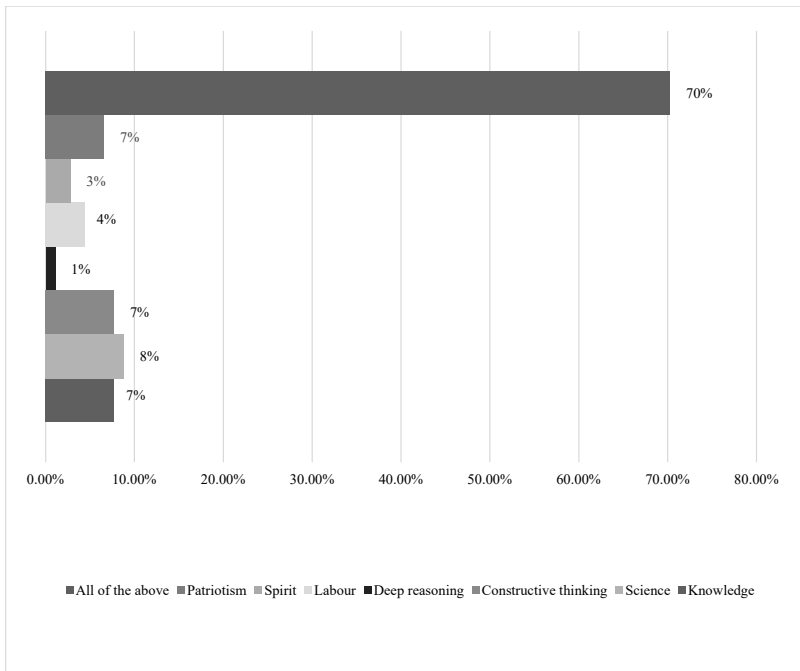


Fig. 8 What values do you prefer as an intellectual citizen? Aktau (% of total respondents)

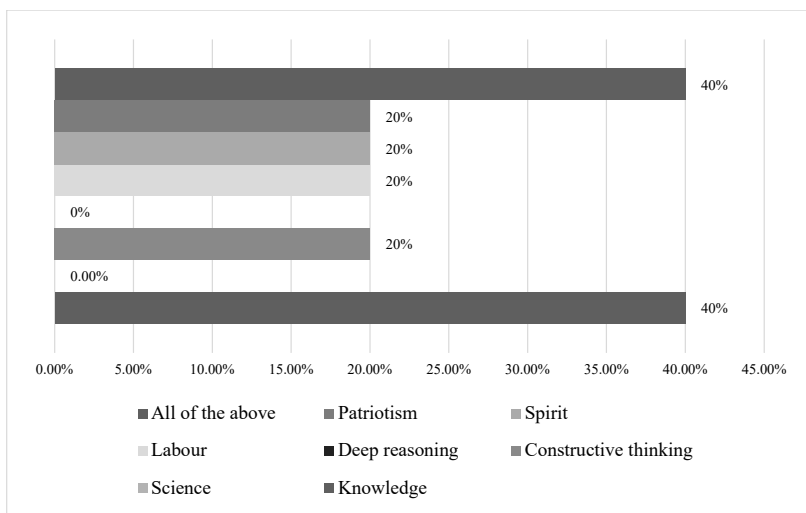


Fig. 9 What values do you prefer as an intellectual citizen? Kyzylorda (*% of total respondents*)

During the study, young respondents were asked: “What values do you prefer as an intellectual citizen?” The following list of value orientations was proposed: “knowledge,” “science,” “constructive thinking,” “deep reasoning,” “labor,” “spirit,” and “all of the above.” The interesting point was that the majority of the respondents chose “knowledge” as the predominant category, from 7.40 % to 16.8 %. Between 7 % and 20 % of the respondents chose “constructive thinking,” and “labor,” “spirit” and “patriotism” were distributed on the scale from 0 % to 20 %.

In addition, the respondents were asked to appraise the policy of mass media in the formation of an intellectual nation. In Semey, people rated it as particularly important, in Kyzylorda this view was given by only 26.4 % of people and in Aktau by 58.3 % of people.

Of course, today, when our life is becoming fast and hard, even, the mass media may set a general feeling. The mass media have a very responsible mission—to form a single national idea, to reflect public mood objectively and to change the consciousness of people in a positive direction. Moreover, of course, all the citizens of Kazakhstan should contribute to the creation of the intellectual values with the help of mass media.

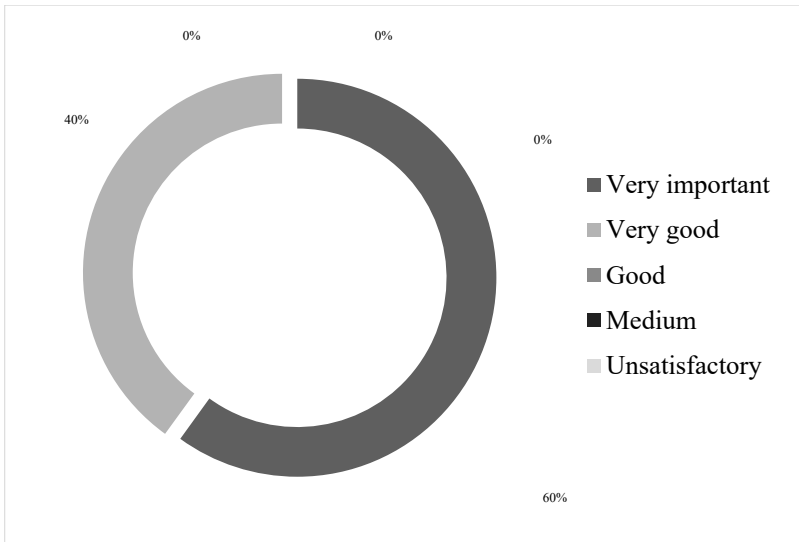


Fig. 10 How do you estimate the information policy of mass media in the formation of an intellectual nation? Semey (% of total respondents)

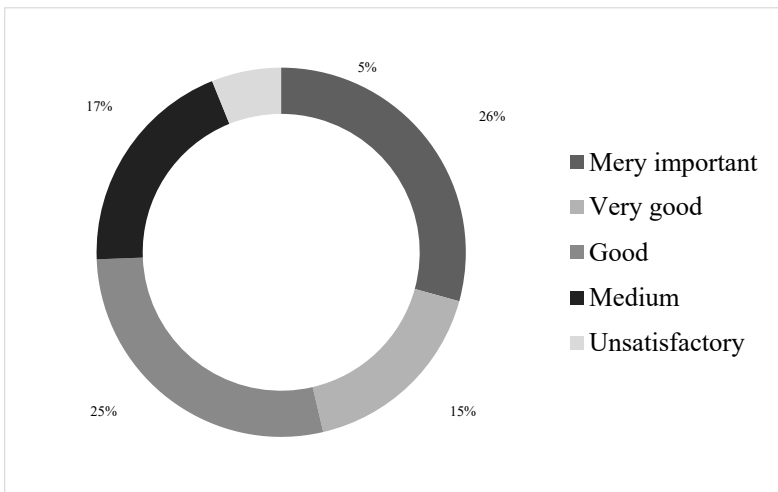


Fig. 11 How do you estimate the information policy of the mass media in the formation of an intellectual nation? Kyzylorda (% of total respondents)

The following question on the questionnaire was very important: “What would you have contributed to the augmentation of the national intellectual potential?” Respondents from Semey highlighted “knowledge” and “labor,” 60 % and 20 %, respectively. In Aktau and Kyzylorda, the percentage of responses was distributed among all categories: “labor,” “spirit,” “mind,” “knowledge” and “all of the above.”

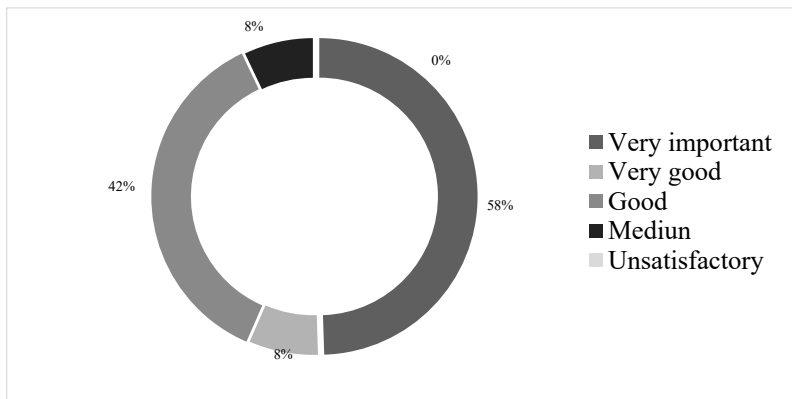


Fig. 12 How do you estimate the information policy of the mass media in the formation of an intellectual nation? Aktau (*% of total respondents*)

The “Intellectual Nation—2020” national comprehensive program is a historical document that states the need for an intellectual revolution, awakening national potential and its development. According to sociological research results, the possibility of creating an intellectual nation in Kazakhstan was estimated as high and medium by equal numbers of respondents.

Such opinion is, in turn, based on the essential aspects of the formation of an intellectual nation, which includes the development of science and information technology, ensuring equal access to the intellectual foundations. To solve this problem, a complex of structures and activities is required, which allows not only the production of knowledge and proper staff training, but innovative activity, understood as the realization of goods and services of scientific and educational potential in the market. As we know, it is necessary to develop human capital for the formation of an intellectual nation. Most of the respondents believe this development to be medium, 70%, with 10 % saying low and 1 % saying high. Among the factors influencing the development of intellectual potential in Kazakhstan, respondents identified the development of social, political and

economic reforms (50 %), operational development of information technology (25 %), and the formation of a new attitude to the spiritual values (25 %).

The respondents estimate the immediate future of the implementation of the “Intellectual nation—2020” project as medium (60 %), high (25 %) and low (15 %). All the respondents are ready to contribute to the formation of the intellectual nation. Knowledge and spiritual traditions are priority values. Kazakhstan’s mass media have a special responsibility for the formation of the intellectual nation. It has been appreciated and its importance is considered to be very (60 % of the respondents), satisfactory (20 %), medium (10 %), normal (5 %) and null (5 %). The mass media is considered to be particularly important (58.3 % of respondents), good (42.9 %) and average (8.3 %). This points to the fact that Kazakhstan’s mass media should purposefully develop the sphere of the formation of the intellectual nation by promoting science, knowledge, spirituality and the preservation of national traditions.

2.2. Intellectual Capital and Traditional National Values

During the “Kazakh Eli” expedition, work in focus groups was carried out. The focus groups included students and working young people of Kazakh regions. Young people from Semipalatinsk proved to be active supporters of the formation of an intellectual nation. Sailaubekov Erkebulan said: “In our view, in our vocabulary, the term “intellectual nation” has just started to form. I think that formation of national education is one of the conditions of intellectual nation formation. It should be started since the cradle. A simple example: a baby sleeps more quietly when he fell asleep with his grandmother’s fairy tale. In addition, the Kazakh language is the mainstay of national values. Our Kazakh national values are admired even abroad. We will create wonderful brands under the basis of national autograph.” Language is one of the factors of intellectual nation formation. Other factors are environment and society. We become individuals under the influence of this society. Today, there are individual criteria of the “Bolashak” program associated with the knowledge of the Kazakh language, history and literature. Moreover, this fact is a prerequisite for the formation of an intellectual nation.

Oralbayev Jalgas expressed his opinion on the topic discussed: “Under ‘intellectual’ we mean ‘intelligent.’ That is a group of people with high intellectual level and basic knowledge. In my opinion, intellectual nation is an environment consisting of educated and skilled people. They are specialists with higher education, intellectuals with wide area of thoughts.

Only with the formation of intellectual nation the groundwork of a country becomes more developed and strong.” Moldajarov Miras answered the question of whether it is possible to form an intellectual nation as follows: “We cannot say that we do not have intellectual young people. Kazakh people have a multi-millennia history where we can find the names of our khans and biys. We also know about representatives of the intelligentsia of Soviet times. Therefore, we cannot forget about them and deny the existence of an intellectual nation. It does exist now. I believe that today’s youth is intended to develop this level. Of course, not only poets and writers can be referred to as intellectual people. Intellectual people are also ordinary people who are professionals and who are able to evaluate modern society objectively.”

In addition, if an intellectual nation has already been formed, what is today’s level of our youth? The debater Oralbayev Jalgas not only gave the most accurate answer to this question, but also tried to look at the problem comprehensively: “Generally speaking, it is impossible to measure intellectual level on a special scale. There are many educated and intelligent people in our country. They study at Harvard and Oxford. At the best case educated youth from different regions of the country studies at Kazakh National University. According to the system of education and literacy, Kazakhstan is among world's top ten countries.

Nevertheless, our literacy is not an indication of our level of knowledge. As the younger generation, we often notice disadvantages in education system of universities. Yes, disadvantages are noticed everywhere. However, in order to solve this problem in an optimum manner, it is necessary to raise the level of education system in schools and to increase the knowledge of our teachers. For example, I study Mechanics and Mathematics. Theoretically, we study everything but we do not have enough practice. If you do not have enough practice, it will be difficult to work with advanced technologies in the future. It is difficult to say that we will be on the same level with developed countries unless we solve such simple problems. We still have a lot of work to do to form intellectual nation.”

At the end of the focus group, one of the most active participants, Oralbayev Jalgas, expressed his wish: “Different views and examples have been provided. Major opinion is of course very good. However, there is one common problem in our society – pathos and show-off. I notice that in the most events. Every year different eye-watering activities dedicated to the ‘bright future’ are held in our country. Nevertheless, unfortunately, they all remain fruitless. We have already filled such kinds of questionnaires on the topic of intellectual nation. Everything is done for

the sake of appearances. Of course, nothing will be implemented immediately and sometimes we even have to take risks. It would be nice if we got the result with it.”

An active member of “Zhas Otan,” Arailym expressed her opinion: “Indeed, our people do not have enough propaganda. In 2017, EXPO exhibition will be held. However, people still do not understand what benefit they will receive from it. In addition, this program has little propaganda, little advertising. If the media published more information and there was more propaganda, the figures would look different. Yes, we do indeed have a lot of false information. Therefore, young people are disappointed by this swank.” Abitay Aksaule also contributed: “We are still young. Yes, you are telling the truth. All these activities can be deeply hidden in the folder called ‘done.’ When we first tried to get answers to our questionnaire, some of the young people from our city could not even understand what was going on, because this term is only beginning to form. Our work is as a drop of water in the sea for now. But if we could explain at least one person sitting in the hall about the concept of ‘intellectual’ and interpret its essence, our mission would be considered performed.”

The focus group participants were invited to make their own suggestions and recommendations on the issue of intellectual nation formation in Kazakhstan, and the development of science in Kazakhstan. It was noted that national science, in many ways, establishes a strong national economy. The focus group participants noted that, today, special research centers are established at the universities, including Nazarbayev University. “Alatau” Technology Park, in Almaty, takes its first steps. However, the result of the work is also very important. If these research centers manufactured products with a mark of “Made in Kazakhstan,” it would be a great motivation for young scientists. It would mean that we would not be limited to the export of raw materials: we would benefit from national products. It would also be great if the Ministry of Education and Science adopted special programs involving these research centers.

Sailaubekov Erkebulan also noted an important condition for the formation of an intellectual nation—the formation of national education. This is a simple example: a baby sleeps more quietly when he falls asleep with his grandmother’s fairy tale. Moreover, the Kazakh language is the mainstay of national values. Our Kazakh national values are admired, even abroad. Language is one of the factors of the formation of an intellectual nation. We become individuals under the influence of this society. Today, there are individual criteria of the “Bolashak” program associated with the knowledge of the Kazakh language, history and literature. In addition,

many young people who have been trained under this program, now occupy certain positions. For example, Bauyrzhan Baibek is a principal deputy of the “Nur Otan” party. Despite his young age, he occupies a high position. We have many such young people. This fact is a prerequisite for the formation of an intellectual nation.

New innovative technologies also have a negative impact. In the 2004–2005 UNT, the figures were much higher. At that time, there were no different social networks and that is why students found more time for reading books. Today, these figures are much lower. Of course, it is impossible to be behind today’s innovations, but everything has its limits.

In addition, the young man said that the future intellectual nation needs experience: “Many young people stay abroad after finishing their studies. The main reason is that everything is provided there, the financial circumstances are much better than in our country. When a person is in need of money such concepts as patriotism and love of your country get a back-seat role. Therefore, besides spiritual values we should pay attention to material ones too.”

It should be noted that the focus group members expressed a strong interest in the prospects of development of the project called “From an Intellectual Nation to the Intellectual Potential: Development of Information and Communication Technology Impacts on the Masses.” The focus group members noted that they had already filled in different kinds of questionnaires for research. They wanted to know what was planned in terms of the development of such a large project in the future. The focus group managers explained that the project implementation phase was planned until 2015. In the first stage of the project, the following work was performed: a survey among young people in Almaty city has been conducted, focus groups have been organized, a book—*From Intellectual Potential to Intellectual Nation*—has been published, and the www.intelligent.kz website has been launched.

Young people participating in the focus groups held in Aktau city also discussed the issues relating to the formation of an intellectual nation in Kazakhstan with great interest. Askar Sagitjan contributed: “Intellect is a human capacity of thinking. It is the ability of each person to think about the development of his nation at the level of ideas. It is impossible to measure intellectual capacity of a nation, but we can evaluate it in comparison with other countries. For instance, if we compare Kazakhstan with Japan, we can notice that they are totally different. There are many mineral recourses in Kazakhstan, but there are not any in Japan. The country is developing due to the human capital. We do not appreciate the human capital enough. Therefore, we aim at developing it.” Some people,

as we found, had no idea of an intellectual nation. This can be partially attributed to the fact that young people from this region have not received the full information about the implementation of this program yet. Young people should be actively involved in creating the nation's future. This is the most important thing. Kazakhstan's educational system is of concern to the young people. Askar Sagitjan said: "Educational system and its formats require changes. In Japan, twelve-year education is divided into three parts: general, secondary, higher. After four years of education, they make any discoveries. During secondary education, they improve this discovery. While studying in higher educational institutions they implement this discovery. Then a company patents and introduces this technology. In my opinion we lack such approach. We have projects proposed, but they are not implemented. In Japan, the proposed projects are certain to be distributed among companies and implemented. The author of this idea gets 3 % to 5 % of profit from this implementation. This is the motivation. Therefore, they often invent something new there." Serikkhan Juzeyev stated: "In my opinion, intellect means activity. I stand by the President's initiatives. Getting quality education and becoming an educated person depend on young people themselves. Any young person should contribute to the development of the country. If we join our efforts and work together in the framework of this project, I think, we will achieve good results. This project should be actively promoted in villages and auls."

At the same time, the respondents answering questions about factors that threaten the increase of the intellectual potential in Kazakhstan mentioned the low informational potential of the Republic, the lack of material and financial funds, the slackness in the production of advanced technologies, and the lack of a spiritual, cultural, exemplary and educational environment. The respondents considered the increase of the social and political activity of the citizens, the need for strong policy from the government, and the active development of quality culture and entrepreneurship in the field of education to be the main factors for creating a prosperous environment for the development of Kazakhstan's intellectual investments. The development of national intellectual values and the growing influence of global processes were also mentioned among other prerequisites for the formation of an intellectual nation.

We note, here, that Kazakhstan was ranked sixty-eighth out of 185 countries in the Human Development Index, in 2011. The results of the research are published annually by UNO, whose experts placed Kazakhstan in the group with the high human development indexes. Besides, there is The Legatum Prosperity Index, a composite indicator that measures the achievements of the countries in terms of their wellbeing and

prosperity. It has been produced and published by the UK Analytical Centre, The Legatum Institute, (Legatum division of the international investment group), since 2006. The purpose of the research is to study social welfare and development on a global scale. The index is based on seventy-nine indicators, combined into eight categories that reflect different aspects of life and social welfare parameters:

1. Economy
2. Entrepreneurship
3. Governance
4. Education
5. Health
6. Safety and Security
7. Personal Freedom
8. Social Capital

According to the research, Kazakhstan was ranked forty-sixth out of 110 countries in the Prosperity Index, in 2011. This was a very good result. At the same time, Kazakhstan has overtaken such countries as Bulgaria, Saudi Arabia, Belarus, Latvia, China, Romania, Russia, Uzbekistan, the Philippines, South Africa, Ukraine and Turkey. According to the sub index of education, included in the Prosperity Index, Kazakhstan is ranked forty-second, and it has overtaken such countries as the Ukraine, Malaysia, Kuwait, Singapore, Bulgaria, China, Chile, Saudi Arabia, Uzbekistan and Turkey [22]. Talking about the education index, we note that, according to QS, Al-Farabi Kazakh National University became one of the world's top three-star universities. A unique scientific potential is focused at the university: about 150 people have a non-zero citation index—none of the universities or academic institutions have such an indicator. That means that 150 people are doing world-class science. By the way, this figure is also dynamic. Last year, the total impact factor was 140, and two years ago it was 95. This year, we're planning for about 200. This shows the high potential of our university scientists. By 2015, we will have entered the first 200 universities of the world.

Revival of the scientific potential in the country, increasing the availability of educational funds for people, increasing the responsibility between the government and people, and increasing nation's intelligence were mentioned among the activities that should be implemented to increase the potential of an intellectual nation in Kazakhstan. To increase the intellectual potential of Kazakhstan, it is necessary to create a knowledge society. Increasing the research and innovation potential, the availability of getting knowledge by people, the availability of information

equality for citizens, and the availability of spiritual and moral values for the public are considered to be prerequisites for contributing to this.

CHAPTER 3

THE ROLE OF SPIRITUAL AND MORAL VALUES IN THE CONCEPT OF A NATION'S INTELLECTUAL POTENTIAL

3.1. Modern Development of the Country in the Era of the Kazakh Renaissance

The overwhelming majority of the respondents mentioned the formation of model and spiritual traditions, the implementation of innovation and economic reforms, the implementation of social and political projects, and the development of information technologies among the factors influencing the development of the mental capital of the people and the intellectual capital of a nation. It is noteworthy that the spiritual traditions and moral values are the first priority. This is a demonstrative moment. After gaining independence, it became possible to communicate comprehensively with the world community, to know their history, culture, literature and level of estimates, obtained on the basis of universal values. The declaration of 1995 as the “year of Abai,” 1996 as the “year of Zhambyl” and 1997 as the “year of Auezov” by UNESCO gave a new push to this process.

As G. Yessim, an Academician of the National Academy of Sciences of Armenia, mentioned in his article called “Kazakh Renaissance,” the present era for Kazakhstan is a time of prosperity unprecedented before. “This is a Golden Age. The Kazakh Renaissance is an expression of a national idea. Nowadays, everyone can implement his ideas. President Nursultan Nazarbayev proposed the idea of becoming one of the fifty most competitive countries. This is a great idea. This is a golden base of the Kazakh Renaissance. Anyone who wants to achieve more thinks about the future. We have been in captivity for centuries. Times are different now. We should not be shy or indecisive. If we want our descendants to have a future, every Kazakh needs to decide two problems, in my opinion.

For each Kazakh citizen, the history of his family should become home archives, which store family traditions. The word ‘Kazakh’ contains the notion of humanity, brotherhood, kinship and statehood. When we say,

‘We are Kazakhs,’ that means we are the citizens of our country. Kazakhstan is the name of citizenship ... We, Kazakhs, should move away from clannish adherences and we should move to an entirely new level of political and spiritual content. The existence of the state–Republic of Kazakhstan is the proof of the above. We are proud of our culture and we have a religion—Islam. Today, the country is developing dynamically and successfully, the citizens of Kazakhstan reassess their values and I think that some problems and difficulties will not prevent us from moving forward” [23].

In developing the “Intellectual Nation” project, we should not forget that an intellectual and intelligent person must work for the future of his country and for its successful development. In doing this, he achieves the highest level of the aesthetics category—the “aesthetics of service.” All personal qualities that are passed on during the formation of a personality (moral, religious, social, philosophical, spiritual, ethical, philosophical, political, aesthetic, educational, legal, etc.) should focus on one thing—“aesthetics of service.” That is, to be an intellectual citizen not only in the cognitive and theoretical terms, but also in practice and in action. For example, a great Kazakh philosopher and educator, Abai, put forward the concept of the “full human being” [24].

Abai’s “full human being” is a social personality, a fully spiritually advanced person who does well for the society, environment, people, humanity and the whole world. These ideas are connected with the first principle of our President, which was proposed in the “Intellectual Nation—2020” project: “We need people who know how to work in the twenty-first century, professionals who are well aware of domestic and international processes, patriots, putting national interests above personal ones. Today, creative thinking and the ability to process knowledge and generate new solutions, technologies and innovations have become the most valuable qualities” [25].

The third principle of the “Intellectual Nation—2020” project is the spiritual education of youth. One of the negative impacts of globalization is the isolation of the Kazakh youth from their native grounds, the prevalence of consumer awareness, the cultivation of material wealth, and materialistic pragmatism. President Nursultan Nazarbayev, who is concerned about how widespread these pseudo-values are, urges people to oppose these phenomena by strengthening the national and cultural values and morals of the young generation, which is right and significant: “Knowledge and skills cannot be creative force, if they are not based on national priorities, moral values, public debt concepts, social solidarity and continuity of generations” [26]. It was not for nothing that Abai said that

primary education should be taught in the native language, which attaches a child to national and cultural values, including religious values. In adolescence, you can start learning other languages and subjects. He also put forward the idea of the correctness of religious education and morality for the purpose of the moral education of a person. Abai is a supporter of the symbiotic and synthetic method in education [27]. He is convinced that, for moral education, children should be taught the canons of religion and religious morality. Being a believer and a spiritually developed person, the child will define the priorities and strategies of his development more correctly in the future. The modern educational policy and pedagogy of Kazakhstan are going that way. The motivational concept of the society is in science and education, in human development and in the formation of a full human being. Abai Kunanbayev's ideas are identical to the concepts of the leader of the nation: N. Nazarbayev deeply focuses his thoughts on the concept of the motivation of the younger generation in the third principle of the formation of the intellectual nation and the intelligent personality. Developing the ideas of A. Kunanbayev, the leader of the nation encourages the society to national and universal values: "Our young generation should definitely learn the truth as old as the world—only one who benefits people and his country can achieve real success in life" [28].

Spiritual values and national culture are of paramount importance for the development of every nation or ethnic group. Culture can be represented as a huge laboratory in which universal and national values are created; the achievements of human society from ancient times to the present day are collected. All these values are a legacy of the culture of peoples. Therefore, we must begin the acquaintance with the national culture from its heritage. In Ozhegov's Russian Language Dictionary, the word "heritage" is defined as "a phenomenon of spiritual life of people, their lifestyle, inherited and perceived from previous generations, from their predecessors." Heritage is a necessary foundation for building new culture by future generations. The present generation is enriched by the experience of the past generation and passes this experience to the future generation. This eternal circle of three unities is open while people live.

The purpose of humanitarian studies is to analyze, discuss and assess the ways of the formation of the intellectual potential of Kazakhstan. Creating a spiritual society, based on universal benefits and national values, is the responsibility of each of us. Today, one of the main tasks for our independent country is to keep up the country's spirit and ideology, and to form patriotic feelings. For these purposes, we need a national idea that strengthens spiritual foundations and the highest goals of the nation.

In Kazakhstan, being on its way to development, the problems of spiritual and national ideas (which are the basis not only for the society and the state but also for information policy) are on the agenda.

At the UN Millennium Summit, in September 2000, Heads of States, including the President of the Republic of Kazakhstan, promised to make every effort to achieve the goals, which included eradicating extreme poverty, achieving universal primary education, promoting gender equality and empowering women, reducing child mortality, improving maternal health, combating HIV/AIDS and tuberculosis, ensuring environmental sustainability, and developing a global partnership for development. It was planned that all of these goals would have been achieved by 2015. We can see significant progress, nowadays, but there is still so much to be done [29].

Kazakhstan was selected by the UN Group on development issues as one of the fifty countries with which to conduct national consultations on global sustainable development, for the period beyond 2015, and it is one of the seven Eastern European and CIS countries, which will offer their global vision. In Kazakhstan, national consultations were held from October 2012 to March 2013, in which more than 2,000 people took part. Most of the activities were held in Astana, Aktau, Almaty and Kyzylorda, supported by the Government of the Republic of Kazakhstan. The main objective was to conduct inclusive and productive discussions on development issues and to agree on recommendations for a new global agenda. Inclusiveness was emphasized as a fundamental condition for the consultations, to get balanced view of existing challenges.

More than 2,000 people took part in national consultations, held from October 2012 to March 2013. Major consultations were held in Astana, Aktau, Almaty and Kyzylorda. The results of these consultations are presented in the report with a bright and imaginative title: "The Future We Want." This report is the result of an open process involving all the parties concerned, including the public and private sectors, civil society, representatives of the scientific communities, youth, and vulnerable groups. The consultation emphasized the need to continue working towards achieving the Millennium Development Goals, where corresponding tasks have not been solved, including tasks in the field of public health and environmental sustainability, as well as tasks defined in 2007 in relation to poverty reduction, education and gender. Almost all participants of the consultations agreed that the MDGs are still relevant, especially in the conditions of the growing desire to overcome inequalities. The challenges raised during the discussions found this response among the participants belonging to different groups, but differences were observed under the

prioritization of these challenges. In general, during the consultations held in four cities, the following common challenges have been identified: 1) environment protection; 2) health; 3) peace and security. Other areas that have also been actively mentioned were infrastructure, green economy, employment, good governance, regional development, education, gender, culture, and issues connected with welfare and the professional training of young people [30].

We note, here, that the studies conducted on the project for a scientific funding grant called the “Development of Humanitarian Technologies in Formation of Public Awareness of a Citizen of Intellectual Society” also served to identify the main types of information and education inequality, and to observe the tendency in the formation of public opinion on the issue of education and culture.

The studies conducted by the participants of the student scientific expedition in three major regions of Kazakhstan—Aktau, Semey and Kyzylorda—also revealed the opinions of young people about the Millennium Development Goals. For example, in Aktau, young people, mainly students of schools and colleges, took part in the survey. We note that inhabitants of these areas are mainly indigenous and only small number of Oralman participated in this survey. This can also be considered as a kind of information inequality in terms of communication strategies. Kazakh people are a single nation, and it is wrong to exclude the participation of Kazakhs who came to their historical homeland from other countries from sociological research.

Young people from Akatu said that all of the goals are equally important, when answering the following question: “Which of the ‘Millennium Development Goals’ do you consider the most important?” The highest percentage—84.5 %—said “gender equality and women’s rights expansion,” i.e., “gender aspect.” Also, a high percentage said “improving maternal health”—91.3 %. It is interesting that a very small percentage of the respondents indicated “ensuring environmental sustainability” and “eradicating poverty and hunger” as important goals—6.0 % and 5.4 % respectively.

On the contrary, young people from Semey considered “eradicating poverty and hunger” to be very important—62 % of the votes, as well as “combating HIV/AIDS, malaria and other diseases—22 %. On the whole, 88 % of the respondents considered all the MDGs important.

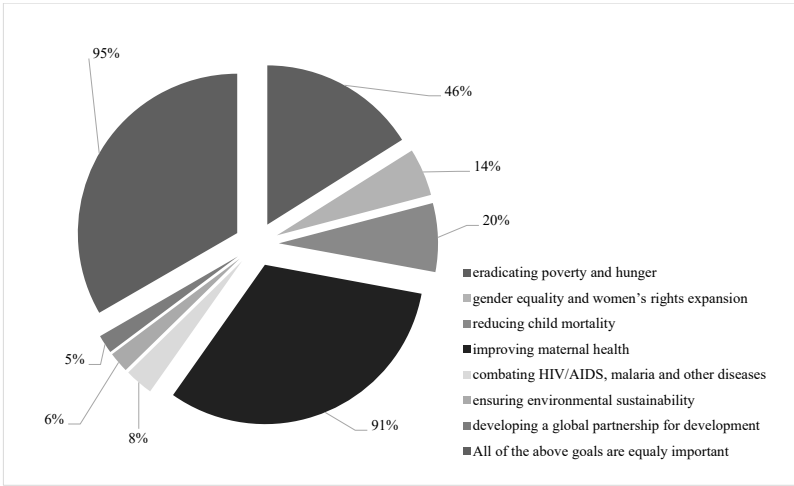


Fig. 13 Which of these Millennium Development Goals do you consider the most important? Aktau (% of total respondents)

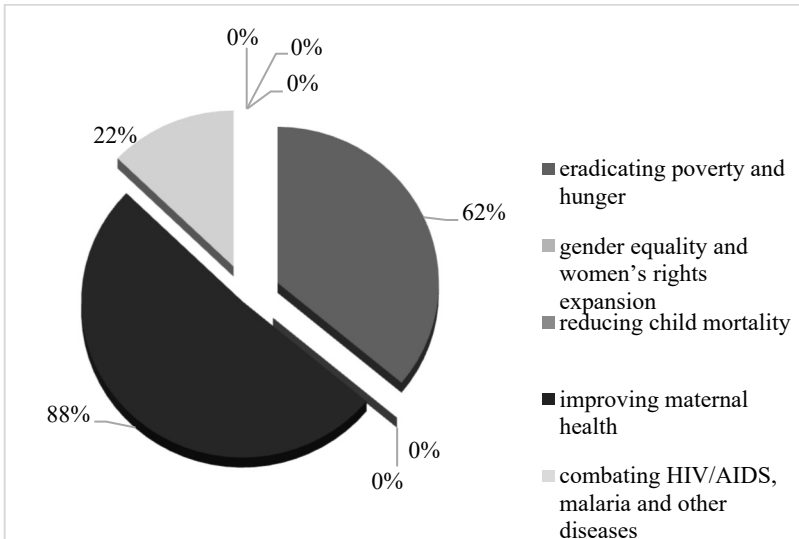


Fig. 14 Which of these Millennium Development Goals do you consider the most important? Semey (% of total respondents)

In “the future we want” report of the UN country team, it also noted that, at the national level, Kazakhstan has achieved significant progress in implementing MDGs. Global goals helped Kazakhstan to focus on a number of important spheres of development to improve living standards and Kazakhstan’s experience indicates that it is possible to make significant progress over a short period of time if there is a strong political will. There has been significant progress in reducing child and maternal mortality, and modernization is evident in many other areas of life. As our scientific research is directed to the issues of the formation of an intellectual nation in Kazakhstan, it was interesting to hear the views of the UN team on the development of education and its accessibility for young people in Kazakhstan.

Thus, the report noted, “Kazakhstan is a highly educated nation with compulsory universal primary and secondary education. At both levels of education, there is a high level of gender balance. The difference in incomes plays a fundamental role in getting further education after finishing secondary school, although more girls than boys enter universities and colleges” [31].

During the consultations, a number of disadvantages in the system of education have been revealed; a recommendation was made to reform the national education system from preschool to higher education, including education in vocational and technical colleges, in order to make education continuous, integrated and correspond to the changing labor market. This is entirely consistent with the strategic objective set by the President of the Republic of Kazakhstan, N. Nazarbayev, in his address, called “Socioeconomic Modernization Is the Main Vector of Kazakhstan’s Development,” where the Head of State talks about continuing education that forms the good citizen of the intellectual society.

Formation of an intellectual society in the country is determined by examining the methods based on the humanitarian sciences and values necessary for the implementation of measures aimed at ensuring the social and economic effectiveness of the “State Program of Education Development of Kazakhstan for 2011–2020” integrated project of the “Intellectual Nation—2020” program, aimed at the training and improvement of scientific potential, the development of means for implementation, and the recommendation of communication strategies.

The UN report also pointed out that, despite maintaining a high level of literacy and academic achievement in Kazakhstan, the country's level of development requires new skills and a new way of thinking. The education system must train the youth to be ready to cope with the changes of today in order to help Kazakhstan remain competitive on the world stage [32].

Communication, information and knowledge are the driving force of progress, contributing to improving the level and quality of life. Information and communication technologies (ICT), whether traditional or modern, give new and reliable development opportunities to people around the world. In addition, many countries, especially the least developed, do not have full access to information and the information exchange, which deprives them of the chance for the prospects of long-term and sustainable development. Communication has a dual task: to promote the development of economy and of mentality. Its implementation is associated with multicultural factors and openness, sustainable development strategy, and the creation of an atmosphere of trust in society. For Kazakhstan, development of ICT, in general, and satellite technologies, in particular, is becoming one of the key factors in addressing competitiveness.

One of the main directions in the implementation of the program of forced industrial and innovative development of the Republic of Kazakhstan, up to 2014, was the development of communicative technologies, as well as the training of high-class professionals in this field. According to the research of the International Telecommunication Union (ITU), a special department of the UNO, determining standards in the field of ICT, Measuring the Information Society 2012, Kazakhstan overtook Russia in the global ranking of ICT development. Thus, Kazakhstan took fifty-fifth place, according to the Index of ICT, and Russia took fifty-sixth. Sweden led the ranking, Singapore took second place and Finland took third. The index was developed in 2007, on the basis of eleven indicators, which the ITU operates in its assessment of ICT development. The index brings these indicators into a single criterion, which aims to compare the progress in ICT development in countries around the world and can be used as a tool for comparative analysis at global, regional and national levels. These indicators are related to ICT access and use of ICT, as well as practical knowledge of these technologies by the people of the countries surveyed. Note that, in the framework of the strategy of communications development, the Information and Communication Technologies Development Fund has been established in Astana. Its mission is to help Kazakh people implement their innovative projects. This year, a contest of “start-up projects” will be held. The winners will receive funds to implement their ideas and will undergo an intensive training course on the basics of entrepreneurship. Both teams and individuals who have been evaluated and who have proved the commercial potential of their product or technological decision may participate. The Information and Communication Technologies Development Fund will be supported by

“Kazakhtelecom,” “Kcell” and “Kar-Tel” telecom operators. Such funds have already been working successfully in the US and Europe. One of the illustrative examples is “Y combinator” in the United States. Having invested \$18,000 US in the DropBox data storage service, specialists of the fund have created a company whose market capitalization, today, has reached four billion dollars.

The United Nations published a study and an accompanying ranking of countries by level of development of e-government, in 2012. A document entitled “The United Nations E-Government Survey 2012: E-Government for the People” evaluates the readiness and ability of national government agencies, in 190 countries, to use ICT for providing government services to people. According to the UN report on the index of development of e-government, Kazakhstan took thirty-eighth place, in 2011, having overtaken European countries such as the Czech Republic, Poland, and all other post-Soviet countries, except Russia. According to the index of “e-participation,” Kazakhstan takes an honourable second place, and is fourteenth place in “online services.” Currently, 219 interactive and transactional services are provided for Kazakhstan citizens in the framework of “e-government.” The number of registered users, which has increased 2.7 times since 2010, proves the active promotion of “e-government.” More than twelve million certificates have been issued by means of the e-Gov portal. This year, in a pilot mode, it is planned to establish four specialized public service centers for the registration of vehicles and the issuance of driving licenses in Astana, Almaty, Aktau and Karaganda. In 2013, this work will be continued in other regions of the country.

The level of internet development is an important indicator of social development. Today, in Kazakhstan, cities, such as Astana and Almaty, as well as all regional centers, are provided with 3G technologies. This year, there are plans to introduce third-generation services in all settlements with a population of more than 50,000 people. As to implementation of LTE (4G) technologies, the construction and testing of a pilot network is scheduled for this year. Internet access under EVDO technology has been organized in Kostanay, Zambyl, South-Kazakhstan, Pavlodar, Almaty and Aktubinsk regions. Note that, according to preliminary statistical data, the number of Internet users in Kazakhstan in the first quarter of 2012 increased to 57.6 %. As the Minister of Transport and Communications, Askar Zhumagaliyev, reports, in 2011 and 2012, the cost for the wholesale internet has been reduced to 75 % of the previous cost and the monthly fee for the popular “Megaline” tariff plan has been reduced to 10 %; however, the speed in the number of tariff plans has been increased two-fold. As for

mobile communication, the cost for intranet calls has been reduced to 33 % and to the networks of other operators, on average, to 27 %.

UNO and UNESCO also calculated the number of internet users in other countries around the world. These data are contained in the report published by the UN commission on broadband communication, prepared under the auspices of UNESCO, and the ITU. The UN report provides information about the growing number of internet users in 177 countries around the world and about the economic benefits of the distribution of the latest ICT for the people from these countries. Special attention in this report is paid to broadband connection and its availability in different regions of the world. The document says that, today, 2.26 billion people around the world have internet access. According to the UN Information Centre, as of September 24, 2012, Iceland leads in the degree of internet coverage; 95 % of the population use the internet there. Among large countries, Germany has reached great success: 83 % of all residents have internet access. In the US, 77.9 % of people enjoy this advantage; in Russia it is 49 %; and in China it is 38.3 %. In Kazakhstan, 45 % of the population is covered with the internet. Our country is ahead of Belarus, Moldova, Georgia, Ukraine and other former Soviet republics. In Guinea, Nigeria, Somalia, Burundi and Ethiopia, internet users make up about one percent of the population. Meanwhile, according to the Index of Internet Development (The Web Index), which is a comprehensive measure that characterizes the level of the impact of the internet on various spheres of public life in the world, Kazakhstan takes an honourable twenty-eighth place, ahead of countries such as China (twenty-ninth) and Russia (thirty-first)! The study was carried out in 2012 and covered sixty-one countries. This index is issued by World Wide Web Foundation, an international organization led by Tim Berners-Lee, who is the developer of the concept of the World Wide Web. According to the ITU, Liechtenstein leads in broadband communications (71.6 %). Among large countries, France takes seventh place in the list (36.1 %), the US takes eighth place (28.7 %), Russia is fiftieth (12.2 %) and China fifty-third (11.6 %). In Kazakhstan, 7.5 % of subscribers use broadband stationary communications, which is more than in Ukraine (7 %), Armenia (5 %), Uzbekistan (0.5 %), Kyrgyzstan (0.3 %) and Tajikistan (0.1 %). The ITU estimates that, by 2015, at least half of the world's population will have access to the internet content and to the means of broadband communications.

In Kazakhstan, measures to ensure broadband internet access, using CDMA-450/EVDO, FTTH and Wi-Fi technologies, are being implemented under the Development of Information and Communication Technologies Program for 2010 to 2014. Broadband access provides high-speed data

transmission and permanent connection to the internet without the need to establish a switched connection. The introduction of broadband access in Kazakhstan will develop a wide range of innovative services, such as cloud computing, remote electronic processes, virtualization computing and many others.

Cultural issues in the consulting surveys of the UN team were discussed in two contexts: 1) protection of cultural heritage; and 2) human behaviour that is ethically or culturally inappropriate for maintaining national values.

The question about Kazakhstan losing its cultural heritage was raised. Craftsmanship skills disappear very quickly. It is felt to be connected with rapid industrial growth in some parts of the country. For example, there used to be eight archaeological sites in Almaty, but now only one of them still exists. It was noted that, last year, the president expressed concern about the country's ability to preserve its history, culture and traditions. Kazakhstan recently signed a Declaration on Cultural Heritage, which is an important step in order to raise cultural issues in the state development agenda at the proper level, which stressed the need for stronger political will and attention to perform the stated commitments, and for finding ways to integrate cultural values into Government policy. However, the need for stronger political will and attention to perform stated commitments and finding ways to integrate cultural values into government policy were emphasized.

Thus, the UN report "The Future We Want" and the strategic goal of Kazakhstan in the field of knowledge society and intelligent citizens who are able to benefit their country and be competitive on the world market coincide in many respects. This indicates the global historical approach and the deep understanding of the objectives set for the Kazakh society.

Conducting comprehensive studies in this direction on a national level will become the basis of the formation of an intellectual nation in Kazakhstan. Initiated research in the field of humanitarian technologies that increases the potential of an intellectual society and the development of human capital in Kazakh science gave a new push to the development in this sphere. This forms the scientific environment in which a humanitarian basis and technologies of efficient implementation of government reforms, aimed at creating the intellectual capital of the nation, are developed.

A student scientific expedition called the "Kazakh eli" ("Kazakh country") started on the July 19, 2013, at the journalism faculty of Al-Farabi Kazakh National University, in the framework of the application of humanitarian technologies in the implementation of the "Intellectual Potential of the Country" project, with financial support from the state

program of the Ministry of Education and Science of the Republic of Kazakhstan and in accordance with the agreement on the cooperation between the United Nations in the Republic of Kazakhstan and Al-Farabi Kazakh National University.

A priority of this unique project is to study the issues of the preservation and transfer of the intangible values of Kazakh people from one generation to another, according to the UNESCO International Convention for the Safeguarding of the Intangible Cultural Heritage. Expedition participants studied the problems of the regions, the issues of the social development of villages and auls (under “Kazakhstan after 2015” in the framework of the UN Millennium program), and the possibility of Kazakhstan entering the International Decade for the Rapprochement of Cultures through the information space. In addition, an information campaign called “A letter to the village,” devoted to the problems of Kazakh villages and villagers in Mangystau, Kyzylorda and Semipalatinsk regions, was carried out during the expedition.

A total of 500 participants from the regions were involved, including respondents, interviewers, scientists, cultural workers, and university and secondary school students.

Research findings will be implemented in the “Atlas of Intangible Values of Kazakh People,” which will be presented at the I Humanitarian Forum, in 2014. In this historical and informational document, the national spiritual brands of five Kazakhstan regions will be classified and collected into a single database. This gives us an overall system of knowledge about national traditions, history and the culture of people, and, most importantly, their preservation and development, and the exchange of cultural information at a regional level (Annex D).

We note, here, that a lot of work on the protection of intangible cultural heritage is being carried out in Kazakhstan at the state level. A National Committee for the Safeguarding of the Intangible Cultural Heritage (ICH), which involves prominent scientists, researchers and representatives of state bodies, was established. A project of concept for the safeguarding of ICH has been developed and approved. Now, a National Plan of Measures for the Protection of ICH is being considered. A national list of ICH, which currently has eighteen elements included by UNESCO in the list of the ICH of Humanity, was collected through the work of the committee. They included Kara Zhorga (қаражорға) and Куй (күй). Among the nominations to be approved are “Yurt” (юрта) and “Aitys” (айтыс). The “Atlas of Intangible Values of Kazakh People” will contribute to the list of national brands. Besides, it will allow the younger Kazakh generation to learn more about Kazakh spiritual and cultural traditions.

This expedition is a unique project, which aroused great interest among young people. An announcement about the scientific expedition, “A Letter to the Village,” was posted on social networks, where young people shared different information about the current situation in villages. Also participating in the expedition let young researchers express their impression about the trip in the essays below, which tell us about the life of young people in different regions of Kazakhstan: <http://rus.intelligent.kz/>.

Semey City. Palace of Culture. About one hundred cultural figures work in the Palace of Culture. There are eighteen art groups there. Many innovations have been introduced in the Palace of Culture. This year, a methodological room for groups was opened and one more TV set for visitors was installed.

Dostoevsky Museum. There are seven memorial and literature museums of Dostoyevsky in the world. Six of them are in Russia and one is in Kazakhstan. F. M. Dostoyevsky spent five difficult years in exile in Kazakhstan. Here, he met his first love, M. D. Isayeva. After a long break, he returned to the world of literature. In Semey, he met P. P. Semenov-Tyan-Shansky, A. E. Vrangeli and Sh. Ualikhanov. In 1971, the apartment where F. M. Dostoyevsky lived was turned into a literary museum of the writer. In 1977, a new museum, which combines the image of F. M. Dostoyevsky in Semey and his place in history, as well as all his literary characters, was opened. The establishment of the museum was dedicated to the 150-year anniversary of the writer. The building was designed by architect V. F. Vlassov. It was made in the shape of a half-opened book. There is a monument dedicated to F.M. Dostoyevsky and his friend Sh. Ualikhanov in front of the museum. Among the exhibits, you can see the first editions of works such as “Crime and Punishment,” published in 1867, “Teenager” (1876) and “The Brothers Karamazov” (1881). The memorial apartment is on the top floor of a small wooden house. A postman, Lopukhin owned the house at that time. In 1857, Dostoyevsky had rented this house for “eight silver coins per month,” before he married Isayeva. Before leaving Semey, he had lived two and a half years in that apartment.

Local History Museum in Semey. The building of regional local history museum was constructed in 1856, ordered by Governor-General Procenko. The architect is unknown. After the establishment of Soviet power, this building was called Freedom House. The first council of the deputies of Semey city was located there. On June 11, 1918, there was a counterrevolutionary riot in Semey. During the terror, the White Guard settled there. After the restorations of Soviet power, a political department of the peasant cabinet and, then, Semey army group headquarters were

located in the building. Between 1922 and 1928, the Russian Communist Party (Bolsheviks) provincial committee was functioning in the building. Officers of the Kazakhstan Communist Party (Bolsheviks) were working there between 1930 and 1938. In 1957 to 1958, the building was reconstructed. Under the layers of the walls of the third hall, frescoes displaying the phoenix from different angles were found. The Local History Museum has been functioning in the building since October 1977. The museum is located in a separate building, constructed in the style of oriental architecture. The total area is 536,6 m², 400 m² of which are the rooms of permanent exhibitions (exposure), storage foundation and offices. This year, the museum's staff pay much attention to meeting the spiritual values of the residents. There were 3,890 exhibit items in the museum in 2009, including basic and additional funds.

The permanent exhibit museum structure consists of three sections:

The nature section gives extensive information about the general characteristics of the nature of the region, including its animals and plants. Scientific data on weather conditions, terrain and mineral resources, etc., of the region and research works of the region's scientists are widely promoted. Cultural events dedicated to the protection of nature in the region and environmental issues are held.

The ancient era section is based on scientific evidence, covering the history of the people who lived in the Stone Age. There, you can see the relics that have been found during archaeological works as well as cultural sites of ancient nomads inhabiting this region in the first millennium BC. A valuable complex of ancient relics providing knowledge on national priceless heritage has been collected. Antique records, documents, archival information, and photos that cover cultural and historical development of the region were widely used. Works and separate scientific interpretations of the researchers of the region and Orientalists are presented.

The modern age section. This section gives substantial educational information about the history of the region up to this day. Planned scientific research work on collecting materials is held in the museum. Research materials related to the history of the region from the fund of the Republican State Central Archives and the National Academy of Science, as well as from the archives of cities, such as Omsk, Astana, Semey and Oskemen, constitute the scientific fund of local materials of the museum. Materials based on them are published in national, regional and district-level publications. Geographical, archaeological and ethnographic expeditions are often organized by the museum. Due to the work carried out, samples of valuable national heritage are being collected.

Abai museum in Semey. The Abai Literature and Memorial Museum was established upon the recommendations of M. Auezov, based on the resolution of the Council of People's Commissars of Kazakh, SSR No. 347, dated April 1, 1940, devoted to the ninety-fifth anniversary of the great poet. It is the first literature museum in Kazakh history. In 1990, by the resolution of the Council of Ministers of Kazakh, SSR No. 141, dated April 5, 1990, due to Abai's one hundred and fiftieth anniversary, the museum was reorganized into the State Cultural Historical Literature and Memorial Reserve Museum of Abai, called "Zhidebai-Borili." The main fund of the museum consists of items transferred to Abai museum in 1885. About thirty of these items are stored in the museum fund. During its first years, the museum was located in the houses of Bekbay Baiysov and Aniyar Moldabayev, where Abai often stayed when he came to Semey. In 1967, the museum was moved to the house of merchant R. Yershov. The reserve museum in Semey included the main museum, the "Alash arystary-M. Auezov" museum; in Abai region, M. Auezov house-museum (Borildi), Abai house museum, "Shakarim Sayat korasy" (Zhidebay) and Shakarim Abenuly house-museum (Kundyzdy); and in Urzhar region, Asset Naymanbaiuly literature and memorial museum (Makanshy), "Abay-Shakarim" mausoleum complex and the area of the reserve of 6400 hectares (Zhidebay). The reserve covers the area of historical places: Abai house-museum, "Abai-Shakarim" mausoleum complex, Yerkezhan cemetery, Kudayberdi-Zerde Ulzhan cemetery-castle, Zulgarysh wintering, Ak Baz graves, Kengirbay (Bi Ata), Kunanbay well, Makhmut saray, Mussakul hill, "Russian saray," Ospan Lake, Ospan well, Yryzdykbay saray, "Shakarim Sayat korasy" exposition, and Shaykenbay-Gabitkan cemetery-castle. The main museum in Semey includes the merchant R. Yershov's house, a new building, the Mosque-Madrassa of Akhmet Riza, and the "Alash arystary - M. Auezov" museum and office building. There are theme-exhibition halls, such as the "Abai epoch," "Abai and visual arts," "Abai and Semey city," "Origins of Abai's works," the "East Hall" (dedicated to the poems), and the "Greek Hall" (dedicated to the "Zhaz" (Summer) poem), as well as the "Poetic school of Abai" Hall, "Abai studies" Hall, "Anai in hearts of his people" Hall, and the "Gifts" Hall in the exposition of the main museum. There, you can find a lot of information about Abai's life and works, his poetic and affined environment, his contemporaries and successors. There are antiques, which were left by the poet's family, original documents, ethnographic and archival data reflecting Abai's epoch, his public activities, rare works of Oriental scholars, works of Western philosophers, and recordings of his contemporary poets in the museum. Also, the exposition included a six-wing yurt, furnished in

Kazakh national traditions and valuable domestic household goods, expressing the city life of Kazakh people in the late-nineteenth and early-twentieth centuries.

Semey Pedagogical College. The pedagogical college is named after Mukhtar Auezov, who first started training teachers in this country, and is now 110 years old. It was established as a seminary for teachers. In 1920, it was reorganized into a national education institute. In 1922, two pedagogical colleges (Kazakh and Russian) were established in the early years of this institution. In 1937, two pedagogical schools were founded at the pedagogical college. In 1953, they were united and a teacher training college, named after K. Ushinsky, was established. In 1967, the institution was named after a great writer, M. Auezov. With time, the pedagogical college was reorganized into a college. Semey Pedagogical College was the first institution engaged in teacher training, not only in our country but also throughout Central Asia. The history of the pedagogical college is closely connected with the names of famous scientists and public figures: academician Kanysh Satpayev, Professor A. Margulan, writer Azil Khan Nurshaiykov, founder of Kazakh cinema Sh. Aimanov, and the first member of the Academy of Sciences of the USSR A. Sembaev.

Tuyemoynak Island. The so-called "Tuyemoynak Island" was once the centre of meetings of the alash orda people. Tuyemoynak is officially called "Colonel's Island." There is a famous monument called "Stronger than Death," which became a symbol of the city. The "Museum of Peace," which we mentioned above, is the main object in the memorial. According to an architect, Askhat Bakirov, the works carried out at the moment are a continuation of the "Stronger than Death" monument, which Shot-Aman Ualikhanov devoted to the victims of the Semey nuclear test site. The "Peace Museum" memorial complex consists of the necessary twenty points. These include parking, entrance gates, rest area, ethnic aul, "Zhaylau" Kumis café, and other places that provide adequate rest for the people. A five-story "Museum of Peace," in the form of the Earth, is in front of the "Stronger than Death" monument. The purpose of the complex is as follows: the "Stronger than Death" monument, which is located on the left side, reminds us of the hard days of the nuclear test site, and the "Museum of Peace" is a symbol of modern Kazakhstan, calling for peace and harmony. Also, there, you can admire a huge stage of "Peace" stele, which depicts seven swallows and a book containing the decree of President Nursultan Nazarbayev to close Semipalatinsk nuclear test site, which is essential for those Kazakhstan people who are indifferent.

Zhetysar City Diary (Travel Essay)

Zhetysar is a famous city. There are many Kazaks here. They drink kumis during all seasons here, and have fun “riding.” Ait, weddings, marriage proposals, horse races, Kazakh wrestling. Drunkenness. Fighting. Women, visiting each other’s places. There are a lot of ships, ferries, yachts in summer...A green island and a dense forest... In spring everywhere, you can see walking and singing people... Fipple flutes, accordions...A lot of fun...Still it is a cheerful city.

Zh. Aimauytov. “A singer”

June 21. We are still on our way. Although I didn’t imagine this city to be as wonderful as our capital city, but still I thought that the place where great Abai and Shakarim were born was beautiful. Entering the city, we couldn’t see anything noticeable, except a hanging bridge. For a traveller who came to the city for the first time its image is usually represented by the station and the airport. If a person doesn’t have any relatives in the city, of course he/she starts looking for a hotel. There are a lot of hotels here. Before coming to the city, you can find a hotel with acceptable prices on the Internet. Among them, the most famous and comfortable is “Semey” hotel. You can show the monument of Lenin, which is near this hotel, to your girlfriend. After we had settled, we went to see the city. The city is divided into two parts here: left and right banks of Irtysh River or New Semey and Old Semey. They are joined by a hanging bridge, which was built by construction companies of Kazakhstan, Japan and Turkey in 1998-2001. The total length of the bridge is 1081 meters, the width is 22 meters. The bridge became a symbol of pride of the local residents and young people who love speed. It was found out that there is one more bridge in Semey, which had been built in the twentieth century. Standing on these bridges you can see the whole city and also take a photo.

Buildings in Old Semey have a 200-250-year history. The special architecture of the city can be noted. If you had read “Abai Way” or “A singer” of Zhusipbek Aimauytov before, you could easily imagine the nineteenth century. According to the latest census, about 300,000 people live in the city. After 11–12 pm, the streets are empty. If it is a time of summer vacation for students and school pupils, you won’t see many young people either.

According to the parting words of Aidar Aga, we were helped by young people named Yerkebulan and Miras. They are both leaders of Semey youth, who call young people for unity and help the youth policy in the region to be implemented.

They promised to show us the city in the morning and also told us where we could find “a cheap student café.”

Having returned from a walk around the city, the two friends showed me wonderful pictures. I found out that there was an iron tree of love, installed for newly married couples, in one of the central streets of the city. Newlyweds hang locks with their names on this tree, which symbolizes eternal love. Such “trees” can be seen in front of wedding salons. This is also a kind of symbol of the city.

June 22. In the morning, a young man, Yerkebulan, met us. During these two days, he was showing us the city and didn't leave us for a moment.

We went to see “Eternal Flame” in the Central Square, together with Yerkebulan, as this day—June 22—was the day of the beginning of the Great Patriotic War. Veterans of the war who lived in the city also came to the Square. Having heard their memories about sorrows of those years, we shed tears and were looking at our heroes with great appreciation for our today's happy life.

Organized by the local youth, this event was to be continued at central park in “BodyART” and “Domyra party” formats in the evening. We promised to come and went on our travels around the city.

First, we visited the Museum of Fyodor Dostoyevsky. Here, we learned about the strong friendship of Dostoevsky and Shokan Ualikhanov; we found out about the life of Russian poet in the Kazakh land, the history of his books as well as his hard fate. In those years, when the Russian writer lived in Semey, he wrote such great works as “The House of the Dead,” “Uncle's Dream” and “Stepanchikovo Village and its Residents.” Here, F.M. Dostoevsky met P. P. Semenov-Tyan-Shansky, Sh. Ualikhanov and G. Potanin. Thanks to Shokan Ualikhanov, he realized the greatness of the Kazakh people.

After visiting the Dostoyevsky Museum, we came to the Museum of great Kazakh poet Abai. Despite that there were many foreign visitors, we also were paid attention and told a lot. We admired a table, which great Abai sat at and the things which the poet used. How wonderful it was! Those were the things of the great poet, who we had been told about since our childhood. Time passed so quickly when we were shown the halls, because it was very interesting. They are the holy things, which had been handed to us. They are a precious legacy that will exist in the future.

After visiting Abai Museum, we met with active youth of Semey city in the building of “Zhas Otan” youth group where we exchanged our views on pressing social issues and had debates. It turned out that the city youth enjoys doing rather than talking. We understood that they preferred

actions to words. It is very difficult to see such fixed work of a young committee in other cities. Perhaps, such active young people can manage the affairs of the youth all over Kazakhstan.

Our next place of visit was Semey Pedagogical College named after M. O. Auezov. As you probably guessed, Mukhtar Auezov had studied here. Besides him, Zhusipbek Aimaulytov, Kanysh Satbayev, Shaken Aimanov, Azil Khan Nurshaiykov had studied in this College. This is a sacred land, a noble place, which had given such great sons to the Kazakh people.

This year, we celebrate the 100th anniversary of Kazakh football. After all, the first ball was served to the playing field in this institution. “Yarysh” football team, in which Mukhtar Auevov played, was formed here. “Football is my namaz indestructible,” Mukhtar Auezov said. A century has passed since the time when the great writer played on the football field.

We left the heart of knowledge of our great figures and went to the outskirts of the city. We could see the “Stronger than Death” monument, built on the outskirts of Semey, from afar. Next to it, there is a monument of Peace. There is also the world’s only pyramid called “Mayors for Peace.” Words written in three languages express the wish of all the mayors of the world.

In the evening, an entertainment program for young people started in Central Park. They wrote “Almaty-Semey. Kazakh country” slogans in our bodies, and then we admired the wonderful kuys young dombra players performed. The events organized by different organizations were held at a high level.

After these impressive performances, we went to the new bridge. It is very similar to the bridge in Turkey; even from a distance, it looks very nice. Many people were taking photographs, many of them were debating. And, most importantly, everything was happening from the bottom of their hearts...

We spent this day at work, “running around,” but, despite this, we remembered much and we wanted to consider a lot of things.

June 23. The next day we got our bus to Astana. There was neither a direct flight to Akatu nor a direct train to Kyzylorda, that’s why we had to take a bus. Our trip to the wonderful city Astana took fifteen hours, and then a 2.5-hour flight.

**Syra Land—a Blessed Place, with the Sacred History
(Travel Essay)**

Syra Land-Alash Mother (N. A. Nazarbayev)

June 28. I deliberately said “good-natured.” The train, which left Mangyshlak, stopped even along the hills. Therefore, people call it so tenderly. After spending two days on the road, we came to Kyzylorda, which is called the second capital of Alash.

Kyzylorda is a closed city. It is hot in summer and cold in winter. However, a capital is a capital. It is a compact city with straight streets.

In the station, we were met by a group mate, he even had prepared an apartment for us. Tired of a two-days travel, we hurried to get to the apartment to rest and have a shower.

To tell the truth, we liked the apartment when we first saw it. Nevertheless, in the evening, a lot of mosquitoes flew into the room. It was the most interesting story in our journey.

We tried a lot to drive them out of the room. We burned newspapers, closed windows and sat in the stuffy room, and even went to bed in such a hot room. We had to spend all weekend fighting against mosquitoes and heat.

June 30. The next working day, we went to regional administration. We were checked more than in Aktau. We went further only with a cover letter. Having agreed everything with the management, we went to the regional department of administration in the field of youth policy.

In the department, we found out the time of meeting with the local youth and then we went to the regional organization on the protection of cultural and historical sites. Here, we obtained very interesting information. Despite being very busy, people who met us were quite friendly. They even gave us the information on monuments which are under protection of the State and which are being studied at this time. Leaving, we thanked them all for everything. They had shown themselves not only as high-class specialists, but also had tried to show the importance of their activity. Indeed, Kyzylorda is a city of monuments.

When we arrived, the most valuable gift for us was to meet new friends, get acquainted with the purposes of our peers living in different parts of the country and to join forces in order to take steps towards the bright future. In this respect, the youth of Kyzylorda city had helped us a lot. Our notebooks were filled with new ideas. Young men were especially active. They performed good reports on work and showed that they knew their plans very well.

We didn't walk much around the city. We visited City Park and played in the playgrounds. This is a brief description of our expedition, which lasted for two weeks only.

People Who Know Their History

A tall young Kazakh man with curly hair and dark sunglasses, dresses in a new style, came out of the white plane chewing a gum. He had nothing except a case in his hands. Ignoring others, he got a taxi.

(“Camel-Orphan”) Oralkhan Bokei

June 24. If it was an architect, Taszhan, a founder of Aktau city, who came out of the plane then, that day, young journalists intending to investigate this “snow-white” city came out of the same type of transport. In the airport, we didn't notice any differences of this city from other ones. Only when we entered the city by car, did we become excited.

Aktau city is the regional centre of Western Kazakhstan. This city is a fort situated near the Caspian Sea. A new, young city with a fifty-year history is developing by the example of Leningrad.

Our adventure in the city began when we were stopped by a policeman. Sitting on the backseat, I did not fasten the belt.

Then, it took us much trouble to find an apartment. A particular feature of this city was that the local people liked to say only two phrases: the first was about figures, and the other one was “What's the news?”

Finally, we arranged with one of the property owners and settled in a comfortable apartment. Since everyone had only one bag, we settled in our rooms rather quickly.

We felt that real “running around” would start since early morning. Therefore, we had prepared our plan in advance. We decided to visit the administration first and then to see the sights.

We were completely exhausted by the evening and went to bed at once. We didn't even have the energy to accept our friends' proposal to walk around the city. Having reached our beds, everyone fell asleep.

June 25. I don't know how long we had been sleeping, but we were woken up by a phone call. Then, the work began. We were checked in the regional administration. They checked everything: our bags, cameras. We thought it was vigilance. We were sent to the City Department of the Regional Centre. In the City Department, we were met by a chief specialist on the issues of youth policy in Mangystau region Dossan agai. We discussed the issues of upcoming events' organization with him. We wrote a lot of interesting notes from his words, considering that we would need that information. In 2001, the first Youth Congress in Kazakhstan was

held in Mangystau region. Only, here, we found out that we were in the centre, which the above-mentioned Congress started from. We couldn't visit cultural and historical places outside the city because of the shortage of time. However, we managed to see some wonderful places in the city.

In the evening, we went to Fort-Shevchenko, where our group mate waited for us. He also heard a lot about the history of the city during our trip there.

Locals proudly say: "Adai family line is a strong, brave and fearless people." This fact is mentioned in many songs, that you can hear in every kind of transport in the city. Adai people know their significance. They are proud of their virtues in any circumstances. An old woman also told us a story, popular among the locals, about a "black pot." To find a drowned person, Adai people turned over a black pot and put it on the water. The most interesting thing is that the black pot began to sail around the place where the drowned person was. Isn't it a proof of the holiness of this land?

Once, there was an inexhaustible resource of black fish here. Local people survived due to catching fish or working in the factory of canned fish. Now, there are a lot of sea vessels involved in the transport of oil and oil-producing enterprises. The tourism industry is not developed at the proper level either. It seems that they prefer to get profit from oil production, rather than from tourism.

After dinner, we walked around beautiful places of Fort. There is a "fountain with sulphuric water." This water flowing from underground sources has healing properties. We also believed in its properties and had a wash with this water, it perked up our mood.

In the evening, young people gathered and cooked shashlik (barbecue). They wished success in the new activity to each other. That night we saw the monuments of Issa Dossan, which bent over the city. In spite of the fact that we couldn't have a rest, we had a wonderful first day.

June 26. We woke up in the morning...but not from the fresh air of Fort and not from the sound of waves of the sea. It was Aidana's mother who had woken us. We had a lot of work to do. It's wonderful to have such a mother.

We still wanted to visit Taras Shevchenko Museum in Fort. Despite hot weather, we went there. When we entered the garden, which the great poet tended, we were delighted. Really, it was a living legacy left to us...

T. Shevchenko's photos and recordings captured the history. Here, we saw the photographs of Kazakh and Russian officers of the last century for the first time.

He is said to have written all the monologues on a small piece of paper and hidden it in his shoe. His table, bed and chairs on the underground

floor looked impressive. He lived there, he wrote there, and he left us his wonderful works. No wonder that the Ukrainian people honour the memory of their son so highly...

Although the well was clogged with rubbish and there wasn't any water in it, we touched it, considering it a legacy of a great man.

We saw and learned a lot. We admire his works because he did everything for people.

Unfortunately, he failed to see his native land. Cruel fate had given him a talent, but it wasn't very kind to him.

We got to the car and went back to the city. In the evening, we were sitting on a train to Kyzylorda. Nevertheless, it was very pity to leave such a wonderful city like Aktau.

Conclusions: In the context of globalization of modern civilization and development of information technologies, the most important factor of global influence is culture, which is regarded as a key mechanism for the moral and spiritual education of the younger generation. Implementation of the tasks of moral and spiritual education is considered as an essential condition for the preservation of national culture as the main prerequisite for the spiritual safety of people, because only "cultural heritage" is the insurance of people's greatness and independence. Kazakh people are one of those peoples who appreciate and value their culture.

We can find the moral basis to educate and develop the younger generation primarily in folk origins. This is the stable point, which developed for ages. It was so close and clear to every Kazakh for centuries.

"One of the main objectives of our country today is to educate a generation knowing the traditions of their native culture, loving the history of their people, a generation that we can entrust the future of the country. After gaining independence, Kazakhstan has strengthened the economy and became recognized worldwide. Active and motivated young generation is growing up in the country, the generation that is fluent in several languages and mastered modern information technologies. But who is to say that they will not be a kind of technocrats who do not know their country's history, their origins and who do not identify themselves as heirs and successors of the great steppe culture? The young generation that has not learned the spiritual values of their people and the lessons of the native history may drown in the ocean of globalization and obey various dogmatic tendencies. That means that our duty is to bring up young Kazakh people in the spirit of patriotism and love for their people," President Nursultan Nazarbayev said [33].

Thus, the involvement of youth in folk culture begins in childhood, where basic concepts and examples of behaviour are gained. Cultural heritage is passed from generation to generation, developing and enriching the world of the young generation. It is a unique means to pass on the folk wisdom and education of youth, to make up the whole picture of national life, and to reveal people's souls, their advantages and features.

Using the foundations of Kazakh traditional culture in the modern educational system, revealing their rich and unique teaching and educational opportunities, lets us solve the urgent problems of our time: the formation of national identity and the preservation of the spiritual heritage of our ancestors. Today, it is necessary to form such philosophical concepts and doctrines that would return the belief in the need of morality to people and that would turn morality into a limiter of the rational, cognitive and practical activity of people, which will lead to the formation of spiritual and valuable comprehension of reality, a system of values where spirituality and morality predominate in human life.

Kazakh traditional culture has great spiritual and moral potential. It embodies images and ideals that served as the basis for the education and enlightenment of Kazakh people for many centuries. The pedagogical potential of the Kazakh traditional culture, inheriting the best spiritual and moral values and ideals embodied in various forms of folk and classic art, allows the challenges of education and the all-round development of personality to be met. The main purpose of the modern training and education of young people is to plant the love for labor, culture, people and Motherland; to form principles of spirituality among young people through the revival of national traditions and customs; and to keep them focused on learning universal human values such as peace, nature, beauty, humanity. This is the main purpose of modern education and training.

3.2. The Country of Kazakhstan's Branding as an Embodiment of the Ontological Potential of the Intellectual Society's Spiritual Values

The research titled the “Development of Humanitarian Technologies in the Formation of Public Awareness of a Citizen of an Intellectual Society” is a global vector of the development of humanitarian technologies: the search for effective ways of impacting people in order to change and increase the role of spiritual values in conditions of transition to the informational stage of civilization development. Today, global scientific research studies global phenomena, in the sphere of culture and spirituality, the impact of which may result in the subject being at risk of losing their social and cultural identity.

As you know, mass media are a powerful resource for the modification of the human values system. Their vast technological opportunities are successfully used by show and movie industries, marketing, polling technologies, advertising and PR. These new agents of cultural policy have taken a place of ideology in the public consciousness, changing traditional values, meanings of human existence and concepts of standard social behaviour with the help of effective social and cultural technologies. As the result of their influence during the years of the establishment of state independence, the refocusing of preferences among different groups of people has happened and the basic values of young people entering their adulthood have changed a lot. As noted by Russian scientist Yu. Zapesotsky, “consumer society” as a metaphor, used by scientists to describe only one of the new tendencies of the development of society and influence on the culture of consumer psychology, provided by mass media, today, can be used as characteristic of deep transformations of anthropo-cultural type: changes of the ontological core of human existence.

Today, young people are mainly focused on achieving success. A brand, which is a deliberately created virtual information object, fixing the essential features and properties of the subject of communication (company, individual, city, country), serves as a basic resource of the modification of human beings in the system of social and cultural communications. A brand includes cultural and symbolic content, which is expressed in the subtext and context of meanings, and, therefore, it becomes a huge intangible asset of its carrier. The ontological potential of a brand is defined by its ability not only to reflect the resources and benefits and positioning advantages of its carrier, but also by its ability to create “virtual worlds,” changing the valuation and normative basis of

lifestyles. The resources of a brand's impact on a personality are critical: performing important social and cultural functions, a brand serves as a way of the positioning and individualization of a consumer's lifestyle, as a means of identity and social stratification.

In this regard, within the framework of creating an intellectual society, it is essential to develop Kazakhstan's brand as a fundamental ontological object that has the following characteristics:

1. The uniqueness of Kazakh country as the centre of the Eurasian continent;
2. Recognition of Kazakhstan in the world's cultural and information society;
3. The spiritual and national identity of values of the Kazakh people.

The study of the social and cultural aspects of a brand is based on universal symbolism (V. Humboldt, A. A. Potebnya, Yu. M. Lotman), in which language and culture are considered mediators between nature and certain individuals, and which remove the opposites of objective and subjective; the Theory of "Symbolic Forms" of E. Cassirer, according to which the reasons of the formative principles of the symbolic world of the culture and synthesis of sensuous variety of its phenomena get the central value. Phenomenological tradition gives the idea of the symbolic language of cultural phenomena, which allows the inclusion of not only cultural universals and classical concepts of language culture in the field of research, but also the involvement of the figurative and metaphorical component of the semantic space of cultural phenomena in interpretive practices [34].

Brand is the highest achievement of management strategy and marketing policy. After all, in order to gain and maintain popularity, it is essential to individualize a product, to endow it with associations and images, and to give it distinctive features. Only then, will it give rise to its stable attachment. The same principle can be applied to the development of humanitarian technologies affecting the formation of the spiritual values of intellectual society. In this study, all three stages of Kazakhstan's brand formation, as the country following a course of creating an intellectual society, were used. They are positioning, determining a strategy, and brand promotion. Positioning includes the definition of an intellectual society as a strategic task of the Republic of Kazakhstan, set by the President; development strategy is defined as forward motion to increase the intellectual potential of the country by developing new technologies, ensuring equal access to information by all citizens of Kazakhstan, eliminating this disparity, and developing science and education. As for promotion, we note, here, the development and popularization of the

Kazakh language and culture as ontological values of the country, enabling the identification of Kazakhstan in the global cultural space.

The results of the research conducted in the framework of grant research confirmed this hypothesis, having shown that a brand as a social and cultural phenomenon is a purposefully created cultural and symbolic object functioning in the system of mass communications as a purposefully modified image. The expressive means of a brand line up around a conceptual core and position basic values of a subject of communication. A brand, as an object of social and cultural communications, is an open, unfinished and variable system, whose semantic meanings and relations are produced in different contexts. During perception, brand language elements interact in the minds of the audience, providing a resonant mutual reinforcement of the interaction potential of words, colours, graphics, and personalized attributes.

The “Kazakh Country” Atlas of the Spiritual and Semiotic Values of Kazakhstan, which was compiled by the participants of the scientific expeditions, confirms the concept of the image as a symbolic “tool” of culture, through which the cultural system recreates and retains its spiritual essence. Kazakh people, despite the growing influence of Western living standards, honour and preserve their national culture, and attach great importance to the preservation of spiritual values and traditions. In this regard, the formation of the country’s branding has a dual nature: on the one hand, the brand has significant cultural and creative potential that forms a new style of life; on the other hand, it preserves social and cultural meanings that arise in the axiological context of cultural reality. The so-called “hidden advertising” that popularizes entire cultural complexes, such as “glamour” subculture, is of particular importance in this process. Destructive tendencies are amplified in the situation of unformed civil society, with the corresponding traditions of influencing the media, reducing the impact of moral and spiritual values on young people. Today, it leads to destructive processes for both personalities and culture in general. This situation raises the question of state and public regulation of those areas of activity in which social technologies of ontological orientation that promote images and brands capable of modifying the spiritual core of the culture are used.

Significant cultural and symbolic resources of the country’s brand raise the question of their possible use for a positive impact on people. Brand is a way of positioning, of individualization of lifestyle; a means of identity and social stratification. The existential features of a brand are such that they let a person discover their personal identity through the demonstration of certain standards; they promote the awareness and adjustment of social

and role status. In this sense, the brand brings people together, compensating for the deficit of social ties of an individual. The same idea is being implemented by the President of the Republic of Kazakhstan, N. Nazarbayev. He emphasizes that Kazakhstan is a multinational country with a unique history.

The Eurasian idea, also put forward by President Nursultan Nazarbayev, is aimed to ensure intergovernmental cooperation and integration. The national idea and the Eurasian idea are considered from the inter-ethnic perspective, not from the ethnic one. Our national idea was formed from the viewpoint of a union of the nationalities living in Kazakhstan with the state, forming a nationality—the Kazakhs. This is a multicultural stratagem that can involve all equal nations of the field of Eurasian dialogue.

Country branding technologies can be used in the development of state ideology, pedagogy, cultural politics, practical psychology, organization of educational television programs, etc.

The cultural aspect of modernization is directly related to the spiritual life of society and its moral values and is, in fact, the way of life. Therefore, for successful modernization, covering all spheres of public life, it is necessary to ensure a proper social and cultural base.

It is very difficult to overestimate the role of mass media in the formation of an intellectual nation. Popular newspapers, magazines and TV programs publishing educational information that provides personal enrichment and the development of intelligence are crucial for the formation of intellectual capital. For example, television, by the entire complex of programs going on the air, undertakes to spread knowledge, including scientific knowledge, to help viewers to perceive the beauty of art and culture, to pass on educational information, and to perform educational tasks; it also conducts an ongoing dialogue with the viewers, with the help of news programs, talk shows, documentaries, entertaining programs, shows, movies, etc. The researchers note that educational television has four functions: to spread scientific knowledge (educational function), to promote cultural heritage (pedagogical function), to pass on educational information (informative function), and to promote advanced views on the educational process (organizational function) [35]. Thus, if all television is the carrier of values of culture and science, and has the opportunity for their universal distribution and promotion, the educational television, in turn, is one of the most important ways to disseminate and preserve culture and human civilization, in general, and performs a pedagogical function. Kazakhstan channels that perform the function of teaching and education are “Bilim,” “Madeniet” and “Kazakhstan TV.”

The ability of these technologies to change human consciousness and behavior demonstrates the growing power of man, which is now no longer limited to morality. Unfortunately, modern culture almost lost the ability to provide standard behavior; furthermore, it begins to actively promote social and cultural deviations. In this regard, the problems of the culturological expertise of humanitarian technologies, the acceptability and allowability assessment of their use, the development of moral “censorship,” and fundamental ethical norms that can set the spiritual and moral dimension of any human activity associated with the system of mass communications, and the change of consciousness and behavior of a person become more urgent. In this respect, the results of the research “Development of Humanitarian Technologies in the Formation of the Public Awareness of a Citizen of an Intellectual Society” can be applied to develop a new cultural policy aimed at the active promotion of Kazakh spiritual values. It is necessary to consider three fundamental points here:

1. Associations with the country of region. A country or region of origin may enhance confidence over brand individuality. They are also able to create a strong individuality, meaning not only high quality but also an important element of differentiation, which can lead to the development of effective marketing and communication programs.

2. Power the national and cultural stereotypes. They affect the perception and evaluation of the audience. Today, national values of the Kazakh people perform not only a spiritual and cultural, but also a consolidating function. The most important means to unite people is language. Therefore, it is essential to develop the Kazakh language as a means of cultural identification in every possible way. Kazakh language mass media is a field where the issues of intellectual values are initiated and discussed, and the historical mission and informational policy of which consists of rapprochement between people, countries and nations.

3. Analysis of the future priorities in the development of the Kazakh country identified the following trends:

- The need to eliminate numerous inequalities as trends within the study;
- The need to develop entrepreneurial spirit;
- The need to educate in entertaining format—introduction of edutainment;
- The need for the implementation of a principle of lifelong learning.

The priorities mentioned above specify approximate directions and a harmonious future, which are necessary to increase the potential of the society and to create the capability of the nation.

It is important to realize that, nowadays, country branding is the most important communication “tool.” That is why general brand management and the issues of its strategies are the responsibility of the political power of the state.

CHAPTER 4

INFORMATION AND COMMUNICATION TECHNOLOGIES AIMED AT INTELLECTUAL NATION FORMATION: FOREIGN EXPERIENCE AND A NATIONAL MODEL

4.1. Communications Development in the Age of the Information Society

The transition from the industrial to the post-industrial society has significantly strengthened the role of the intellectual factors of production. Increasing of the value added in the economy is happening, today, mainly due to intellectual activity, the improvement of the technological level of production, and the dissemination of modern information and communication technologies. Analysis of the achievements of developed countries shows that their high levels of competitiveness and economic growth are mainly determined by the efficiency of the processes of creation and the use of knowledge. Currently, in industrialized countries, up to 80 % to 95 % of gross domestic product falls to the share of new knowledge embodied in equipment and technologies.

Under modern conditions, new scientific discoveries, technological innovations, the increasing quality of intellectual capital, the dynamic development of information and computer technologies, e-commerce, mobile communications, and the expansion of the business space become important factors of economic growth. The modern economy, based on advanced information technologies as well as on new scientific knowledge, is called the “new,” “information-networking” economy or the knowledge economy (“knowledge industries”). The widespread introduction of information and communication technologies (ICT) to all spheres of the economy and everyday life is the most important technological feature of the development of the modern world economy. In the process of the

informatization of the economy, informational and technological breakthroughs are closely intertwined in a single process, which has a tendency of self-acceleration. This means continuous development of ICT, resulting in a qualitative upgrade of the technological basis of production. In such a case, the attention focuses on the diversification of economy structure, the development of non-capital intensive sectors, and ICT, which should lead to the acceleration of economic growth.

High technologies are a cutting edge of human thought, and the degree of responsibility of those who generate, develop, promote, or borrow them is immeasurably high in terms of international integration [36].

Communicative incompetence borders with professional ignorance in the age globalization. The pace of international communications is extremely fast and it requires high efficiency of interaction, mobility, as well as the impeccable accuracy of the information transmitted. Man-made disasters are the highest fee for incompetence in the twenty-first century.

Thus, the globalization phenomenon is beyond purely economic frameworks, in which it tends to be interpreted by many researchers of the subject and which cover almost all spheres of public activity, including politics, ideology, culture and lifestyle, as well as the very conditions of human existence.

The role of information technologies in the development of society is to accelerate the processes of receipt and distribution, and the use of new knowledge by the society.

In the history of the development of civilization, there have been several information revolutions where major changes in the field of information processing have led to the transformation of social relations, and the acquisition of a new quality by human society.

The first revolution was associated with the invention of writing, which led to a huge qualitative and quantitative jump in the development of society. From that time, we have had the opportunity to transfer knowledge from generation to generation.

The second revolution (mid-sixteenth century) was caused by the invention of printing, which radically changed the industrial society, the culture, and the organization of activities.

The third revolution (late-nineteenth century) happened due to the invention of electricity, which caused the invention of the telegraph, telephone and radio, allowing the transmitting and storing of information in any amounts.

The fourth revolution (1970s of the twentieth century) was connected to the invention of microprocessor technology and personal computers.

Computers, computer networks and data transmission systems are produced on microprocessors and integrated circuits.

In the same years, the analysis of scientific and technical progress tendencies and the rapid development of new technologies in the US has led to appearance of two ideologies—the information society and post-industrialism. The idea of the post-industrial society has been put forward by the American sociologist D. Bell in his book, *The Coming of Post-industrial Society. A Venture of Social Forecasting*, published in 1973, in which he divided the history of human society into three stages—agrarian, industrial and post-industrial. Developing Bell's ideas, another American philosopher, E. Toffler (in the book *The Third Wave*, 1980), examines the history of human civilization in the form of successive waves.

Today, under the information society, we mean a society in which information is a key component of economic and social life.

The information society is a society in which most working people are employed in the production, storage, processing and realization of information, especially in its highest form—knowledge.

The production of an information product rather than a material product is the driving force of the development of society. Information gained the status of a commodity and came up to the order of importance of other material resources for the society. Thus, about 70 % of the cost of information is in the cost price of a modern car.

A sector of the creation of information technology means that information processing and information services is becoming a dominant sector of the economy. Gross sales volumes in various sectors of the economy can serve as confirmation.

Many authors, both scientists and practical people, widely use the phrases “information technology,” “information and communication technologies,” “PR technologies,” etc. However, the question of the essence of this concept on the characteristics of communication technologies on the criteria of technologizing communicative processes remains open. The basic concepts presented, below, reflect the essence of this concept to the fullest extent possible [37, 38].

In the modern dictionary of foreign words, “technology” (from the Greek *techne*—art, craft, science and *logos*—concept, doctrine) is defined as a set of methods and processes, used in any business, for the production of something, as well as the scientific description of these methods.

Webster's Dictionary also defines the term “technology” in a very similar way: literally it means technology is

- scientific knowledge applied to solve practical problems;
- a method or process of solving technical problems.

The meaning and purpose of any technology is to optimize and, on this basis, to put broadly understood manufacturing processes into specified structural and procedural frameworks. Under optimization, we mean an organization of the production process that allows us to achieve maximum results under given resources or to use the minimum amount of resources to achieve the desired result.

Historically, the appearance of the term “technology” was associated with the production of both industrial and agricultural goods. Therefore, originally, it was decided that this word would be used to indicate specific systems, methods and techniques of farm management and the preparation of raw materials: for example, “rice cultivation technology” or the “technology of stabling of cattle.” It also referred to the ways and methods of processing raw materials for production (“Damascus steel production technologies” or the manufacture of papyrus).

Hence, under information technology, we mean the process of using a plurality of methods, and software and hardware means for collection, processing, storage, transmission and presentation of information in order to receive information of a new quality, reduction of complexity or improvement of the efficiency of information that resources use.

Information processes are the processes of collecting, processing, storage, retrieval, and distribution of information.

There is always a source and a consumer when working with information. The ways and processes that ensure the transmission of information from a source to a consumer are called the channels of communication or information communications.

Telecommunications is remote data transmission based on computer networks and modern means of communication.

The term "communication" is derived from the Latin communication—to bind, collectivize. In recent studies, under communication, we usually mean the socially conditioned process of the transfer and perception of information in terms of interpersonal, group and mass communication through the use of various channels and means.

There are three main approaches to the notion of interpretation “communication” in modern literature:

b) In another approach under communication, we mean the transfer of information from one person to another in many different forms—through different communication channels and technologies of information delivery. Receiving, thinking, remembering and using the information gained from certain channels, as well as communication that has a more complex nature than a simple kind of unidirectional material or information flow are examples of this communication. From a material

(physical) point of view, telephone communication is generation, emission and absorption of electromagnetic waves of a certain length and frequency. However, communication between people is not confined to the emission and absorption of material carriers of information transmission. The most important component of such communication is a complex system of the unique identification of shades, or concepts, only where “senses” play a major role; they cannot be explained only by the activity of material carriers-marks and electronic processes, the means of which information is exchanged. “Meanings” do not have a material, but instead an ideal, nature;

c) Communication refers to the transfer and exchange of information, the purpose of which is not the transmission process itself, but is, rather, any impact (teaching, controlling or other) on the people using this information [39, 40].

The last two types of communications are usually called semantic communications.

Hence, “information communications” is a term introduced in the process of the mutual penetration (convergence) of computer and telecommunication networks, and it means the inextricable linking of information and communication technologies in the process of information creation and its further exchange.

Since the early 1980s, the traditional industrial economy in developed countries has begun to transform into the information economy. The main sources of the economic growth and welfare of people increasingly move from physical capital and raw materials to accumulated advanced scientific knowledge and information resources. The formation of new industries is as follows: R & D; invention; investment; project; innovation; creation of a new product; mass production; and selling in the market.

The last decades of the twentieth century were characterized by the transfer to a new model of economic development for developed countries—from hard growth to smart growth on the basis of ICT, electronic equipment, resource-saving technology and new management systems that required a fundamental restructuring of an investment process and led to significant changes in the economic structure. An information economy is characterized by structural reorganization based on high-end and resource-saving technologies, and modern technologies with high intellectual and information capacity. The basis of the information economy is knowledge-intensive industries producing products with high intellectual capacity. The information economy is characterized by the increasing role of the information services sector and related changes in the national economy. The information sector is the basis for the gradual

transformation of traditional forms of economy into the economic system of the information type [41]. In the new economy, the role of information capital, including technological, scientific, technical, socioeconomic and spiritual information, that is used to generate income increases. The basis of information capital is information technologies. The information factor modifies the market mechanism of the economy: the methods of competition change, and local, regional, national and international markets of information and telecommunication products and services operating under new principles are formed. The key sector, the "new" economy is the sector of ICT, which ensures the creation, transfer, and use and analytical processing of knowledge and information. Telecommunication infrastructure becomes the condition that determines the level of competitiveness of products and industry services. The ICT sector has exceeded the total volumes of the oil and steel industry in the world. This is also confirmed by the growth statistics: if the "old" economy is growing by 1 % to 3 % per year, the tendency in the global IT industry in recent years is 8 % to 10 % [42]. In developed countries, most of the employees are involved in the production of information, information services and the provision of services, and less than 30 % of the active population is accounted for by industry and agriculture. Under the influence of informatization, labor productivity grows, new methods of competition appear and a change in the economic structure occurs. As a rule, new industries have higher growth rates compared to conventional ones [43].

A. K. Dzhilkibaeva, a senior finance expert of the Centre of Scientific Economic Expertise of the "Economic Research Institute," JSC, notes [44] that, in the past decade, ICT in the society take up stronger positions, entering not only the everyday life of the population, but almost all spheres of economic and social sectors.

The roles of information, knowledge and technology, which are the key components of the information society, are growing rapidly. Developed, and many developing, countries, recognizing the importance of the information society and the development of ICT within long-term economic growth, take active positions in the development of the ICT sector as one of the key areas of public policy. The countries that have focused their efforts on the development of ICT, today, have provided themselves with an increase of productivity and quality of governance. Moreover, the availability of a wide range of information services has had a positive impact on the development of human capital, promoting the growth of the competitiveness of the states.

However, global experience shows that not all current approaches to the development of the ICT sector have the same positive impact on the

social and economic development of a country. In this context, solving the problem of the selection and development of proper public policy for the development of the ICT sector is of a particular interest [45].

4.2. An Analysis of the Factors Influencing the Formation of an Intellectual Nation

In constantly changing global market conditions, determining the dynamics of social-economic and political processes, the performance requirements of government activities, their abilities to react quickly and make effective solutions to new challenges, are increasing. In this regard, the need to improve the process of the governance and development of the information and technology support of government bodies' activities is growing.

These issues were indicated in the President's Address to the people of Kazakhstan, which was called the “Kazakhstan—2050 Strategy.” Thus, under the direction of the “economic policy of a new course,” the need for modernization of the management system of public assets in order to increase efficiency was noted. To achieve this objective, the strategy sets an objective to stimulate the development of sectors of the future economy, which include the ICT sector.

One of the main objectives of the ICT industry is to create a digital transport environment to support informatization processes, to develop modern telecommunication infrastructure and its integration with the infrastructure of other states. Therefore, the development of transit potential in the field of information technologies and the integration of the national economy into the global environment also act as an important task and one of the priorities of infrastructure development indicated in the strategy.

In order to develop promising technological directions for the transition to the next stage of industrialization, the task of the further development of the Innovative Technologies Park as one of the leading innovative clusters of the country is set.

Thus, the tasks, specified by the President in the “Kazakhstan—2050 Strategy,” confirm the importance of the role of ICT development in achieving the long-term growth of the economy of our state.

Formation of different approaches of public policy to develop the ICT sector began in the 1980s, during the level rise of the use of personal computers, as well as due to the growth in demand for software products and accessories. The next step in the promotion of further ICT development in the world was the transition to digital telecommunications in the 1990s and subsequent establishment of the internet. Like other

countries, Kazakhstan is developing in the conditions of the information society that others describe by rapid changes, transformation of business, and competition for the internet. Today, the leadership of the Republic of Kazakhstan is working towards the development of the ICT sector and the informatization of society. As it was noted before, the development of the “future economy” is one of the main tasks in the implementation of the “Kazakhstan—2050 Strategy.” It is well known that, in the framework of the state program on the forced industrial innovative development of the Republic of Kazakhstan for 2010 to 2014, ICT development is included in the sectors of the “future economy,” which will take leading positions at the global level in the next fifteen to twenty years. Also, the strategy emphasizes the need for the development of transit potential in the sphere of information technologies, which would have allowed at least 2 % to 3 % of the world information flows to pass through the country by 2030, and twice as much by 2050; the implementation of the full transfer to an electronic mode of tax reporting in the next five years and the implementation of “electronic medicine” services.

As the experience of developed countries shows [46], an important step in the informatization society strategy in Kazakhstan, which distinguishes it from other countries, was that the state aimed it not only at the young generation, but also at every social group. Training and retraining programs were aimed for the informatization of all social groups, allowing an increase in the number of workers who are acquainted with modern information technologies within a short period of time. In this regard, in order to ensure the equitable development of computer literacy throughout the country, it is necessary to develop training programs focused on all social groups. Relying on the experience of developed countries, which have reached considerable success in this issue, we want to offer to develop a procedure for the organization of training centers and internet training resources, depending on the number of people and the demand in these regions, and to provide implementation by local executive bodies in the sphere of informatization [47]. These steps will undoubtedly bring Kazakhstan to the creation of an intellectual nation. Zh. A. Seysenbayeva studies the problems of the intellectual nation in detail [48]. She mentions the following as necessary factors in the formation of a person’s quality during the process of socialization:

To love the motherland, to be a citizen with an active life philosophy (necessary personality for the society).

To be a patriot (knowledge of national values and the ability to keep them).

To be healthy (a versatile personality, which is necessary to be healthy).

The ability to analyze world events, to benefit from the decisions made and to apply them.

The ability to protect yourself and implement precautionary measures (respect for and obedience of laws).

The ability to implement your capacity and principles.

The ability to get satisfaction from the work performed, the desire to realize the goals, and to have a good mood.

The need to understand the meaning of life.

The need for creative development.

Of course, some of these positions require clarification but, in general, they coincide with the views of young people from different regions of Kazakhstan

A student expedition, first organized this year, during the period from June 19 to July 2, within the framework of the “People-to-people” campaign, has conducted the research in the Mangystau, Kyzylorda and Semipalatinsk regions. Under this activity, young scientists

1) collected the necessary materials for the “semiotic and symbolic source book of intellectual properties of Kazakhstan citizens”;

2) studied humanitarian technologies on social projecting aimed at the formation of the intellectual society citizen;

3) studied public opinion of Kazakh citizens on the issues of “Kazakhstan after 2015,” specified in the Millennium Development Goals of the UN.

Also, during the expedition, an information campaign called “A Letter to the Village,” devoted to the problems of our villages and the situation of villagers, has been held.

In addition, in order to identify opinion on the possibility of creating an intellectual nation among Kazakh young people, research in focus groups was conducted. Young people, aged eighteen to twenty, from Kyzylorda, Atyrau and Almaty, took part.

For a start, an attempt was made to get an answer to the question: “What is an intellectual nation?”

First, the word “intelligence” is, mainly, the basis of goal setting, resource planning and building strategies to achieve goals. Associated mental qualities consist of the ability to adapt to new situations, the ability to learn from the experience, to understand and apply abstract concepts, and to use knowledge for environmental management. It is also the general ability to learn and solve problems that unites all human cognitive abilities: sensation, perception, memory, thinking and imagination.

And an intellectual nation is a nation mainly consisting of people who have the above-mentioned qualities of the notion of “intelligence”: people who know their native language, the language of international communication, people who are educated, or are getting their education, who develop in several directions and who are able to use their knowledge in practice for the benefit of the country and the development of the world in general. This is a nation that can compete in moral, cultural and intellectual terms: a nation that is provided with the information and that has the potential to freely distribute its scientific, cultural and educational information.

Many people, in their responses, noted that the “Intellectual Nation” project includes three components: the innovative development of the educational system, the informational revolution, and the strengthening of the national and cultural values of young people. Their implementation will make Kazakh education and science competent.

There are factors required to create an intellectual nation:

- first, the transition to a new form of financing: basic, program-targeted and grant;
- second, the establishment of national scientific councils on priority directions for making decisions on financing national projects;
- third, the establishment of the National Centre of State Scientific and Technical Expertise.

The main task of reforming education is to raise the system of education to the level of leading world samples.

Satisfaction would be the formation of spiritual needs and education being received by every pupil or student, considering his/her possibilities. The approach should be as follows: education for a person, but not a person for education. Only in this way can we improve the status and authority of education, in the educational system of the state and public life. These changes, in their turn, should serve as a warrantor of the formation of an intellectual nation.

In the address of the President of the Republic of Kazakhstan, called “To Competitive Kazakhstan, Competitive Economy and Competitive Nation,” it says that “a competitiveness of nation is primarily determined by its education level,” which the formation of new views and professional relations in the sphere of education assists. Three main aspects are clearly defined in the preparation of the “Intellectual Nation” national project. The first aspect involves a breakthrough in the development of Kazakhstan’s educational system. At the present stage, much attention is paid to the process of education. The basis of the development of the nation is getting a proper education. The second aspect of the “Intellectual Nation” project

is the development of the sphere of science and the increase of the scientific potential of the country. The third aspect of the project is development of an innovation system. It is aimed at the formation of a new generation. Our country is very "young" in its development, but it has already reached high results. The next step we have to make is to create an intellectual nation. The development of the prosperity of any country is determined by people's knowledge and intellectual resources. In the next ten years, at least half of Kazakhstan's universities must pass an independent national accreditation according to international standards. At least two of Kazakhstan's universities will be included in the ratings of the best universities of the world. In this regard, the establishment of Nazarbayev University in Astana has become a very significant event. This university aims to become a world-class university. Kazakhstan has had a choice between three models of the establishment of the university. The first was the upgrading of the existing university. The second was a merger of universities. The third was the creation of the university "from scratch." Kazakhstan has chosen the third way in order to allow the established university to have the latest technologies and training samples of the twenty-first century. The university will not only be a repeater, but also a producer of knowledge. Six schools and three centers will be included at the university. The schools will cover key educational areas, including engineering, natural sciences, business, medicine and humanitarian sciences. The centers will focus on advanced scientific directions: the International Instrumental Center and the Center of Life Sciences and Energy Research. All the necessary conditions have been provided for the full-functioning of the university. First, a special law for Nazarbayev University will be adopted. Second, highly qualified foreign teachers are invited to the university. Third, the university is perceived as an investment to the future. Therefore, the state wants talented young people to enter this university. It spares no expense for it. The state allocated 500 grants for the first students. The university will be in a prestigious part of the capital city, near intellectual schools and a medical cluster, which is being built now. It will help to establish close partnerships during training and scientific research. The patronage of the university is provided at the highest level. In addition to the new university, a major innovative project in the field of education is the creation of twenty intellectual schools of the first president. They will become launching pads for the development, implementation and testing of educational programs for kindergartens and pre-schools, as well as educational programs for twelve-year study. Today, three intellectual schools of physics and mathematics are functioning in Astana, Semey and

Kokshetau. More than seventeen similar schools in different regions of the Republic are planned to be opened by 2015. Moreover, in the framework of the “Balapan” program, a network of state and private kindergardens will have been developed by 2015. These kindergardens will provide 70 % of pre-school education. The program will allow the complete coverage of preschool education in educational institutions for children aged five to six. Now, a new projected law, “On Science,” providing for the creation of a new model of science management is under the consideration of Majilis. First, this is a transition to a new form of financing: basic, software-oriented and grant; second, national scientific councils in priority directions for decisions on funding scientific projects would be established; and, third, the National Centre of State Scientific and Technical Expertise would be established. All of these innovations and projects in the system of education and science are in line with the implementation of the “Intellectual Nation” national project, which includes three components: innovative development of the educational system, informational revolution, and the strengthening of the national and cultural values of young people. It is their implementation that will make Kazakhstan’s education and science really competent.

In addition, Almaty students noted that the formation of a new generation of Kazakh people started from the successful implementation of the idea of the intellectual nation. The idea of the formation of the intellectual nation, proposed by the president of our country, Nursultan Nazarbayev, during the global economic crisis, is beginning to be implemented. Kazakhstan has successfully overcome the global economic crisis, which is connected, according to experts, with the choice of the right strategy, and the competent and wise leadership of the country. It may be no accident that this brilliant idea of the formation of an intellectual nation has been suggested by the country’s leadership, namely, President Nursultan Nazarbayev. It’s no coincidence that this idea was put forward during the economic crisis, as it is during difficult historical situations when there is a great need for specialists of a qualitatively new level. The idea was based on the analysis of modernity requirements and demand in the labor market, as well as on the experiences of other countries, especially developed countries. Of the universities that are among the best world universities, 98 % to 100 %, according to the results of annual rankings, are the universities of developed countries, such as Great Britain, Holland, Germany, Italy, the USA and France. This is not by coincidence. The level of educated population, the number of highly qualified personnel, the professional responsibility and legal consciousness of people is directly connected with the economic development of a state

and the quality of its people's lives. The Bologna Agreement, already signed by Kazakhstan, and the Lisbon Convention, adherence to which will be held in the near future, provide an excellent international and legal foundation for the harmonization of the Kazakh education system with the educational systems of the world-leading countries.

As for its educational policy, Kazakhstan also takes serious steps towards the modernization and internationalization of education: intellectual revolution. This includes the "Bolashak" academic exchange program, the opening and successful operation of universities of a new generation, such as KIMEP, KBTU and Nazarbayev University, as well as the legislative regulation of the education sector. As in developed countries, the legislative regulation in Kazakhstan is based on constitutional guarantees. The Basic Law of our country also contains data of guarantees that indicate willingness to, at least in terms of the fundamental legislative regulation, harmonize the education system with the corresponding systems of developed countries. In relation to the specific laws on education, European countries also show a single line. Among various aspects of the general educational policy, we would like to emphasize the following: social (public, humanitarian) sciences are paid no less attention than natural sciences. We would like to touch on this issue, since the term "intellectual nation" in Kazakhstan is often mentioned in the context of words such as technology, industry and technical innovations, i.e., science means only the natural sciences. Developed countries with several hundred years of experience in the field of education have long come to the conclusion that the social sciences, such as history, philosophy, political science, law and psychology are of vital importance. No technical innovation is taken hold of by the society and brings the desired results if public opinion formed by the humanities is not ready to accept it. If humanitarian sciences in the state are underdeveloped, any innovation will bring short-term financial benefits to its creator, at best, but it will not be accepted by the society for the purpose of its development. The internal legislative regulation of education in developed countries indicates the progressive development of both natural and social sciences.

Some of the focus-group participants tried to highlight several problems in the "Intellectual Nation" program. It was noted that the emphasis should be on the development of the critical and creative thinking of young people who are the future specialists. All the countries that have achieved rapid growth in their scientific potential started in the same way: with the preparation of appropriate personnel, and especially young scientists. Today, the role of teacher and professor is changing. The most valuable teacher is one who is able to develop a student's talents and

to get them interested in the subject. Here, it is appropriate to recall the words of the president of the country: that we need to create a core of national intelligence. We need intelligent people who are able to compete at the international level. Today, it is impossible to prepare an intellectual person without using traditions and innovations. The traditions of high human potential, the achievement of quality learning and education results, and providing all the conditions for creative self-learners remain the same. This is an introduction to the development of research projects, participation in scientific society, development of creativity at academic competitions, etc. Nowadays, the main problem is that the intellectual nation should become a real movement and a baseline for all institutions of society. If it happens within a particular level, which is critical to this process, it should be the leader and expert community, which already has professional competence and knowledge. Here, it is necessary to stimulate growth in the number of people with leadership skills as the “Intellectual Nation” program develops. Higher education institutions need some leadership work, the active involvement of trustees, patrons, and the use of new forms of student self-management, personnel policy and work with teachers.

The rapid development of interest in intellectual and spiritual growth among Kazakhstan’s young people is very important. Nowadays, Kazakhstan’s young people are distinguished by their interest in intellectual and spiritual growth, and their willingness and serious attitude to business. However, there are also some negative effects—the demonstration of intellectual immorality and irresponsibility. Poverty of intellectual life in search of morality, weakening of its acceptance and the unwillingness or inability of adults to work with young people due to various reasons is of great concern.

Thus, in the context of the Constitution and current practice and legislation in the field of education, Kazakhstan has all the necessary legislative material for the implementation of the idea of the intellectual nation. Based on the experiences and examples of developed countries and following the strategy of the president, the rising generation of Kazakh specialists is able to continue the work on the development and prosperity of the country.

The idea of the formation of an intellectual nation in Kazakhstan is one of the most fundamental system initiatives of our president. He announced it during the meeting with grant-holders of the “Bolashak” program and at the lecture on the seventy-fifth anniversary of the Al-Farabi Kazakh National University.

It is known that human capital is one of the most effective factors of economic, social, cultural and political development in today's world. It became the main tool for the formation and development of the innovative economy and the knowledge economy at the highest stage of world economic system development.

Nursultan Nazarbayev highlighted three basic aspects of the formation of the intellectual nation: a breakthrough in the development of the education system, the development of science and the improvement of scientific potential of the country, and the development of innovation. By the time the "Intellectual Nation—2020" program was set forth, much in these areas had been done. A principally new system of training, which corresponds to the level of contemporary international practice, was formed. Kazakhstan was the first among the post-Soviet countries to adopt the three-step training in universities: bachelors, masters and doctor of philosophy (PhD). Kazakhstan's leading universities began the international accreditation of education programs, which became an important tool for improving the quality of education. In 1993, the President of the Republic of Kazakhstan announced the idea of promoting the "Bolashak" program, through which tens of thousands of young Kazakh citizens had the opportunity to study at the best universities of the world. In foreign countries, such a large-scale training program was a unique phenomenon, and its success is recognized by the world education community.

In terms of innovation, development institutions were established and a task of the creation and implementation of industrial and innovation development was first set in Kazakhstan. All this was quite a strong base for initiating the "Intellectual Nation—2020" program by the president of our country. One of the most important ways of bringing the state program aimed at the formation of the intellectual nation to people is mass media. Usually, television is used. Due to its visibility, presence effect and impact on emotional perception, television has become one of the main allies of the state in the process of the formation of an intellectual nation. The internet takes second place. We cannot imagine modern processes of information transmission without the World Wide Web.

The answers of some of the focus-group participants were very emotional. For example, we got the following answer when we asked them to list the necessary factors to form the intellectual capital of people of the Republic of Kazakhstan: first, we should stop making any allowances to those people who are in relations with any authorized people, i.e., to eliminate the employment of someone's brothers, brothers' wives, or sisters of brothers' wives, etc., to eliminate managers' children to jump queues for concerts, etc. We need everyone to feel equally, to understand

their significance only if they have deserved it and to see only themselves, no one else, as builders of their destiny. People should not hope for their relations. In addition, the same with corruption. The devil takes the corruption! We should burn and destroy it! Everyone should feel equal. No one should be able to express his or her insolence. Secondly, when children reach eighteen years old, we should separate them from their parents and give them a little room in a hostel in order for them to learn to live independently. Schools and other educational institutions should be closed. Of course, it is necessary to provide everyone with available development opportunities. Together, all these would be enough to correct the people's mentality and lay the foundation to improve our intelligence level as part of the total. Still, the idea is very amorphous and hard to achieve.

It is undeniable that the smart economy must be built by smart people. Because of oil euphoria and ignorant arrogance, we worked too little and lived too well. Making mistakes and abusing, failing to act for the diversification of the economy, radically changing its structure, forgetting that labor and productivity are the sources of wealth, we seriously believe that the global crisis and the "cursed legacy of the past" are guilty for our problems, i.e., everyone is guilty except ourselves. At the same time, the number of kindergartens fell by more than 75 % in comparison with the Soviet past. More than 303 Russian-language-teaching schools were closed. The number of professional technical institutions fell by 75 %. Considering an outflow of 2.5 million qualified teachers and technicians, explicit terrible distortions in the state personnel policy and in higher education, it is not surprising to see the current intellectual failures and their consequences. There is no labor market. The market of resumes from people without any talent is not an option.

It is for all of the above that the economy is, now, taking revenge on politics, workers on employers, and "locomotives" of the economy on "stokers" (monetarists), inflation on consumers, debts on GDP rates, clever people on fools, the shadow economy on the legal one, financial and industrial groups on each other, co-wives (a tokal is a second, younger and unofficial wife in Kazakh families) on their benefactors, officials on the system, and the system on all the people. The circle is closed and we all are "invasive proteins" (aliens) in it.

Labor, brain, will, energy of creation, personal competitiveness and talent mean nothing. Competitiveness is defined by privileges and corruption loyalty. There is, however, hope that the situation will change. Lucrative positions in the government and state holdings have already been taken. Therefore, the next waves of "golden youth" and glamorous

tokals will have to look for a job in small business, and wait patiently for the inheritance.

Some questions were subjected to serious reflections, showing that young people seriously think about the problem. Therefore, the following responses were received to the question: "How do the public opinion, political culture and social position of Kazakh citizens correspond to the requirements of an intellectual society?"

Intelligence is the ability of thinking and rational cognition. I think an intellectual society is not only mind and flexibility of thinking, it is a spiritual component. In my opinion, today, Kazakhstan's intellectual society is developing in all senses. Even the Kazakh youth. Nowadays, you can see many young people at exhibitions, museums, theatres and libraries more often. Almost every Kazakh citizen knows the history of their ancestors, and honours customs and traditions. In today's world, it is very hard to keep cultural values.

Modern society puts special emphasis on the development of the education system. The development of the intellectual potential of students, identifying their talents, and the development of their cognitive processes is the priority for it. An important task of the education system is to identify and develop the youths' potential abilities and talents. A lot of new intellectual schools, which face the problem of the education of a new intellectual society, are established. Many schools focus on exact sciences, thereby, preparing future scientists, engineers and doctors. After all, nowadays, there is a shortage of personnel in these areas. High-school graduates, facing the choice of profession, prefer the easiest and most affordable way. This is one of the problems of youth. Today, every second there is a new lawyer, economist or marketer. Everyone wants to start their own business and live like a fighting cock. No one wants to work. Laziness and incapacity for work slow down the development of the intellectual nation. The education system itself leaves much to be desired. Tuition fees at universities are growing every year, and the quality of education decreases. In many foreign countries, education in public universities is free. That is, if we compare domestic and foreign education, many people will choose the latter. Grants are allocated irregularly and young people in the pursuit of free education choose the specialties they did not actually want.

Family is the foundation of an intellectual nation. Everything starts from its origins, including education. Vandalism, rudeness, open insults, etc., are the reflection of Kazakhstan's citizens' education. There are people who throw rubbish in the streets, people who do not respect the elders and put their own interests first, and people who do not think about

others. In my opinion, it is necessary to toughen the penalties for basic things like that in order to awaken good manners and tolerance in our people.

The modern world, including Kazakh society, requires a person capable of independent creative development. Therefore, it is very important to teach children to be independent from an early age, so people will be able to understand the world, to develop and build their own future and the future of the country. For Kazakhstan, like for other developing countries, the most important task is to conduct a strategic overall modernization, in which not only the institutions and mechanisms of modern society will be established, but the modern society itself. Nowadays, a new division of labor is formed in the world—in the sphere of intellectual labor, and in the sphere of scientific and cultural production, the knowledge economy and information society are formed. Kazakhstan, in collaboration with its partners, may, and must, make every effort to get on this “train of the future.”

Formation of an “intellectual nation” is a way of modernization of society in the twenty-first century, when a creative person becomes the main source of development. Creativity is the process of self-realization, which suggests the own spiritual wealth, individuality, and originality of an individual. Therefore, the diversity of the historical and cultural heritage of the distant past, until recently, was the spiritual foundation and the source for the future, with the protection and increase of which, our way to the “intellectual nation” has actually started. A thoughtful mechanism of the formation of a given environment, from the local to the universal in scope, should act as a new and important tool for solving such problems. Therefore, not by accident, the “family” topic has been chosen to talk about with regard to global problems, like the formation of an intellectual nation. Family, in fact, has always served as the basic social unit of a society.

We should not forget that, during the years of independence, Kazakhstan has overcome a crisis situation in education. Education has become the first social institution subjected to reforms and the transition to democracy. This social need was the basis of the first reforms in education.

The work on the creation of a legislative and regulatory framework, ensuring reform and the development of a national model of education has begun in the Republic. The Laws of the Republic of Kazakhstan “On Education” and “On Higher Education” were adopted.

Since gaining independence, the development of new content has become a core area of Kazakhstan’s education system. In the context of

democratization, decentralization, and deideologization, the process of reformation was considered as a process that promotes the unity of educational space.

Innovative processes in Kazakh education were reflected in the variety of types and models of the educational institutions. The development of proprietary training courses was carried out. The range of educational developing technologies was expanded, and contacts with foreign teachers were established, etc.

New forms of educational institutions—schools, private schools, Kazakh-Turkish lyceums—were functioning in the Republic. The basic curriculum for secondary schools was approved.

An important step was the improvement of the State Standard of Higher Education in the Republic of Kazakhstan, which first identified the introduction of a multilevel structure of higher education in the country—bachelor's and master's degrees.

Only for the last ten years has the government has increased education expenses by more than 7.5 times, from 103 billion tenge up to 800 billion tenge. If the share of budget expenditures for this sector was 3.2 % of the GDP in 2001, in 2011 it reached 4.2 % of the GDP.

The coverage by preschool education has increased about four-fold: from 10 %, in 1999, to more than 41 %, in 2010. A special role is given to the “Balapan” program, the development of which was initiated by President Nazarbayev.

Kazakhstan has solved an important task—to provide free and equal access to secondary education. Over twenty years, 770 schools have been built.

The “Bolashak” program has been making a significant contribution to the development of the human capital of the country for more than eighteen years. In the most difficult years for the country, the government spared no expense for our young people, who got higher education at the world's best universities. Today, more than 8,000 graduates are working in different areas and making a real contribution to the development of the country.

Intellectual schools were established, by the order of the president, all over the country. A new world-class university—Nazarbayev University—was built in Astana city. According to the president of the country: “We needed a new University. A University which is a leader with a new mentality and which would become a prototype of the Kazakhstan High School of the twenty-first century. Then, this unique University, which I agreed to give my name, was established.”

These educational structures were designed to be the main reference points for local schools and universities, to be a benchmark in the field of education, and to comply with international quality standards.

Kazakhstan is among the first third of the Human Development Index list on the level of adult literacy. The literacy rate is 99.6 %. Kazakhstan takes sixty-sixth place in the list of countries on the Human Development Index. According to the Education Development Index, Kazakhstan is among the top four leaders of 129 countries over the last three years.

In this connection, we should mention the president's words, said to the students of Nazarbayev University and to the whole of Kazakhstan: "Quality education that you get is just the start of intellectual capital. You need to constantly work on yourselves; improve your education and professional competence. I encourage you to develop comprehensively, to engage in sports, art, to learn foreign languages, to comprehend the profound legacy of native and world literature, which cannot be replaced by the internet. You should all remember that a decent life, prosperity, achieving a new quality of life is given only through labor." Every young person of our country should remember these words because people are the main wealth of Kazakhstan.

Today, when Kazakhstan is entering a new stage of its development, comprehensive studies on various aspects of social development are of vital importance. One such burning topic, related to every citizen of Kazakhstan, is the problem of the formation and development of the intellectual nation—the support of our state and its basis for further development and prosperity. This issue is multifaceted. It covers various directions, such as the formation of an intellectual society in Kazakhstan, the increase of national intellectual potential, the deepening information policy of mass media in shaping the wealthiest intellectual nations, and the formation of the intellectual citizen of our country. Sovereign Kazakhstan has shown impressive samples of a new statehood, social stability of internal agreement, and continuing development of the economic and political systems. It is an indisputable fact, proven by scientific verification, foresight and the continued success of the political course of the president, who is supported by all the people of Kazakhstan. A nation is a historically constituted community of people who are joined together by spiritual, social and economic, and cultural and political ties. I see the intellectual nation not only in the context of the term "intelligence," but also as a spiritual nation. I want to say that the intellectual nation is a nation that knows its origins and culture, has some spiritual values, and, moreover, orients itself in today's "economic" world, if it can be called so.

To create such a nation, we need to review everything. Let us start small. For instance, let us take a school. Many would agree that the textbooks are produced incorrectly; there are a lot of mistakes in them. At the same time, both the teachers and the director know that these books, to put it mildly, are not correct. Nevertheless, everyone continues to teach using these textbooks. What I mean is that everything is connected. How can a child get a proper education if the government is not able to provide correct textbooks? How will they know what is right and what is wrong if they are not told about this at home or in a kindergarten? If a person is taught these things from childhood, they will become a member of an intellectual nation. An intellectual nation should have one idea and should work for the general wealth, for the wealth of their people, for the state where they live, and not only for their benefit or for the benefit of their relatives, under the slogan: “I don’t care. The main thing is that I feel good.” That is where I think the national idea is and that is where an intellectual nation can be formed.

The students listed the following when we asked them to name the factors that are the basis for formation of an intellectual nation:

- the environment where they grew up and live;
- the people surrounding them;
- personal skills;
- the pursuit of knowledge;
- education;
- heredity, brain building;
- understanding and interpretation of the information received;
- reading books and informative articles.

Many of the respondents pointed out that, in order to form an intellectual nation, we have to think about an intelligent government. The question that troubles everyone was as follows: “Will the Minister of Education of the Republic of Kazakhstan be able to pass UNT (Unified National Testing) and get the full 125 marks?” Every year, they find incorrect questions in these tests, because of which children lose marks. This is a great stress for a young person. Why do mistakes become a norm? Why do we have such a thing as “giving notice of appeal if an incorrect question has been found?” The Ministry is prepared in advance that there will be such mistakes and it prepares people to be ready for them. Students studying on their first course were the most concerned about this problem, as it was more recent for them.

In addition to mistakes in tests and textbooks, many young people note competition in the system of education, particularly in schools. Teachers often choose their “favourites.” Hence, underachievers lose interest in

learning because they are underappreciated. Teachers got used to thinking that children are silly. Sometimes, they even mock their mistakes or responses with the rest of the class. Teachers did not get used to hearing these students express their opinions. The children don't share them: they are, indeed, afraid to speak, because they think they will be laughed at again. With this system, there is a huge gap between "good" and "bad." Hence, the "silly" ones envy the "smart" ones. Therefore, nicknames such as "nerd" or "wonk" appear. Some "smart" children begin to imagine themselves as "the centre of the universe." Sometimes, they even abuse "silly" children. As the result, a mutual enmity begins between these children. Thereby, the "smart" children are made allowances for and the "silly" ones are not given a chance for self-actualization. That's why they do not want to study. Inequality appears. We wish future teachers were taught the psychological foundation of teaching at our universities. For example, teachers shouldn't create segregation between students. They should treat everyone equally. One of the focus-group participants told us about this problem by his own example: "I had a teacher who divided 'smart' and 'silly' students. I found it difficult to attend her lessons. She seldom approached every student individually. As a result, most of the student hated the subject she taught. The other teacher believed all the students clever. He tried to explain the topic to everyone. Even those students who were behind with studies knew a lot in this subject. I suggest

the following way of changing the education system—future teachers should be taught the foundations of child psychology. I think that teaching is an important part of education. And if we have quality education, we will have intellectual potential and an intellectual nation."

There are enough social problems to be solved in our society, for example, problems with accommodation and employment. A better-off part of our population may become this "intellectual nation" but, when most people have no money to live on, they often leave education aside. It is not a secret that most of the native people of Kazakhstan live in villages (auls). Everyone wants a better life and everyone wants to live in the city. Rural children dream of studying in Almaty and, then, to work in a good office. Of course, there are some rural quotas, but they do not always work. Do we want to create an intellectual society? Believe us, everyone wants to be a part of the intellectual society, but not everyone has the opportunity. We understand that if everyone in the country becomes a great engineer, economist or lawyer, who will mine the ore, mow grass, sow flour and the raise cattle. This is what Kazakhstan earns a living by.

The answers to the question “are the views of urban and rural residents concerning the fact that Kazakhstan has to have an intellectual society different?” were quite contradictory:

The first opinion was as follows: “I have first-hand knowledge that like your environment, like your thoughts and consciousness. I mean that, when a person deals with this or that kind of people, they always exchange their thoughts...I understand that villages and cities are different, and people living there are also very different.” For example, a prominent politician who lives in the city, thinking day and night about the country and its development, and a rural worker (a harvester) are completely different people whose opinions are likely to differ in all matters. Analyzing the amplitude of the intellectual consciousness of these two individuals, we can say that, in general, the opinions of urban and rural people will also be different.

Of course, it does not matter for most people. But, if you take an average Almaty citizen, they are educated (secondary education, plus a bachelor’s degree), knows of two or three languages, and is “all-round” developed. For an average rural resident, it would be very good if they got a secondary education and knew more than one language. After all, people from rural areas are not usually well educated and, sometimes, they are even ignorant. And if they were educated and intellectually developed, they would live in cities. From all the above, we can conclude that the views of rural and urban residents on the intellectual nation will be different.

The second opinion was as follows: “Today, we can say that people who live in big cities are more degraded, because they have a lot of temptation to laziness. It is not only about urban residents. It is everywhere! The whole world has sunk in unnecessary information.

But to think well, I think that the main ‘intelligence’ of the Republic of Kazakhstan in the future, namely by 2020, will be rural residents who moved from villages to cities. I think that these are the children from villages who will receive educational grants; the children who used to live in boring conditions.”

Many focus group participants said that the main task of education reform was to raise the educational system to the level of the world-leading examples. To enable satisfaction, the formation of spiritual needs, and access to education by every person, considering their possibilities. The approach should be as follows: education for a person, but not a person for education. We need to make the process of education more friendly and it should be based on noble principles. Only in this way can we improve the status and prestige of education, and the education system

in the state and public life. In today's world, the main achievements of the system are introduced in the education system in the field of science and education. These changes, in turn, should serve as a guarantor of the formation of a future intellectual nation. In education, one of the most important tasks is to develop the intellectual personality of the student and to help them to create interpersonal relationships. Due to the rapid development of society, it is necessary to improve social, economic and educational values, including relationships and the level of human culture.

Nowadays, the events aimed at the development of the world's science originate and are based on the development of the system of education. Today, it is necessary to relate the functions of education in a classic and traditional system of education with new processes in this sphere, and the development of the above-mentioned programs is very important in improving the quality of the education system. All the above-mentioned tasks, set before the national system of education, should form such a creative person who will provide social and economic development, and the innovation market, and who will be able to operate in the sphere of high-tech industries. Intellectual schools that unify educational process and that are a part of the education system also play an important role in this noble matter.

The next question was “is Kazakhstan ready to form an intellectual society?” The answers were as follows:

There is a Kazakh program called the “Intellectual Nation—2020.” If this program had been approved, there would probably be some ways to implement it in our country. The tasks can be as follows: the improvement of the quality of education and the gradual transition from the traditional education system to the proven European system, which undoubtedly gives its results, as well as facilitating opportunities for students to study both in Kazakhstan and abroad.

If we consider the issue of readiness to form an intellectual nation, many young people gave a positive answer, but they added that it is necessary to give the program more time (fifteen to twenty years) to develop, as, in order to form an intellectual nation, we need a good foundation—the satisfaction of the primary needs of a person, the development of the mentality of the Kazakh society, its improvement, the strengthening of culture and traditions, creativity in social circles of education, ethics and aesthetics, and, again, we have to rely on the European experience and its history.

We should offer wide opportunities for everyone, whether they are urban residents or residents from remote areas, such as auls and villages, in order to attract more people to the formation of the intellectual nation.

And, for this purpose, as it has been said above, it is important to meet the primary needs.

Kazakhstan's potential for the establishment of an intellectual society is not very large, but it is considerable and may develop from the planned level on a piece of paper to reality under diligent work, a good performing system, and, of course, people's wishes.

The respondents said that the basic factors to form an intellectual nation are as follows: the creation of an intellectual society is one of the set goals of our country. Of course, the concept of the intellectual nation is extensive, and it includes not only the intelligence and knowledge of an individual, but of the whole society. In addition to knowledge and intelligence, it includes competitiveness, active work, pursuit of new knowledge and new experiences by the whole society, as well as the improvement of the personal qualities of each person. We should remember that there is a place for both an individual and for the whole society in general.

Definitely, it is impossible to build anything sustained without a solid foundation, which could remain for decades and even centuries. In creating an intellectual society, we need a strong foundation. The factor that would become the basis of the intellectual nation is primarily the national consciousness. That is, every citizen should understand their importance for the state and for the entire nation. It makes no sense to talk about the intellectual nation in the country unless the society understands it. No matter how hard the government try to hang a label of the "intellectual nation" on citizens, they will not become such a nation without realizing the idea of the importance and the essence of its formation.

The second important factor is the clear and well-coordinated operation of the education system. It is clear that the formation of the intellectual nation provides a certain level of knowledge. If the government intends to create such a society, we need to change our education system radically. For example, if our government gave people the opportunity to get education or a new experience abroad for free, and, then, provided them with jobs in our country, it would raise young people's interest to work for their country instead of a foreign one. Here, we would like to highlight one more problem—corruption, in the sphere of education in this case. In fact, it is a big obstacle to the formation of a unified intellectual nation.

The third factor is the political and economic level of the country. If a country does not have strong international ties, it will be difficult to send people to other countries to get education and experience. In addition, a country will not be able to provide citizens with the necessary level of

knowledge if it does not have a “heavy purse.” This includes publications (textbooks for educational institutions and libraries), technical provision (computers, different electronic gadgets) and, finally, travels abroad.

The idea of the formation of the intellectual nation requires a certain period of time for its implementation. The people, their wishes and commitment, may serve as a certain push to implement the idea.

The answers to the question “what recommendations would you give for the development and formation of the intellectual nation?” were as follows:

According to the “Strategy—2020,” it is the education system that plays a key role in the formation of intellectual capital. Nursultan Nazarbayev also identified two basic aspects in the formation of the intellectual nation: the development of science and the enhancement of the country’s potential, and the development of an innovation system.

Many of the focus group participants believe that, to develop successfully, Kazakh society needs competent, business, competitive, enterprising individuals, armed with quality knowledge. Their recommendations for the development and formation of an intellectual nation relate primarily to education.

A highly developed informational type of society, which modern Kazakhstan strives to be, is characterized by the widespread introduction of new information and high technologies, and the development and growth of a knowledge industry. Nowadays, education is a priority value; it also has practical significance in different countries. In the short term, the system of professional and technical education will face relatively new problems.

The first problem concerns the development of social partnerships in the spheres of professional and technical education, and employment. It must unite the efforts of all subjects concerned in this area—authority of employers and young people themselves as the recipients of professional education.

The second objective is to develop a new social space of professional education as well as different educational programs. The social, cultural, educational, and cognitive values composing Kazakhstan’s intelligence were mentioned. Intelligence is the ability of thinking and rational cognition. Under intelligence, we mean a certain level of mental activity of the person, providing the opportunity to acquire new knowledge.

Today, the formation of national values as a component of the intellectual nation is the social process and cultural values that compose the intelligence of Kazakhstan. Cultural values are objects of material and

spiritual activity, having unique properties, and which are able to meet special needs of a person.

Kazakhstan's cultural values include archaeological sites, unique manuscripts, old books, stamps, archives and original works of sculpture.

The main features of a developed intelligence are the ability to solve complicated problems, the ability to predict consequences of actions taken and the ability to prevent and avoid unnecessary conflicts.

The values and goals of education are determined by taking into account the common Kazakh mentality. The foundation of values, which the education system in Kazakhstan will focus on in the near or distant future, makes it possible to outline its development strategy. Education as a value represents the spiritual culture of our nation, which includes a language, religion, mentality, national holidays, ritual forms, customs and traditions.

The values of education are as follows:

A person is a subject of life and the supreme value.

Homeland, state, family, native history, and the present of Kazakhstan are the world of personal development.

Social communication, labor activity, and profession are the conditions of a person's realization.

Shaping attitudes and developing the ability to make choices are the bases of self-realization and self-actualization.

The focus group participants also named the ways to form an intellectual society, having noted that the intellectual society implies a society where the main goal is to get deeper knowledge, directly showing the high level of intelligence and literacy of a person. Kazakhstan is striving to form an intellectual society. Our president has set a goal, a program, which is planned to be achieved by 2020. In order to achieve any goal, it is necessary to, first, pave the way that will guide our generation to the intellectual society. Many people think that the intellectual society should be developed by the simplest of means:

1. The introduction of so-called communities (interest groups) to educational institutions, in order to give the possibility for everyone (students or pupils) to take part in them. Different competitions and quizzes increasing students' intelligence and literacy will be held in these interest groups.

2. The attraction of qualified teachers to the universities of Kazakhstan, which will lead to a high level of knowledge in a particular professional area among future specialists.

3. Making education abroad more affordable, so that every student could learn foreign languages, and learn about the traditions and religions

of different countries, thus, having a unique opportunity to gain new knowledge.

These are not all the ways to form the intellectual society, which the focus group participants wanted to mention. There are enough opportunities in our country and there are a wide range of opportunities that could be used to create an intellectual society. But, first, we need every person to try to increase the level of their intelligence, which will lead to the formation of a small intellectual society, growing and developing year by year.

“Are the conditions to develop human capital and to form the intellectual nation provided in Kazakhstan?” The respondents gave different answers. For example:

What is an intellectual society? It is a society consisting of educated people. As we have previously defined (in our lessons), an educated person is a person who, in addition to education, knows the basic rules of good manners, moral values and culture. This is a person of a broad vision, good manners, and who has read a lot of books. All of these are the quality components of an intellectually developed person. How do we get these qualities? Through qualitative secondary, professional and higher education; through the pictures and dramatic performances that we have watched; and through the books that we have read.

There is no university where they admit their habitual negligence to the students, but there are a lot of them, I guess. There is nothing to say about the schools. Usually, you need to spend a lot of money in order to get an education. No one can guarantee that the knowledge you get will be qualitative.

A ticket to the theatre costs from 1,200 to 2,000 tenge. It is not a little price for an average citizen, given the fact that people, as usual, do not go to such places alone. Libraries do not always meet the requirements. Everyone knows that books cost too much nowadays.

What kind of readiness are we talking about, if the government cashes in on its citizens? I think that Kazakhstan does not provide the conditions for the development of the intellectual society.

There are also some opposite opinions: Kazakhstan has the conditions to develop human capital in the formation of the intellectual society. The idea of the formation of the intellectual society is one of the most fundamental systems of our president's initiatives. The human capital in our country is the most effective factor of economic, social, cultural and political development. This is the main tool for the formation and development of the economy at the highest stage of the development of the world economic system. The human capital in a developed society is a

breakthrough in the development of the education system, the development of science, and the increase of the scientific potential of the country.

The conditions for the development of the human capital in the formation of the intellectual society are as follows: the introduction of new information and high technologies, and the development and growth of the knowledge industry. We need literate, mature, entrepreneurial personalities, who have received high-quality education in order to develop human capital. This should be paid more attention because if we do not concentrate on it, there will not be an intellectual society and, hence, capital development.

After all, the intellectual society is a production of capital and the highest human value, and not only a specialist—a professor—but a person with entire qualities and features of spiritual and moral personality. Generally, if we invest in the development of human potential, the education system will grow more and more, which will lead to the existence of human capital and its formation in the intellectual society. Our president strives for the intellectual nation of 2020 with good reason. Without the intellectual society, there will not be any prerequisites to the development of human capital. Therefore, we want to form the intellectual society, which has already started to develop and operate in our country. Every achievement in the field of science and education has a good influence on the formation of the intellectual society. The conditions of the development of capital in the formation of the intellectual society will have achievements and many preconditions for this.

Every year, the conditions for the development of capital become better, which is certainly good for our country, and which makes it possible to develop further, enhancing the conditions for people. Now, the most important thing to do is to choose the right way, to foresee everything to overcome problems, and not to worry; to take right steps making improvements.

As for me, the conditions for the development of human capital in the formation of an intellectual society have already been developed in our country, we just need to correct or act persistently, which will not be too much; so, our president chose the right way to develop our country. This has a positive impact, both on our people and on the country as a whole.

However, the students were constructively criticizing the current situation. For example:

This issue is so critical and pressing that the representatives of the government structures dealing directly with this issue probably see it in their nightmares.

There are a lot of gaps in the development of the intellectual society in Kazakhstan and in human capital development, in general. Let us take, for example, government activity aimed at strengthening Kazakh language status in our country. The process is slowed down by the lack of literature, quality textbooks in the native language, and highly qualified teaching stuff (or even their complete absence). These facts have a negative impact, especially on the younger generation, as many children facing these kinds of problems, which cannot be solved on their own, lose their interest in education. In such circumstances, the whole process of the erudite society's education collapses before it has started. Also, those, who finally got education, who achieved some heights and won in this difficult battle for knowledge, try to move abroad in search of a better life, or, to be more precise, they are attracted by foreign companies interested in talented personnel and ready to offer them a salary three times the amount of salary in Kazakhstan. Thus, a very unpleasant process appears, which is called a "brain drain," happening when the sector of human capital development is paid no attention. Indeed, it is easier to invite a foreign expert, offering them a great salary instead of laying our own foundations of internationally in-demand specialities with further returns in the form of projects of talented scientists moving the country forward with their ideas and raising its prestige on the world stage in different spheres of human activity.

Fortunately, nowadays, we can notice some glimmers in the above two issues, although too little. In the first case, the Kazakh version of Wikipedia has been launched for all Kazakh internet users, students and pupils in particular. In addition, the program of translation of classical literature into the Kazakh language has started. But this is only a small part of what we need to do in order to achieve higher goals.

In the second case, by giving a large number of grants to certain specialities (mainly technical ones), our country managed to suspend the outflow of the students abroad and extent their interest in work for the benefit of our country and its territory, promising great perspectives of international learning through academic mobility programs.

Thus, I would like to conclude that, in this issue, both the government following the quality of education and the society wishing to get quality education should keep abreast of new tendencies in this sphere and have an active feedback to improve and strengthen the existing progressive order.

The question about social and cultural, cognitive and educational values that constitute the intelligence of Kazakh people was difficult. One of the participants answered: "To be honest, I had no idea about the 'Intellectual Nation' project before. Even now, it is difficult to uncover the

true essence of the question. But everyone knows the notions of ‘socio’ and ‘culture,’ at least journalism students must know.

In general, I know that the ‘Intellectual Nation—2020’ program has three basic aspects: a breakthrough in the education system development, development of science and the improvement of the scientific potential of the country, and development of the innovation system. The human capital is the so-called raw material for creation and achievement the goals. What does this capital actually build?

In today’s society, there is a deficit of morality. What else except moral values shape and give direction to intelligence? But I want to deal with such aspects as cultural and social values.”

There are two groups among the values shaping culture: material and spiritual. The first is the collection of outstanding intellectual, artistic, and religious art. The second, again, includes society and established principles: customs, traditions, patterns of behaviour and consciousness, images, interpretations, etc. Social values are produced by cultural ones. All we have for today is the product of our social consciousness.

To tell the truth, I do not consider our society ready to become intellectual. It, namely, the younger generation, is influenced by fashion, which is imposed upon them, and we do not know why and by whom it is imposed. Undoubtedly, this is a disadvantage, as it is much easier to copy someone instead of looking for, thinking, analyzing and making one’s own decisions. Although, here, we can dare to argue because, if you introduce and give the power to “quality” fashion, everything will not seem so sad. The only question is what to choose for this implementation. Is it a trendy leopard print, a slang that is spread at the speed of light, the ability to cook, think, or develop yourself? For some people, it may be an advantage.

However, it is not enough for the “Intellectual Nation,” because intelligence and following the frameworks created by the society are two different things. Our goal, now, is to understand what intelligence, in its essence, is and how to develop it.

Social consciousness is usually opposed to the individual consciousness of each person. In order to form an intellectual society, we need social consciousness, as intelligence and consciousness are the same. Therefore, if every person has consciousness, it will be the right one; the people will be developed morally, culturally, politically, socially and intellectually. This is the intellectual nation. Today, Kazakhstan cannot be called an intellectual society, as even a half of the society does not meet the requirements of the intellectual nation. Not everyone knows about the intellectual society from the social position. We cannot, yet, be the

intellectual nation. Kazakhstan, indeed, is developing rapidly, therefore, we can expect that, by the twenty-fifth anniversary of Kazakhstan's independence, our people will be called an "intellectual nation," in terms of international standards.

President Nursultan Nazarbayev undoubtedly invests all efforts in the development and formation of the intellectual society. Let us take, for example, today's education at schools, where much more attention is, now, paid to the state language. Let us also consider one subject that was introduced to the school curriculum in 2009—"Self-knowledge." It includes education, providing examples and parables, which is good for the current younger generation. Our president also considered unemployment, which is being fixed, now, according to the rankings. Let us take our culture, which is paid a lot of attention by our president. It also plays a great role in shaping people's ideology. Higher education in Kazakhstan should also be noted. It provides a good job for the future.

I think that we have all opportunities to develop as a person, to prosper in the sphere of education, but there is one thing: people, today, are very lazy, they refer to the fact that relations mean a lot, and there are also many other excuses. In my opinion, this is a great disadvantage in our society. If a person wants anything badly, they will achieve it, despite everything. That is why successful people do not twaddle; they do more, and do not cast their problems and complaints on others.

This is the opinion of the first-year student of the journalism faculty: "Every day, I, and thousands of Kazakhstan people, see how our people spit and drop the litter on the ground. They are likely to think that the ground is a trashcan. I think that in order to become an intellectual country, Kazakhstan must change everything. We must start from schools. How can a schoolchild study knowing that there are elementary mistakes in his textbooks? We have to change the whole education system."

I think that the mass media will be a suitable solution for the formation of the intellectual nation. Nothing promotes better than mass media. If we repeat something to a person, they will remember it.

An intellectual nation is a nation that knows its origins and culture, and that has some spiritual values.

An intellectual nation should root for the destiny of its country, be bound up in its city and government. We must become more altruistic. Selfishness will not lead our young country to good. People in the streets are so angry and aggressive.

We should meet intelligence and not to wait for it. Kazakhstan is a competitive country, and we prove it year by year. It is not so important to become one of the fifty competitive countries. An intellectual society is of

paramount importance. If people are intelligent and smart, our country will come into this ranking itself.

We have to change, and to change dramatically, for our bright future.

During the years of its independence, the government has laid new foundations in many spheres—economy, politics, business, culture and sport. In my opinion, the problem can be solved only in a complex, because a person and their level of perception depend on many factors. And we should start from medicine. The government has focused on preventive medicine, but we should not forget about self-treatment, because it can be called free only conditionally. Recently, I had to have my vision tested but, when I came to the free optometrist, I found out that I had to have a paid examination in a clinic, because they do not have this equipment in the hospital. Let us pay attention to the education system. From the very first school days, the student learns that there are a lot of mistakes in the textbooks. First, schoolchildren study with additional Russian textbooks and they get used to thinking that our national education is a second class; second, when these children become school leavers, they choose office professions, because they know that if the representatives of these professions make a mistake, it will not be so great. We need to simplify and accelerate paperwork. Innovation activity of specialists engaged in the sphere of small business, expressed in the relative number of patents issued per employee—fifteen times, which exceeds a similar parameter for employees of large companies. If we really have all the conditions for small business, we can raise competition in the market, and, hence, the quality. The development of distance learning will become the perfect complement to the proposed changes. When people see that, for productive activity, they have to update their knowledge throughout their lives, maybe we will be able to “cross science with education.” As you can see, we have all the possibilities to become a nation that can, from the nation that knows; we only have to give the reforms a push.

A student expedition, first organized this year, has conducted research in Kazakh regions. One of the main goals of the expedition participants, who visited the Semipalatinsk, Mangystay and Kyzylorda regions between June 20 and July 3, was to find out the opinions of young people from these regions about the “Intellectual Nation” project and to analyze the young people’s views on the future of the nation, which are the basis of the “Intellectual Nation” project, and, thus, the formation of another wave of young intellectuals.

Although it was impossible to form an intellectual group in only two weeks, the participants of the project acquainted the young people of these

regions with the most relevant points of the “Intellectual Nation” program and they filled their notebooks with the new ideas of the young leaders from these regions. In order to implement the plans, project participants distributed questionnaires and conducted work with the focus groups. The most active participants were awarded prizes. The expedition was in eastern, western and southwestern regions of the country. During the study, it was noted that the young people from different regions have different opinions. Each group had different subjective views on today's society of the future. At the same time, these views also united them. The future foundations of the sovereign state, the young people, have shown that they are always aware of the news taking place in the society.

Young people from Semey city, which was the first point of the expedition, have shown that they think actions speak louder than words. The sights of this historic city have been seen and today's life of the city has been investigated for two days. Young citizens are very active, they express new ideas, and, most importantly, they are true patriots of their country, and this truth is without pathos. Organizations such as “Salauat,” “Zhas Otan,” discussion club, “Zhas zengerler” (Young lawyers), etc., are the environment of activists, who got the status of leaders. They are recognized, they are known, and they point the way. This factor was marked as a beneficial criterion influencing the process of the formation of the intellectual nation, and, in this regard, the expedition participants felt a great desire to exchange opinions with the young people, and to find out their views about the future. First, as usual, was the performance and the meeting with the expedition participants. The questionnaires were filled out. The focus-group participants were a bit shy during the first minutes. But, the well-known project led to the development of a common theme.

The speakers emphasized that the concept of intellectual nation has recently started to be formed in our consciousness and in our language and that one of the main conditions of the formation of intellectual nation is the formation of national education. The Kazakh language is the mainstay of national values. Kazakh values are admired even abroad. The language is one of the factors of the intellectual nation formation. The other factor is the environment, society.

Young people become individuals under the influence of this society. Today, there are individual criteria of the “Bolashak” program associated with the knowledge of the Kazakh language, history and literature. Also, a lot of young people who have been trained under this program now occupy certain positions. For example, Bauyrzhan Baibek is a principal deputy of the “Nur Otan” party. Despite his young age, he occupies a high position.

We have a lot of such young people. And this fact is a prerequisite for the formation of an intellectual nation.

Many participants agreed that under “intellectual” we mean “intelligent.” This is a group of people with high intellectual levels and basic knowledge. Consequently, the intellectual nation is an environment consisting of educated and skilled people. They are specialists with higher education, intellectuals with a wide area of thoughts. Only with the formation of an intellectual nation does the groundwork of a country become more developed and strong. Moldajarov Miras answered the question “is it possible to form intellectual nation?” as follows: “We cannot say that we do not have intellectual young people. Kazakh people have a multi-millennia history where we can find the names of our khans and biys. We also know about representatives of the intelligentsia of Soviet times. Therefore, we cannot forget about them and deny the existence of the intellectual nation. It does exist now. I believe that today’s youth is intended to develop this level. Of course, not only poets and writers can be referred to intellectual people. Intellectual people are also ordinary people who are professionals and who are able to evaluate modern society objectively.”

If the intellectual nation has already been formed, what is today’s level of our youth? This question helped participants to consider the problem comprehensively. It was noted that it is impossible to measure an intellectual level on a special scale. There are a lot of educated and intelligent people in our country. They study at Harvard and Oxford. In the best cases, educated youth from different regions of the country studies at Kazakh National University. According to the system of education and literacy, Kazakhstan is among world’s top ten countries. However, our literacy is not an indicator of our level of knowledge. The younger generation notice disadvantages in the education system of universities. Yes, disadvantages are noticed everywhere. In order to solve this problem in an optimal manner, it is necessary to raise the level of the education system in schools and to increase the knowledge of our teachers. For example, the students of the mechanics and mathematics department said that they knew the theory very well but they did not have enough practice. If you do not have enough practice, it will be difficult to work with advanced technologies in the future. “It is difficult to say that we will be on the same level with developed countries unless we solve such simple problems. We still have a lot of work to do in order to form the intellectual nation,” a focus-group participant said.

The discussion on education and science was hot. Young people studying at universities have noted that the education system of our

country has a number of disadvantages. They were especially concerned about the future of Kazakh science. The focus group participants were invited to make their own suggestions and recommendations on the issue of the formation of an intellectual nation in Kazakhstan, and the development of Kazakh science. Moldazharov Miras contributed: “Today special research centres are established in the universities, including Nazarbayev University. ‘Alatau’ Technology Park in Almaty takes its first steps. However, the result of the work is the most important thing. If these research centers manufactured products with a mark ‘Made in Kazakhstan,’ it would be a great motivation for young scientists. That means we cannot be limited to the export of raw materials, they should benefit national products. It would also be great if the Ministry of Education and Science adopted special programs in these research centers.”

At the end of the focus group, an active participant, Oralbayev Jalgas, expressed his opinion: “Different views and examples have been provided. Major opinion is of course very good. But there is one common problem in our society—pathos and show-off. I notice that in the most events. Every year different eye-watering activities dedicated to the ‘bright future’ are held in our country. Nevertheless, unfortunately, they all remain fruitless. We had already filled such kinds of questionnaires on the topic of intellectual nation before. Everything is done for the sake of appearances. Of course, nothing will be implemented immediately and sometimes we even have to take risks. It would be nice if we got the result with it.”

The participants also said that intelligence is a human capacity of thinking. It is the ability of every person to think about the development of their nation at the level of ideas. It is impossible to measure the intellectual capacity of a nation, but we can evaluate it in comparison with other countries. For instance, if we compare Kazakhstan with Japan, we can notice that they are totally different. There are lots of mineral resources in Kazakhstan, but there are not any in Japan. The country is developing due to human capital. We do not appreciate human capital enough in Kazakhstan. Therefore, we have to develop it. In order to develop our intellectual horizons, we need to provide young people with jobs. Young people should be actively involved in building the nation’s future.

The education system and its formats require changes. In Japan, the twelve-year education is divided into three parts: general, secondary and higher.

The participants from Kyzylorda city have noted that, first of all, intelligence means activity. Getting quality education and becoming an intelligent person depends on the young people. It is their responsibility. Any young person should contribute to the development of our country.

All the participants think Kazakhstan has a great potential to create an intellectual society in comparison with other countries. They also notice that, today, Kazakhstan has more capacity than before. Our president is working hard to create a perfect and successful country. The level of education and science plays a major role in the creation of the intellectual society. In order to get this done, the president has established the first intellectual schools and the first national world-class university—Nazarbayev University. Now, our young people have to realize that the competitiveness of our country in the global society will depend on their level of education. Only we will be able to strengthen the intellectual potential of our Republic. The focus group participants often note that one of the main factors for the formation of the intellectual mental capital is the creation of strategic programs, which become the basis of the formation of the intellectual recourses of the society in general. Our future belongs to young people; therefore, we have to start from the younger generation. Future professionals should have creative thinking and be able to manage the creation processes of different intellectual property. The formation of the intellectual potential of the future professional should start from the first courses of education institutions. Therefore, different programs that will encourage the younger generation to raise Kazakhstan to a new level of development should be implemented in schools from the first classes. During the period of transition to innovations, it is important that education institutions provide a wide range of programs, giving the opportunities to get and advance education, as well as to gain practical skills in different spheres of economy, culture and education. Next, the universities must prepare highly qualified specialists. These young specialists will focus on the constant improvement of their knowledge and skills. This is essential because, in the modern world, creative activity is the factor contributing not only to the professional career of a specialist, but also to the improvement of the efficiency and competitiveness of the younger generation. The modern world demands that today's youth have leadership qualities; at a time when the society is developing rapidly, young people must have a high level of patriotic desire to create and develop our state. Only by the introduction of various programs in all spheres of society's activities, will the people of Kazakhstan suck in new proposals and programs to raise Kazakhstan to a new level of development. As for me, the intellectual capital is a kind of "knowledge saving box," which everyone should contribute their skills to. Only, in this case will the level of intellectual mental capital of our society be at a high level.

Examining public opinion, the young participants of the expedition also studied the spiritual heritage, which cannot be forgotten when

creating an intellectual nation. A young man, Yerkebulan Tursyn, was the guide for the expedition participants. On June 22, at 10 AM, the participants were taking part in the event organized to commemorate the beginning of the Great Patriotic War. They laid flowers at the Eternal Flame. They also went to the Veterans' Museum, which was in the Palace of Culture, and visited the Dostoyevsky Museum. In the museum, they learned a lot about the life of a Great Russian writer and his friendship with Sh. Ualikhanov. The next place they visited was the Abai State Cultural Historical and Literature Memorial Museum. In the afternoon, at 1 PM, they met with the active young people of Semey city. The discussion on the "Intellectual Nation—2020" program was conducted; questionnaires were filled. The active young people were given special books.

They visited the college named after M. Auezov. This college has 110 years of history. They were on Tuyemoynak Island. There is an area, built especially in honour of the closing of the Semipalatinsk nuclear test site and a memorial called "Stronger than Death," built in memory of the consequences of nuclear testing.

In Aktau, the expedition participants visited the Mangystay Regional Local History Museum, where they learned a lot about the history of this region. The Mangystau region is a native land of 362 holy people. It is good that young people do not forget about this. In the evening, the visiting of places such as "Kempirtas," "Kandysigen" and "Bakshasaray" was planned. The T. Shevchenko Memorial Museum aroused their interest. After visiting the museum, they saw the Issa Dossan memorial, dedicated to the uprising in the 1850s of the nineteenth century.

In Kyzylorda, the students went to the Kyzylorda Regional State Institution, on the protection of historical and cultural monuments; they received a lot of information on the historical monuments of this region. Then they met the young people of Kyzylorda region. The discussion on the "Intellectual Nation—2020" program was conducted; questionnaires were filled out.

Based on the above, we can make the following conclusions:

1. Today's youth see people who received Kazakh education as the basis of the future intellectual nation. It does not mean that education should be limited only to the country; it should be directed to its prosperity. The model of the intellectual nation must include patriotic aspects—people have to know their native language and culture very well. The focus groups conducted in the regions, especially, have shown these requirements very clearly. Young people spared no time and effort to study the spiritual values of their region in detail.

2. The model of the intellectual nation involves integration in global scientific and education processes. That means an intellectual nation representative must not be isolated within one country. In order to create an intellectual potential, we have to use the best foreign experience, taking into account social, economic, cultural, and crisis world situations. It is, here, where ICT should work, covering all the spheres of the economic and social sectors. The roles of information, knowledge and technology, which are the key components of an information society, must grow rapidly. The availability of a number of information services should be increased, which will have a positive impact on the development of human capital and will promote the growth of Kazakhstan's competitiveness.

3. The model of the intellectual society must include the development of science and scientific-research institutions. Without the development of contemporary science and without our own scientific schools, it is impossible to create an intellectual nation.

4. The model of the intellectual nation implies continuing education, starting from a kindergarden. The President of the Republic, Nursultan Nazarbayev, in his address, clearly defined this: "In order to become one of the world's developed countries, we need appropriate knowledge. Knowledge will make Kazakhstan one of the fifty developed world countries." The "Balapan" program is focused on the complete coverage of preschool children. The plan is to open twenty intellectual schools with the enhanced study of mathematics for talented children; these programs enable the ground to be laid for the formation of the intellectual nation. The programs mentioned, above, are the beginning of our country's innovation development.

We must continue to develop different types and models of educational institutions, to develop programs of author training courses, to expand the range of education and developing technologies, to establish contacts with foreign teachers, etc.

New forms of educational institutions must function in the Republic.

5. Undoubtedly, the intellectual nation can only consist of people who have received proper education. All of the focus group participants mentioned this fact. That means today's youth perceive education and breeding as inseparable factors of a personality. The necessary aspects of education should include the following:

- Personal skills
- Pursuit of knowledge
- Development of mental abilities
- Rich inner world
- Humanity

- Understanding and comprehension of the information received
- Reading the books and educational materials of the mass media

Education should start from the family. Therefore, we need to promote family values at the state level.

6. The necessary factors for the formation of intellectual personality qualities may include the following:

- o love for the native land;
- o active life position;
- o patriotism;
- o knowledge of national values and the ability to preserve them;
- o healthcare;
- o the ability to analyze world events;
- o benefit from the conclusions made;
- o strict compliance with the legislation of the Republic of

Kazakhstan;

- o persistence in one's opinion;
- o the ability to get satisfaction from the work performed;
- o the desire to realize the goals;
- o the need for creative development.

7. It is necessary to equalize the difference between urban and rural schools not only through the provision of a rural quota university entrance, but through the use of ICT.

8. The informatization of education and the introduction of ICT in education and breeding processes should become one of the priorities of the process of the formation of the intellectual nation. The goal of ICT introduction is the global intensification of intellectual activity through the use of new information technologies: computers and telecommunications.

CHAPTER 5

INTELLECTUAL CAPITAL AS THE BASIS OF KNOWLEDGE SOCIETY DEVELOPMENT

5.1. Human Capital as an Intellectual Investment in the Future

The world's education and economic spheres have been changing rapidly in recent times, under the influence of two key areas. The first is the continuing development of the knowledge economy, facilitating the acquisition of skills through education as well as encouraging countries to help. The second, which is closely related to the first one, is a transformation. A transformation is an intensive growth of higher education in the world, opening new opportunities for millions of people and leading to significant expansion of the global set of talented and highly educated people. In the review of education organizations of economic cooperation and development of 2012, these reforms are considered together with other important global recessions (2009 and 2010). No developed country is safe from the global economic recession. However, a relatively high level of education leads, first, to economic stability and, sometimes, to benefits at the labor market [49]. Discrepancy in wages among specialists with higher education and secondary education has led not only to the process of global recession, but also to some complications. If a man with higher education got a salary, which was 58 % more than a man with secondary education in the countries of economic cooperation and development, in 2008, then, in 2010, this discrepancy in wages increased to 67 %. This indicates that economic downturn affects all spheres, especially people with a low level of education, which makes the economy and global education spheres change. According to Garry Becker, the economic method requires the whole system in the understanding and definition of human behaviour. Several generations of scientists who conducted research in this field have failed. According to Becker's calculations, in the US, investments in human capital bring several times more profitability than investments in securities [50]. Becker

suggests appreciating the economic result that will be gained from education. He is the first scientist to conduct the statistical calculation of education economic efficiency. When identifying the living income of people with higher education, the living income of people with professional education is excluded from their living income and the living income of people with secondary education is excluded from the latter. Along with education expenses, the wages that were “lost” by the student during their studies are also considered. In fact, these “lost wages” are measured by the values of time and expenses spent on education by the student, and their use is the accumulation of alternative means. Becker, considering investments in education as accumulation of income, believes its return to be 12 % to 14 % of annual income. The scientist’s calculation, where the received income from education expenses is expected, makes it possible to consider human capital as the main intellectual fund and inexhaustible investment of society. The scientist was awarded a Nobel Prize for this research work.

Forward-thinking scientists around the world have conducted complex research in this field and suggested their best ideas and practical recommendations to the scientific community. Scientists, such as W. Clement, G. Hammerer, K. Schwartz, A. Bonfor, L. Edvinsson, K. Farr, R. Lord, L. Wolfensberger and A. Teykserya [51-56], consider human capital as an intellectual investment. They prove that, in the knowledge society, a lot of attention is paid to non-material values: knowledge, science, ideas. Every year their value and significance increase. In many spheres, investment in human capital, although it requires a long time, is considered as the main and the only guarantee of a stable development. Modern scientists say that the consideration of this problem from a theoretical point of view and its justification on a scientific basis is an urgent problem of today. In these studies, the theory of growth and development is considered as the theory of evolution; the term “intellectual capital” (intangible), the so-called term of the non-material sphere, is widely analyzed and described. “Intangible investment” is a term denoting investments in intangibles. This theory is widely discussed in scientific communities and is widely known. Therefore, the justification of the theory of this problem is essential. One of the problems proposed with a theoretical point of view is the evolution of the investment of the non-material sphere. German scientists W. Clement, G. Hammerer and K. Schwartz comprehensively discuss the theory of investment in the non-material sphere and describe the research in this area, as well as scientific schools, their terminology and methods, etc. [57]

New information technologies have made major changes in the economy. Development, research and non-material investments in human capital have taken the leading position in comparison with material investments because, nowadays, the economic activity is focused on non-material components. Today, the term “intangible investment” is introduced again and is being discussed at length in the economic sphere. A definition of this term is being formed and recommendations on taking intangible investments into consideration are provided. Generally, intangible values should be considered as a major component of societal development and the improvement of economic effectiveness. The problem of the financing of non-material spheres is relevant in the advanced countries of the world. It is widely discussed in the studies of French scientist A. Bonfor and Swiss scientist L. Edvinsson [58]. Paying attention to the importance and necessity of making investments in non-material spheres, the authors emphasize the impact on societal development. In countries such as Israel, Japan, and the European countries, intellectual capital is primarily spent on the public sector, the service sector, and, as a result, at the state level. To increase the wealth of a nation, first, people must be literate. Therefore, in the near future, besides an agricultural and industrial plan, a plan map of the intellectual capital should be developed.

Now, scientists note the need for cooperation in this field. That means, the greater the relations at different levels that are developed, the more effective intellectual capital becomes. The presence of a strong political leader of each country requires the formation of intellectual capital at the national level and in the social environment. These problems are characterized by tasks such as the visualization of intellectual capital; the consideration of intellectual investments in the cluster of knowledge capital; the formation of effectiveness and novelty of intellectual investment in regions as cultural values; and the superiority of knowledge capital as a new innovative social system [59].

As was said before, at first it is essential to distribute and explain the importance, necessity and possibilities of intellectual capital to the people and the target audience with the help of visual communications. The next problem is to create, organize and accumulate the knowledge capital cluster. That means the knowledge is the primary means, the foundation and strength of non-material sphere development.

American scientists K. Farr, R. Lord and L. Wolfensberger investigated the issues of economic and political freedom, and economic prosperity, and performed in their works an empirical analysis of the problems of intellectual stability. The authors prove that economic freedom is the only factor leading to political freedom and they analyze

the impact of economic and political freedom, and economic development on each other in industrial and post-industrial countries. The causative-consecutive methodology of works is devoted to identifying links between economic and political freedom, and the welfare of people. Countries with developed production and also lagging countries have been chosen for a comprehensive discussion. As the results of the research show, in developed countries as well as in countries with a low level of production, the economic freedom is defined by the level of people's welfare, and the level of people's welfare, in turn, affects their political freedom [60].

Portuguese scientist A. Teyxeira studies the links between human capital and a company's activity. His analyses, devoted to the issues of considering the ways to increase the potential of human capital, are characterized from an economic, technological point of view and from the point of view of performance. The ways to influence, on a social and intuitional basis, human capital accumulation are considered. The success and viability of a company's activity with increasing human capital is analyzed from a theoretical and empirical point of view [61].

Swiss scientists B. Carlson and G. Eliasson consider the economic development implementation of an idea as new technologies. Their study is devoted to the creation of conditions and the impact of new ideas necessary for effective development. The authors analyze notions such as technological system, competence, block and experimentally organized economics [62]. At the same time, Spanish scientist I. Ninez studies transition intensity from base industrial production to intellectual production. In his studies, he analyzes different methods, strategies and means concerning intangible investments. Here, the main objective is the rational and practical application of all theoretical studies [63]. British scientist K. File, in his study on the relation between social philosophy and economy, considers cultural values as an integral part of intellectual capital [64].

One of the first scientists to study the nature of intellectual capital was T. Steward. In his article called "The Power of Intelligence: How Intellectual Capital Is Becoming the Most Valuable Asset of America" (1991), he presented intellectual capital as the sum of what the employees of a company knew and what the competitive advantage of the company in the market gave: "patents, processes, management skills, technologies, experience and information on customers and suppliers. Combined together, this knowledge forms intellectual capital."

According to this English scientist, intellectual capital is a new source of companies' wealth. In order to succeed in a non-material economy, organizations, and every person, should master working techniques that

are different from their previous skills. In other words, “knowledge” becomes a key word in this economy, global hyper competitiveness, and the paradigm of global management. Concepts of management information systems and information technologies become obsolete and are replaced by the concepts of knowledge technology. The knowledge era has come: the era of the knowledge industry, qualified employees, knowledge as a capital, knowledge support systems, knowledge management, knowledge production, organized education, hyper knowledge, etc. The richest countries are the countries with capital in the form of good education and human recourses, and the poorest ones rely only on natural raw materials [65]. It is impossible to build capital without knowledge. Countries may be rich in their recourses or information, but poor in knowledge. Knowledge is a purposeful and coordinated action. Its only proof lies in achieving its goal. Knowledge quality is assessed by the quality of the achievement or coordination process.

T. Steward introduced the term “knowledge corporation” to the scientific lexicon. These are companies that recognize the importance of knowledge—intellectual capital—as their most valuable intangible asset that serves as a basis for achieving competitive advantage. The same can be said about the whole intellectual society. Thus, the intellectual capital of the society is a result of the development and interaction of the intellectual potential of employees. This is a collective mental energy that includes knowledge, information, experience and intellectual property—everything that allows creating values.

To obtain and use knowledge, information technologies and information systems, together with knowledge as a form of intangible asset, are used.

British economist Alfred Marshall [66] was one of the first to begin to include relevant information in capital—information that could reduce existing uncertainty in knowledge about the subject. In 1890, Alfred Marshall said that knowledge and business are a significant part of capital and that knowledge is the most powerful engine of production. In the vast majority of industries, technical knowledge and skills are becoming less significant day-by-day, compared with such qualities as the ability to take the right decisions, efficiency, resourcefulness, caution, and perseverance in pursuing the goal.

Knowledge can affect production and relations between people. When using knowledge, some economic subjects can gain an information advantage over others. There are two main sources of gaining information advantage: monopoly to possess information, and the ability to understand and appreciate the other available information better.

The occurrence of relative information advantages gives rise to competition. In such a competition, not only scientific knowledge is of great worth, but also the personal knowledge of each person, based on their ability to understand what new opportunities this particular situation conceals. In this situation, knowledge becomes an element of competition and a factor that increases the efficiency of capital.

The information society economy uses four basic resources: labor; capital; individual, regional and group freedom; and relevant information—these are constantly updated theoretical knowledge and various information, including the practical skills of people.

The first two resources serve as factors of production; the last two are the necessary conditions for their effective use. In such an economy, there is a systematic increase in the potential (and under certain conditions even actual) release of goods, due to the constant upgrade of the technological base of production, primarily by changing new ICT. ICTs include digital data processing by computers, telecommunications, modern methods of audio and video presentation, and fibre optic channels of information transmission, etc.

In recourse, oriented economy knowledge has come to be regarded as a fully-fledged object of consumption, since 1950. This approach led to the creation of a theory of organizational capital, which has been described as the knowledge embedded in the organization as its own experience. For example, Davis and Meyer, in their works, describe organizational capital as "all the standard processes of all company, systems and policies that represent gaining experience and knowledge by many people for many years."

Knowledge is an essential factor of the development of human society, and information technologies are the basic tools of society's informatization. The development of information technologies, development of the World Wide Web, and global, regional and local computer networks have created a platform for knowledge management as an intangible asset.

Currently, the goal of knowledge transformation has become to penetrate deep into an organization, faster and more efficiently, which allows the systematizing of knowledge and its use depending on the goals set. As a result, systems that support decision making, virtual reality models, predictive modelling, management information systems with numerous variations, and developments in artificial intelligence have been created. These systems operate due to the use of human knowledge, which, in turn, is converted, multiplied, and is used more efficiently and effectively.

In this regard, we can emphasize that knowledge as an effective action enables people to assert their coordinated existence into the specifics of an environment, from which they draw and form their world of actions. All knowledge is actions coordinated by a person who has knowledge.

Thus, modern information technologies are becoming a binding condition to simplify working with knowledge. They allow faster dissemination of knowledge, facilitate the effective operation of any organization due to its employees' knowledge, and create new ways of knowledge management and generation. Researchers have identified three classes of working techniques with knowledge: technologies aimed at creating knowledge through the processing and analysis of information, technologies aimed at discovering and studying knowledge by extracting knowledge from new sources of knowledge, and technologies aimed at knowledge distribution within a system or a network.

At the same time, intellectual capital is the basis of innovation potential aimed at the future. Intellectual capital develops more successfully in the process of the creation of new products and the implementation of measures for the development of new niches in commodity markets. The development depends on how successfully a company can arrange research and development, and concentrate the necessary intellectual, material and financial resources.

Knowledge that can be converted into value is how L. Edvinsson considers intellectual capital. J. Ruus, S. Pike and J. I. Fernstem identify intellectual capital with all the non-monetary and non-material resources involved in the process of the creation of a company's value, which is fully or partially controlled by it. S. Albert and K. Bradley [67] called intellectual capital "a process of transformation of knowledge and intangible assets into useful resources that provide competitive advantages to individuals, businesses and nations." J. Teece applies "Knowledge Assets," a synonymous concept, to intellectual capital, thus, emphasizing the need for an economic benefit of individual and organizational knowledge as a strategic asset [68].

Intellectual capital is structured knowledge based on kinks and skills that have development potential and value creation.

Russian researchers also make a significant contribution to the theory of intellectual capital. Thus, V. L. Inozemtcev [69] defines intellectual capital as a "collective brain" accumulating the scientific and ordinary knowledge of workers, intellectual property and gained experience, and communication and information structure. V. V. Leontyev [70] only considers the value of all intellectual assets, including intellectual property, natural and gained intellectual abilities and skills of employees, as well as

accumulated knowledge and useful relations with other subjects, as intellectual capital. V. S. Efremov [71] believes that intellectual capital is the knowledge that the organization has and that is expressed in a clear, unambiguous and easily transferable form.

The presence of a basic component of intellectual capital—knowledge—defines the essence of most interpretations of this concept. Intellectual capital is seen as the result of thought; the result of applying knowledge. At the same time, this knowledge is meant not only by what some people know, but also by what the whole society "knows."

5.2. Intellectual Capital and a Country's Competitiveness: Political and Cultural Aspects

In the age of information, in a knowledge society, intellectual capital is seen as a key to society's development, the increase of people's welfare and the improvement of competitiveness. The basic technology of the growth and accumulation of intellectual capital is the implementation of technologies consisting of humanitarian knowledge.

Today's science considers humanitarian technology as a major trend to develop intangible values, i.e., as an activity aimed at knowledge capital harmonization. The world economy, including Kazakhstan's economy system, operates in the period of transformation of intangible investment to tangible products. Changes in socioeconomic and political spheres, intangible developments, and research and investment in human capital play key roles in comparison to investment in material spheres. Therefore, new perspectives on the concept of functional production begin to form.

In modern scientific and publicist literature, the word combination "humanitarian technologies" is widely, and not always consistently, used. The experience of many sciences shows that only the achievement of "terminological convention" (that is, an agreement on the unique use of one or another word) is able to put the system of concepts in good order. Scientists need to distribute content between terms so that its essential characteristics are reflected more fully.

The effectiveness of any activity is provided by the choice and combination of optimum procedures. According to Ozhegov's explanatory dictionary, "a set of production methods and processes in a certain industry, as well as the scientific description of production models" is called technology [72]. In terms of their creative role in social development, activities are grouped into reproductive (aimed at obtaining already known results by well-known means) and productive (creative, associated with the development of new goals and corresponding methods,

or with the achievement of well-known goals with the help of new means). Consequently, according to Ozhegov, technologies are used only in reproductive activity, aimed at the production of material wealth. Is this the right approach?

The word “technology” is a combination of the Greek “techno” and “logos.” It is known that the first of them, often found in ancient philosophy, meant not only technique, but also every art of making things, from creating paintings and sculptures to technical products, such as military vehicles [73].

In today’s world, the word “technology” is used in as broad a sense as the word “techno” in ancient Greece. Reflecting this trend, V. V. Ilyin and A. S. Panarin wrote about the specific features of a modern and technological human focused on the world transformation [74]. B. G. Yudin talks about the technological attitude towards the world, specifying rationality and purposefulness as its features [75]. The author thinks the necessary features of any technology are “limitations and concreteness.” The author emphasizes that the result of applying this technology “should be defined with certainty at the starting level already, which allows to assess whether it was able to achieve it.”

According to A. G. Shmelev, the “quality of products and services brought to the level of technology is the quality, which by its definition should not depend on performers, more precisely, it depends, but only on their skills- the degree of mastering the technology” [77]. However, we must consider that mastering technology is not confined to the mechanical mastering of a certain amount of information. A. I. Solovyov, analyzing technology policies, indicates, for a reason, that they “always have a place for subject’s creativity, improvisation, unconventional action” [78].

Based on the above, technology can be defined as a system of means of any activity, aimed at the most effective achievement of a certain result. We can agree with V. V. Ilyin and A. S. Panarin’s proposal to distinguish analogy and technology. If the first one “claims and reasonably sets and justifies goals and interests; goal orients by conceptualization, intellectual thematization...actions,” then, the second one “practically carries out, implement goals and interests, influencing living arrangements accelerating or reducing its pace.” Thus, technologies are instrumental and, as a rule, may not be assessed as in terms of being positive or negative.

As it was pointed out by L. G. Ionin, the term “social technology” has two meanings. It refers to either a set of techniques, methods and effects used to achieve goals in the process of social planning and development, solving all kinds of social problems, or a method of applying the theoretical conclusions of sociology in practical purposes [80]. It seems that the first

approach reflects the tendency of modern science “technologization” better, which means that the implementation of existing achievements does not come to the fore, but that the production of new knowledge in accordance with practical needs does.

Under social technologies, researchers understand technologies that serve to provide meaningful impact on social structures and social processes. Does the developed concept include technologies used in the fields of education and training? This question must be answered in the affirmative, since change in the mental and moral qualities of people has a direct impact on the social environment.

The question of how to distinguish social and humanitarian technologies is pressing. According to B. G. Yudin, “where it comes to technological influences on an individual (or individuals), it makes sense to talk about humanitarian technologies (HT); and where we talk about impacts on social communities of any scale, it makes sense to talk about social technologies” [81]. At the same time, the author acknowledges that, under this approach, “often the same effects can also be applied to one and to another type” [82].

There are many other interpretations of “humanitarian technologies.” Some researchers emphasize their orientation on comprehensive and progressive personal development [83]. Others describe them as a new type of process management, based on the “soft” interaction of parties, without using methods of “direct authoritarian pressure” [84]. The third group of the researchers emphasize that these “methods, techniques and means of transmission and implementation of management decisions are based on the value layer of individuals’ and groups’ consciousness, which in this case is defined as a complex system, where rational and emotional elements, as well as conscious and unconscious levels of mentality, are presented equally” [85]. The fourth group consider humanitarian technologies aimed at creation, development, processing or changing the rules and frameworks of communication and relationships between people according to external environment (both public and natural) challenges [86]. The fifth group focuses their attention on a manipulative component, which allows the introduction of content, desired for certain groups, under the guise of objective information [87].

As pointed out by S. G. Kara-Murza, “soft” (humanitarian) technologies involve achieving goals through rational persuasion or psychological manipulation that not only encourages a person to do what others wish, but makes him want to do it [88]. Using a synonym, “humanitarian” to “soft” technologies, is also justified by the special role played by such

humanitarian sciences as psychology, culture studies, linguistics, ethnography, religion, etc., in their development and implementation.

In our opinion, humanitarian technologies should be defined as a form of social technologies, based on the primary use of “soft” methods, such as persuasion and psychological manipulation.

Social technologies can be classified according to the spheres of social life, in which they are applied. Here, technologies can be distinguished as political, socioeconomic, informational, educational, etc. In society, there are a number of subsystems that have relative autonomy (and even “own logic of construction, functioning and development” [89]). Social technologies are widely applied in various spheres of society.

Some foreign scientists consider investment in the non-material sphere as a major component of economic development [90]. However, a theoretical platform of the classification of intangible investment with recommendations for their practical application has not been developed yet. From the perspective of the social economy, the concept of “investments” suggested by Granovetter [91] is of particular importance. According to him, knowledge is created, enriched and widely distributed, and applied not within a vacuum of social relations, but in the context of specifically oriented capital. This became the basis of a new organizational activity. Under new conceptual rules, the value of different corporations, organizations and individual entrepreneurs equates with intellectual capital. Only knowledge can improve any nation’s welfare. Therefore, the need to improve the evaluation system of the intellectual capital of the country is a major challenge facing the international scientific community.

Thus, speaking about modern humanitarian technologies, researchers synthesize them with the concept of “intellectual capital.” In addition, intellectual capital (intangible investment) is considered an integral part of the country’s competitiveness. Over the past eight years, several models and methods of the management and calculation of intangible investment have been proposed. In the management sphere, these models are applied in research, software, innovation and human capital measurement. Other models are focused on coordinating the rules recommended to be used at the international level. But, despite the applied developments, the need to create an integration method of investing in the intangible sphere arises. It should be developed on the basis of conceptual knowledge in the economy sphere. Therefore, the studies conducted in Kazakhstan will be crucial in solving the problems of this sphere that are facing the international scientific community.

In investing intangible values at the national level, a study of the world advanced methods, which result from the adaptation of the existing models

to the new condition of Kazakhstan market and their improvement, is considered important. From the standpoint of a short-term perspective, we need to pay attention to an intellectual way of values production. From the standpoint of a long-term strategy, investment in intangible values should be considered as the main generator of the formation and development of the knowledge society.

The novelty of this research project is to develop the theoretical model of management and the calculation of investment in intangible sphere, aimed at the formation and development of Kazakhstan's knowledge society and, as a result, to suggest humanitarian ways to apply statistics and the management of the education sphere in practice.

Consideration of intellectual capital as a cultural value and measuring the development of culture is a particularly important issue, because the era of advanced technologies and substantive information culture is included in the priority values. Therefore, the announcement, development and formation of intellectual capital as a cultural phenomenon are effective and beneficial tasks. Giving priority to knowledge capital in competitive and advanced countries, and its acceptance as an innovative social system and a strategic objective, is a far-sighted, politic and civilized step.

In Kazakhstan, the creation of a knowledge society, its formation and transformation into the country's main value, is a leading strategic goal and perceptively performed task of the public policy. This can be proved by the fact that, over the past three years, Kazakhstan has been in the top four leaders under the UNESCO Education Development Index, among 129 countries.

Forward-thinking politics and strategists of the world pay great attention to the intellectual capital of a nation and do everything for its development, enrichment and accumulation in any region or country. Intellectual capital is in the strategic policy pursued by President Nursultan Nazarbayev. For fifteen years, Kazakhstan has been entering the top five fastest growing countries of the world. In his address, "Kazakhstan—2050 Strategy. A New Policy of a Developed State," the President, setting the task to become a developed and competitive state, said, "Due to our policy of long-term investments in human potential development, we have formed the current generation of talented young people. Kazakhstan must be among thirty of the most developed countries in the world by 2050. A competition among developing countries for a place in the club will be fierce" [93].

The choice of intellectual capital will be among the requirements to enter this club of the world competitive countries. Since this project is devoted to the problems of the development of humanitarian technologies

aimed at investing in the development of Kazakhstan's knowledge society, the research on the development of the economy of the country, through intellectual investment in the world, is taken as the basis. This scientific research considers the intellectual potential of a human as an investment. Therefore, it is very important to study and analyze the mechanisms of innovative task solutions to improve the competitiveness of the social and economic sectors of the country by attracting investments in the development of the country's knowledge society, and the development of methods for its effective implementation and evaluation system.

Today, the development and current problems of intellectual potential are investigated and analyzed at the international level. But the project, which has the primary purpose of analyzing modern concepts of investment in Kazakhstan's knowledge society at the national level, is proposed for the first time. Therefore, the development of necessary technologies for performing tasks, such as the involvement of intellectual capital for the development of Kazakhstan's knowledge society and giving a priority to knowledge capital as a new and innovative social system, are important factors.

CHAPTER 6

THE FORMATION OF INTELLECTUAL VALUES AND MASS MEDIA: INFORMATION AND HUMANITARIAN ANALYSIS

6.1. The Development of Information and Communication Technologies (ICT) in Kazakhstan's Knowledge Society

For Kazakhstan, like for other developing countries, the most important strategic task is to conduct an overall modernization, under which not only the institutions and mechanisms of modern society, but also the modern society itself will be created. Now that a new division of labor is being formed in the world—in the sphere of intellectual labor, in the sphere of scientific and cultural production and service—the knowledge economy is the emerging information society. Kazakhstan, in collaboration with its partners, can and should make every effort to enter into the society of the future.

The formation of the “intellectual nation” is a way for the modernization of society in the twenty-first century, when the “creative person” becomes the main source of development. Creativity is a process of self-realization, which suggests the availability of their own spiritual wealth, individuality, and an individual's originality. Therefore, the diversity of historical and cultural heritage from the distant past until recently is the spiritual foundation and the origin of the future; with the protection and enhancement of this, Kazakhstan has already begun its way to forming the “intellectual nation.”

The problem of the formation of the intellectual society sets up new challenges before science, which are the need for collaborative research, with interdisciplinary links between socio-humanitarian and socio-political sciences in order reach the spiritual development of society. Here, the increase in the number of students and professionals in this area, as well as

the increased demand for them are the main indicators. In this regard, the mass media play a special role as a mediator in this sphere.

In today's economic conditions, the value of the mass media increases. Each institution of the mass media has its target audiences, spectators, and takes into account the specifics of the way of life of each individual in the audience, their interests and problems.

Mass media is an independent industry, aimed at shaping public opinion, using organizational and technical systems that provide rapid transmission of information and its mass replication. Mass media is a public facility. It not only informs consumers but also shapes public opinion, thus, affecting propaganda and the spread of the above-mentioned indicators [94].

Mass media is of great importance in widespread political communication processes, in the formation of necessary information and communication spaces, in the successful implementation of public relations, and in putting many of those discussions on the agenda.

But the mass media is considered as a market more than as an activity of political communication. On the basis of this feature of the mass media, we can say that it is studied as a business market, providing the target audience with products of mass media. However, this method does not disclose the actual activity of the channels of mass information and communications in full.

The mass media carries out political communicative and integration processes necessary to modern society. In the analysis of mass media systems' relations with society and the political system, we can point out the process of the expanding mass media sector in modern states.

Until the 1980s, technical and economic processes obstructed the development of mass media. The limited technical opportunities of that time did not allow new funds of mass media to develop.

With the disappearance of technical barriers, the number of mass media products increased. As a result, the amount of political information increased, i.e., its share in print and broadcast. However, in comparison with general information, the percentage of political information decreased, while the share of entertainment programs grew. Along with increasing amount of information, the speed of its distribution and transmission also exceeded all projections. Here, a major role is played by the World Wide Web.

For the last twenty years, the expansion of the mass media area has meant not only the expansion of the space and the spread of mass media space, but has also defined their role, with a new structure, organizing and implementing information and communication processes.

In Europe, public means of mass communication began to lose their positions in the information market. On the agenda was the question of reducing the number of the public means of mass communication. At that time, the European Union Decree was signed, which says that since information is one of the forms of market goods, it should not be funded by tax revenues. Nevertheless, as the world practice shows, the mass media of public orientation is still in demand [95].

The more the area of the distribution and activity of mass media began to expand, the greater the mobilization of associations in the media sphere became. Even small media enterprises have begun to produce more information and create their own publications and channels.

It is known that, in the future, the number of new players in media sector will increase on a global level. Restructurization in the field of mass media and elimination of state control is the main goal of the politicians and political advisers, political technologists and other experts in the field of mass media.

Expansion of the mass media field and moving aside the policy, reducing the number of public mass media, have led to changes in methods and technologies implementing information and communication processes.

Entry into the information society becomes an intersubject study of various sciences: political science, sociology, psychology, communication studies, philosophy, etc. Here, the general subject of the study is a comprehensive analysis of the relationship of mass communication and political power.

Impact of global mass media on political, economic, scientific and technical factors of society and national characteristics in the information and communication space became the basis for the development of political communication in a new direction. Further, we will consider the generality and particularity of international experience in the development of political communication studies.

The mass media affect national integration: providing internal and international market links; stimulating demand for modern services and goods; and affecting the introduction of modern values and methods in everyday and healthy lifestyle, agriculture and industry.

Differences in the power and possibilities of mass media of developed and developing countries create not only conceptual, but also political difficulties. The idea of the “new global information order” is a good example of it.

The global system of mass communication is controlled by the developed Western countries. For example, the spread of world events is

controlled by leading television networks such as “Associated Press,” “United Press International,” the “New York Times,” “Newsweek,” “CBS,” “CNN,” “NBC” and “ABC.” In addition, Western countries, managing the technologies of production and distribution of television and radio programs, have a significant impact on the position of mass communication in developing countries.

Therefore, in 1978, the concept of a “new global information order” was considered at the international level and has been officially adopted in the documents of the UN General Assembly and the General Conference of UNESCO.

In UNESCO’s declaration on the role of mass communication in the world and people’s concord, an appeal on eliminating disparity in information dissemination was adopted [96]. Further, UNESCO established a new organization on the development of an international communication program.

According to Western researchers, this method of information regulation goes against traditional Western press—journalists cannot express their opinion or criticize the government and the state, etc. Discussions on the implementation of a “new global information order” idea caused sudden changes in practice. After the adoption of the UNESCO resolution, the US refused to be a member of this organization.

Between 1980 and 1999, the idea of “pluralism of global communication” began to develop, in which important tendencies influencing information exchange appeared. The first place was taken by economic issues, and only after these came the issues of culture, ideology, and social life. These changes have touched on not only geopolitical events, but also the difficulties in the economy and the development of production in developing countries.

According to researchers, giving the priority to government initiatives in special and new programs is very important. For investors, such programs are the main source of information on the political stability and economic situation of the country. Thus, industrialization in developing countries and their entry into the world market became the basis of the use of alternative sources of information, and significant transformations were observed in the production of communication products in developing countries.

India, Mexico, Brazil and Egypt entered the competitive market of information product processing. This concept of “pluralism of global communication” is considered a response to Western one-sided information flow and cultural hegemony [97].

The “pluralism of global communication” is based on independent and active producers of information. In recent years, the further tendency of mass media globalization has been developing and the positions of world mega media companies have been strengthening.

Communication, information and knowledge are the driving forces of progress, contributing to improving the level and quality of life. ICT, whether in traditional or modern forms, provides new and reliable development opportunities for people around the world. Besides, many countries, especially the least developed, do not have full access to information and the exchange of information, which deprives them of the chance of the prospects of long-term and sustainable development. Communication has a double challenge—to promote the development of both economy and mentality. Its implementation is associated with multicultural factors and openness, sustainable development strategy, and the creation of an atmosphere of trust in society. For Kazakhstan, the development of ICT, in general, and satellite technologies, in particular, have become one of the key factors in resolving issues of competitiveness. One of the main areas in the implementation of the program of the forced industrial and innovative development of the Republic of Kazakhstan, upto 2014, was the development of communicative technologies and the training of highly qualified specialists in this field.

According to the International Telecommunication Union (ITU), a specialized UNO organization defining standards in the field of ICT, Measuring the Information Society 2012, Kazakhstan is one point in advance of Russia in the global ranking of the development of ICT. Thus, according to the ICT Index, Kazakhstan has taken the fifty-fifth place and Russia took fifty-sixth [19]. Sweden has taken the lead in the ranking, Singapore took the second place and Finland took third. The index was developed in 2007 on the basis of eleven indicators; the ITU operates them in its assessment of ICT development. The index brings these indicators into a single criterion, which aims to compare the progress in ICT development in countries around the world and can be used as a tool for comparative analysis at the global, regional and national levels. These indicators are related to ICT access and use of ICT, as well as the practical knowledge of these technologies by the people of the countries surveyed. We note that, in the framework of the strategy of communication development, a fund for information technologies development has been established in Astana city. Its mission is to help the people of Kazakhstan implement innovative projects. This year, already, there will be a contest of “start-up projects.” The winners will receive funds for the implementation of their ideas as well as the possibility to complete an intensive training

course on the basics of entrepreneurship. Both teams and individuals, who have undergone the procedure of evaluation and proven the commercial potential of their product or technological solution, may participate. Communication services providers such as “Kazakhtelecom,” “Kcell” and “Kar-Tel” will heavily help the ICT development fund. Such funds have already been working successfully in the United States and Europe. One of the demonstrative examples is “Y combinatory” in the US. Having invested \$18,000 US to DropBox data storage service, the fund specialists have established a company whose capitalization has, so far, reached four billion dollars.

In 2012, the United Nations published a study and accompanying ranks of countries by the level of development of their e-governments. The document, called “The United Nations E-Government Survey 2012: E-Government for the People,” estimates the availability and possibility of national government agencies, in 190 countries, to use ICT to provide government services to people. According to a UN report on the development index of “electronic government,” Kazakhstan took thirty-eighth place, in 2011, having overtaken European countries such as the Czech Republic, Poland, and all Post-Soviet countries, except Russia. According to the index of “e-participation,” Kazakhstan takes an honourable second place, and is fourteenth place for “online-services.” Currently, 219 interactive and transactional services are provided for the people of Kazakhstan in the framework of “electronic government.” The number of registered users, which increased by 2.7 times last year compared with 2010, shows the active promotion of “electronic government.” More than twelve million certificates have been issued by means of e-Gov portal. This year, in a pilot mode, four specialized public service centers for the registration of vehicles and the issuance of driving licenses in Astana, Almaty, Aktau and Karaganda are planned. This year, the work will be conducted in other regions of the country.

According to sociological studies conducted by the authors of this research project, the following activities, which have to be introduced to increase the potential of the intellectual nation in Kazakhstan, were named as follows: revival of the scientific potential of the country (50 %), increasing the availability of education funds and increasing the responsibility between government and people (20 %), and the nation’s intelligence advancement (10%). In order to increase the intellectual potential of Kazakhstan, it is necessary to create a knowledge society. Intellectuals consider that the prerequisites contributing this are as follows: increasing scientific and innovative potential (45 %), increasing education availability (25 %), increasing the availability of information equality for people (20

%), and increasing the availability of spiritual and moral values for people (10 %). Among the factors affecting the development of the mental capital of people, the overwhelming majority of the respondents mentioned the formation of model spiritual traditions (60 %), the implementation of innovative and economic reforms (25 %), the implementation of social and political projects (10 %), and the development of information technologies (5 %). Kazakhstan's mass media bear special responsibility for the formation of an intellectual nation. It has been appreciated and considered very important (60 % of the respondents), satisfactory (20 %), average (10 %), normal (5 %) and “null” (5 %).

6.2. The Role of the Mass Media in the Formation of an Intellectual Nation

Addressing the problems of an intellectual nation to become one of the most advanced countries of the world put hopes upon Kazakhstan's press. In order to analyze and assess these tasks of the Kazakh press from a scientific point of view, the materials published by *Yegemen Kazakhstan*, *Aikyn*, *Alash Ainacy*, *Zhas Alash* and *Zhas Kazakh* newspapers were selected.

Media monitoring has been conducted to identify the determinants of the intellectual nation and the role of the Kazakh press in shaping intellectual values. Analytical and informational materials were considered for the analysis. The chronology of content analysis covers the period between 2012 and 2013. Zero percent indicators were registered in the materials mentioned in the publications.

Appendix Б has a list of 111 articles, and Appendix В has the conducted content analysis. The repetition frequency of semantic indicators is contained in Appendix Г. Publications, interviews and analytical materials of social and political importance were selected for this analysis. Each semantic indicator was accompanied by appropriate numerical information. Materials in the table have been selected in the free style by location of semantic indicators.

The methodology, applied in the study of information and analytical materials of the press, certainly increases the transferability of the information. Political and discourse analysis, and content analysis are used in the study, and factor research in the study of press materials provides the necessary quantitative and numeric information.

In conducting media monitoring, the following data given in the “Intellectual Nation—2020” project were selected and the following list of categories was taken: Economy, Modernization, Nation, Potential, Industry,

Innovation, Advanced Technologies, Education, Intelligence, Homeland, People, Exemplary, National intelligence, Erudite People, Training, Inspiration, Information Availability, Critical Thinking, Orientation, Deep Mind, Vital Force, Science, Intelligent Elite, Scientific Technology, Globalization, Competitive Rating, Innovative Development, Scientific Potential, Intellectual System, Eco-energy, Environment, Anti-aging, Scientific and Technological Progress, Business, Innovation and Technological Development, Innovation Infrastructure, Information Technologies, Industrial Regions, Human Capital, Intellectual Nation, National Value, Conscious Youth, Educated Youth, Advanced Countries, Prosperity, Wealth, Labor and Capability, Patriotism, and Spirit.

It must be understood that the registration categories represent only the semantic meaning. Therefore, they are the most-often referred to semantic categories, that is, certain senses are meant under these categories. In other words, one should be able to detect certain objects and properties, related to this object. In some cases, the object is characterized by a single word, in other cases, by combining several words: that is the concept.

Since one semantic element can be given in different verbal forms in the content of the document, it is necessary to find various forms of all conceptual categories of thought expression in the text. Our study defines the frequency of publications of “intellectual nation” and “intellectual potential” in the mass media in these semantic meanings, their information and communicative impact, and the factors of the formation of mass/public opinion.

As the analysis of the analytical materials of the Kazakh press has shown, in the research, the registered category must denote social values and significant events in society; it must characterize priority directions of state policy covering domestic and foreign policy; and it must be defined as an indicator of the political and economic situation in Kazakhstan.

Bringing “economy” to the first place in the semantic categories proves that it is a major factor in society’s development. *Yegemen Kazakhstan*, a republican newspaper, mainly publishes analytical materials on the economic situation in the country, its financial position, and any investment.

This newspaper differs from the other periodicals by analyzing the thoughts and opinions of the society and explaining the government policy clearly. The “Etzhendi” column (which means “the full society”) publishes relevant materials. Thus, this publication shows the effectiveness of press and publication.

The republican social and political newspaper *Aykyn*, in the article called “Everything is still ahead,” provides a positive outlook on the economic situation of the southern region: “For the last four years there

have been positive changes in all spheres of economic situation and a progress in industrial production. Shymkent has become one of the largest metropolitans in the republic, the status of the city raised to the third level” [100]. The journalist also shows the readers that the economic development of the country largely depends on the managerial qualities of government authorities. Consideration of the economy as a major instrument of the country’s prosperity is the mainly affected and discussed topic of the Kazakh press.

Such publications include the *Alash ainasy* newspaper. The column called “Dat” discusses the topical problems of society and, here, public opinion is formed. Thus, in the interview called “People Dismissed from the Production Face Spiritual Degradation,” with doctor of technical sciences Professor T. Mendybayev, he characterizes the economic situation in the country as follows: “We still think that we must first focus on the transition economy and only then on politics. Degradation dominates in the spiritually poor society. It explains drug addiction, crime, prostitution and corruption in today’s society” [101]. The scientist proves that the economic development of the society must keep up with its spiritual development.

There is a semantic meaning of “modernization” among registered categories. The concept of “modernization” represents a new period in the life of society, the transition period from a traditional to a modern society. In the materials of one of the major print publications of our country, the *Yegemen Kazakhstan* newspaper, the process of modernization is formed as the main indicator of meaning. Thus, in the article called “Ways of Advancement Will Be Specified under “Industrial Map,” F. Bykai says: “Everyone knows that the President in his Address this year has identified priority areas of further development of Kazakhstan, the most important and basic one of which is implementation of a new project of further modernization of our economy.” Social and political publications deal with the formation of information policy as the main indicator of the country’s intellectual development.

If the concept of “modernization” in *Yegemen Kazakhstan* is generally connected with the political course of Kazakhstan, *Alash Ainasy* newspaper (S. Alimzhanova’s article “Білім беру жүйесін модернизациялау мұғалімдерді қағазбастылықтан арылта алды ма?” [102]) considers modernization in the sphere of education. The author writes about so-called “red tape,” which is assigned to teachers of schools and universities, despite the introduction of electronic journals and textbooks. Note that, in the *Zhas Kazakh* newspaper, such a semantic indicator has not been registered. The question arises: Aren’t young people, who are the target

readers of the publication, interested in modernization? The same is observed with “potential.” We think that it is a gap in the information policy of the publication.

We often found semantic signs that have been selected for the content analysis in the *Aikyn* newspaper. The “Ak Soyle” column became the messenger of topical issues, considerations and the policy of the society. The article called “Both the State and the Nation Are Only Ours,” by E. Dossym, published in this newspaper, says, “For the last two years the word ‘modernization’ has found its permanent use in the addresses of the President of the Republic of Kazakhstan. This means that modernization is very important for effective operation of Kazakhstan state system.” The social and economic type of modernization requires the enhancement of the role of human capital [103]. Therefore, the politician could form public opinion using his correct judgment that the effective implementation of modernization processes in the country is closely connected with human capital.

The *Alash Ainasy* newspaper is also the publication that pays attention to intellectual values, their meaning and content. The information policy and communicative area of the newspaper provides freedom of speech, deep thoughts and relevant ideas. For example, in one newspaper issue, the following article, called “How Should Social Modernization Be Implemented?” by Zh. Birlikuly, was published. It says: “It will be correct, if modernization covers all spheres of the society. It will be more correct if it covers social sphere. In my opinion, social modernization should be implemented, starting with simple things. To provide affordable housing for young people—is the most important question. The second problem is to reduce the level of unemployment” [104].

The “national” semantic category is often used in the Kazakh press, as the press very often address the problems and interests of the nation. In this direction, *Aikyn* newspaper comes forward; it has its own direction and place in the national information space. For example, the article “What Is the National Dream of Kazakh People?” by Zh. Duanbay pursues answers to the following question: “Each nation has its own dream. Perhaps, it can be called a national dream. For Russian people, this dream is connected with the idea of ‘Great Russia.’ The ‘American dream’ has already become a kind of world-class brand. It is focused on the financial aspect that is the ‘American dream’ means a prosperous social situation. And, what is the national dream of Kazakh people?” [105].

Zhas Kazakh often publishes materials on this issue. A. Aitaly, in his article “Patriots with passports,” wrote, “After the Baltic and CIS countries became independent, they faced with two problems. The first was the

problem of recovery of a native language, religion, culture, literature etc., and the second was the problem of relationship between general nation and Russians (between Kazakhs and Russians, Estonians and Russians etc.). This problem became common and it was solved by different ways in different countries”[106].

Republican newspaper *Zhas Alash* emphasizes its oppositional direction, publishing critical analyses, affecting the nation and national interests. The article “Your Nation Is Grateful to You, Rakha!” was published and says, “Caring for the nation is a lot of significant personalities. And you, dear Rakha, were thinking and bothering about the nation’s interests when in 1937 and 1952 during the repression the nation’s intelligence disappeared and you wrote the article ‘Kazakh literature’ about the problems of the native language. You even were fired because of this article” [107].

The “nation” semantic indicator is also considered in a political aspect in the main edition of the country—*yegemen Kazakhstan*. The author, Samrat Zh., in his article [108], wrote: “Болашақтықтардың лайықты үлесі бар”: “Opening the meeting, Secretary of State congratulated the members of the Commission on the 20th anniversary of ‘Bolashak’ international scholarship, and he also noted that the scholarship established by the Head of the State has become one of the major projects, aimed at the formation of a competitive nation.”

Here, an important political and strategic aspect was emphasized: the formation of an intellectual nation, which is primarily competitive. For example, the *Ana Tili* newspaper, which actively promotes Kazakh national cultures and traditions, considers the concept of “nation” from the cultural point of view. N. Dombay noted, “If a nation has several distinctive features defining it—ethnic cuisine will be the unique one” [109].

Among the number of semantic categories taken for the content analysis, the “social” indicator should be mentioned in a special way. Social problems of the society affect important issues such as living conditions and quality of life. The *yegemen Kazakhstan* newspaper often discusses this topic. In the article called “Government Has Decided to Fight the Crisis,” T. Tabynuly wrote, “It is necessary to eliminate negative impact influencing social and economic situation in Kazakhstan and to provide the necessary foundation for economic growth in the future. Previously the Head of the State had said that in order to stabilize economic situation in the country 10 billion US dollars have been voted from the National Fund”. Thereby the author informed the public on positive measures taken in the country” [110].

It is fair to say that the national newspaper publishes cycles of materials that discuss and analyze the social and economic position of the country, due to which readers may be aware of the official information and facts.

The social theme is an indicator showing the position of the country. Each latest edition of the Kazakh press discusses and analyzes actual problems of the sphere. Thus, an urgent problem of our society—unemployment—is discussed in the *Aikyn* newspaper. Its causes and effects are analysed. In the article “There Are Several Ways of Insurance,” the president of the state of social insurance fund says, “In Kazakhstan, the problem of protection against unemployment is an integral part of the state policy, aimed at important social and economic tasks, including reduction of social instability associated with the presence of layers and groups without sources of income and social status” [111].

Unemployment is a major problem of the country and state. It points to the lack of development of intellectual growth in the country. Therefore, not only authorized bodies but printing publications must also fight against this social disadvantage. This direction should become the policy of the information environment. There are publications in our country that criticize the state policy. In the *Zhas alash* newspaper, an article called “No Trust in the Future” was published. It was written based on the results of social inspections: “During the press conference in Almaty representatives of social organizations announced the results of inspections, carried out in order to analyze the social situation of West-Kazakhstan region. Representatives of ‘Amandyk saulyk’ and ‘Ulagatty Zhanuya’ public organizations said that not all the citizens were able to take part in the survey: 48 % of workers participated in the survey said that they are dissatisfied with the quality of their lives” [112].

Freedom of speech and freedom of press are sure to be an important indicator of democratic values. Therefore, the existence of publications with different positions and opposite opinions in our country is the first step in this way.

Science is the main factor related to the intellectual values. Among the number of different semantic meanings defining “science,” we can mention semantic signs such as “scientific potential,” “advanced technology,” and “research.”

Alash Ainasy published an interview of S. Kokenov’s with a well-known philosopher and scientist, A. Nysanbayev. The interview is called “Only Those Who Work for Benefit, Cultural and Spiritual Development of their Nation, Never Get Tired.” In the interview, with the scientist who devoted all his life to creative search in the field of humanitarian sciences

and, thereby, contributed to the formation and development of his nation's spiritual values, the modern problems of Kazakh science were touched upon. Such materials, which create a positive attitude to science and the scientific community, enhance this factor's value as an intellectual recourse [113].

We can find the following semantic categories, which are the values enhancing the country's potential: "intellectual," "intellectual elite" and "intellectual nation." In the article, written by B. Shaikhully, "Quality Preschool and Secondary Education Is the Key to a Wonderful Future," published by *Aiky*, the author talks to the head of the department of preschool and secondary education of the Ministry of Education and Science: Zh. Zhontayev.

"The President has set us the task on the need to create the centre of national intelligence, the schools that will become a foundation in education of Kazakhstan's intellectual elite. Nazarbayev intellectual schools are created for these purposes. Today, there are seven such intellectual schools in Astana, Semey, Kokshetau, Taldykorgan, Oral and Oskemen cities," says the interviewee [114].

Every year, the number of such schools increases. This creates a basis for the formation of the future intellectual community of our Republic.

The use of "advanced technologies" concept is of the interest. We have already noted, above, that innovation and advanced technologies are the most important conditions for the formation of an intellectual nation and the creation of an intellectual society. The *Yegemen Kazakhstan* newspaper actively promotes advanced technologies from the point of view of the state policy and the important image project for Kazakhstan—"EXPO-2017." Y. Omarov wrote, in the article "The future energy" [115]: "Now innovation and high-tech projects will be implemented in the main city of the country. In this regard, a well-known consulting company 'Pricewaterhouse Coopers' gives the following evaluation: By the time when a global flow of guests from around the world starts visiting 'EXPO-2017' exhibition, Astana will have entered the 'Top-50' 'smart cities' ranking. Due to the use of new technologies, it will have taken one of the leading positions in the world."

Newspapers show the same approach, speaking about the use of such semantic indicators as "intelligence" and "education." All the publications note the necessity of giving higher education to young people, a high value of education in the life of each person and, most importantly, respect for educated and wise people in the Kazakh national tradition. The *Alash Ainasy* newspaper often refers to the biographies of great historical figures of Kazakhstan from past centuries, emphasizing their education,

intelligence, wisdom, and high moral qualities: “Such a wise Khan and King Abylay is sure to be born once in a millennium. In order to find common grounds with four powers in Abylay’s times it was necessary to have courage, moderation, determination, common sense and deep consciousness.”

The same situation is observed in the use of the “intellect” concept. *Aikyn* newspaper considers “intellect” as an important component of the national economy. Moreover, Zh. Karzhan, a journalist, in his article “Энергияға тапшылық әлі де сезіледі,” gives the energy system of Kazakhstan’s “intelligent” name. It is perfectly right from the point of view of the global trends of “smart economy” and “knowledge economy.” The journalist writes: “The main idea of restoring the industry within the master-plan is to create effective, harmonious, high-tech smart energy system of Kazakhstan by 2013” [116].

Alash Ainasyl, using the concept of “intelligence,” emphasizes a very important issue: the development of intelligence with the help of television. Indeed, the role of the mass media during the formation of an intellectual nation is very difficult to overestimate. Let us note that popular newspapers, magazines and TV programs, publishing informative and educational information that expands the area of thoughts and intelligence development, are crucial for the formation of intellectual capital. For example, television undertakes the task to spread knowledge by the entire complex of TV programs, including scientific ones. It helps to perceive the beauty of art and culture, to transmit educational information, to perform educational tasks, to maintain a constant dialogue with the audience through news programs, talk shows, documentaries, entertainment programs, shows, movies, etc. Researchers note that educational television has four functions: the spread of scientific knowledge (educational), the promotion of cultural heritage (instructional), the transmission of educational information (informative), and the promotion of advanced views on the educational process (organizational).

Educational television differs from other special TV channels with its aims and tasks, and by how it trains and how it is perceived by viewers. Its major functional task is to distribute scientific and cultural information, to assist in education and the perception of new knowledge of different levels and types (educational tasks). The knowledge that educational television spreads is always based on the importance of universal education and on the ideas of devotion to the society. It not only educates pupils and students, but also transmits scientific, social and personal knowledge. If all television is a carrier of cultural and scientific values and has an opportunity for their universal distribution and promotion, then, educational television is,

in turn, one of the most important ways to disseminate and preserve culture and human civilization, in general, and it performs an educational function.

In the article of B. Sarybay, published in *Alash Ainasy* [117], the author reasons as to why there are few intellectual programs on TV nowadays: “Domestic TV channels do not prefer to broadcast intellectual programs. In a program where the presenter is a famous singer or an actor, the guests are usually his or her colleagues. Different entertainments, wedding ceremonies, anniversaries etc. are discussed during such TV programs.” Further, the author, with a sore heart, says that, today, the younger generation only cares about the personal information of movie stars and celebrities. They are not interested in the information aimed at intelligence development, cognition. Such information is almost absent in domestic television.

As the result of content analysis conducted in order to deepen the concepts of the semantic space of sociopolitical and socioeconomic events, statistical methods were applied for the following numerical data processing. For the statistical processing of the results, a factorial expertise was used that allowed the measurement of the close relationship between the characters that are widely used in applied research.

Multidimensional mathematical statistical analysis, i.e., factor analysis, is one of the widely used methods in matrix analysis of media materials. With the help of factor analysis, it is possible to select similar signs of published materials and accumulate the total of these signs, i.e., to switch to the level of source changes accumulation. Using the method of factor analysis, a chaotic character of the phenomenon is analyzed and a new hypothesis is formed. In this research, one of the major methods of factor analysis—a method of principal components—is used. This method is widely used for political forecasting in data analysis.

The analysis carried out on fifty semantic signs that are the indicators of major political, social and economic problems in society published in different newspapers gave the following results (Appendix B, C, D).

At first, there was a high frequency of the use of such concepts as “economy” and “social.” These semantic meanings are often used in the following newspapers: *Yegemen Kazakhstan*, *Zhas Kazakh*, *Alash Ainasy* and *Aikn*. There are also significant differences between them. In the articles, where the concept of “economy” was analyzed, it occurred thirty-four times: twenty-three times in *Zhas Kazakh* and twenty-one times in *Alash Ainasy*. “Social” concept occurred eleven times in *Yegemen Kazakhstan* and thirteen times in *Zhas Kazakh*. The concepts of “modernization” and “industry,” taken as factors affecting the formation of

intellectual potential, form the second group. These concepts are among those semantic loads that became prioritized according to the frequency of repetitions and results of multivariate statistical analysis.

In the materials taken for the analysis, due to the frequency of repetition of known semantic loads, their factored characteristic was detected together with the semantic core.

The mass media is a field that defines and shapes intellectual values. Therefore, a country's development, the spiritual prosperity of the people, the nation's raising of consciousness, the improvement of mass thinking and the examination of public opinion is, at first, performed, created and implemented through the mass media. In this regard, the Kazakh press is entrusted to perform a specific mission, which is to determine the direction of information, leading from intellectual potential to national intelligence, communication channel and communication mainstream. Today, national publications have a priority direction—it is a loyalty to national goals and riches, fair treatment for people, and care of spiritual values.

APPENDIX

List of Publications Based on the Results of Research Activities

1. Султанбаева Г., Кулсариева А., Жумашова Ж. От интеллектуального потенциала – к интеллектуальной нации: коллективная монография (научный ред. Велитченко С.Н., перевод Г.Жомартовой). – Алматы: Қазақ университеті, 2013. 12,5 п.л.
2. Султанбаева Г.С. Политическая коммуникация в СМИ: зарубежный опыт и Казахстан. Монография (научный ред. Велитченко С.Н., перевод Г.Жомартовой). -Алматы, Қазақ университеті, 2013, 19,7 п.л.
3. Gabitov T., Kulsariyeva A., Sultanbayeva G. National Culture: Tradition and Innovation (On the Basis of Semiotic Analysis of Kazakhstan's Capital) / World Congress on Administrative and Political Science. Antalya, 28 November – 1 December 2012.
4. Kulsariyeva A., Sultanbaeva G., Sultanbaeva E., Zhumashova Zh. Features of translation of Kazakh and English set Expressions and idioms with numerative seven / World Conference on Psychology and Sociology. Antalya, 28 November–1 December 2012.
5. вание интеллектуальной нации в контексте развития человеческого капитала: стратегия Казахстана Актуальні проблеми економіки, № 8(146). – <http://eco-science.net/archive2013/263--8146.html>
6. Султанбаева Г., Кулсариева А., Тажиева С. Социально-экономические проблемы формирования интеллектуальной нации в Казахстане Актуальні проблеми економіки, № 9(147). - <http://eco-science.net/archive2013/267--9147.html>
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8. Sultanbaeva G.S., Sultanbaeva E.S, Golovchun A.A., Djanabaeva M.A., Baigizhina D.O. Issues of Media Democracy: on the Basis of Kazakhstan's Experience / 2nd cyprus international conference on

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 10. Велитченко С.Н. Интеллектуальная нация как основа инновационного развития государства / Вестник КазНУ. Серия журналистики, 2013. -№2.
 11. Велитченко С.Н. Интеллектуальная нация как доминантный тренд развития государства / Материалы международной научной конференции, университете «Болашак», Караганда, 2013.
 12. Велитченко С.Н. Современное медиаобразование в Казахстане: проблемы и перспективы // www.econf.rae.ru/subsection/1220
 13. Велитченко С.Н. Межконфессиональный дискурс в медиапространстве Казахстана как составляющая толерантного общества // Материалы международной научно-практической конференции «Роль традиционных религий в укреплении межконфессионального согласия в Казахстане», 2013 г., с. 159-161.
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CONCLUSION

In modern conditions of reforming Kazakhstan's statehood and the modernization of all aspects of social life, problems in the development of cultural policy are actualized, which is adequate to the basic social and cultural vector of our country's development, based on the communicative and humanistic paradigm contributing to the strengthening of the civil society. It is known that Kazakhstan is often positioned as a country with large resources and raw materials, which are regarded as a leading factor of modernization. However, today, this position loses its uniqueness as a number of countries have demonstrated the possibility of national modernization; when the main factors became social and cultural resources associated with the development of human capital, and the ability to integrate modern technologies with the national spiritual values. Examples include Singapore, Malaysia, Turkey, China, and other countries.

These aspects of the modernization of Kazakh society remain unthought, both in theoretical and applied perspective. Under these conditions, the problem of the analysis of modern humanitarian strategies and technologies, which comprise a great resource for enhancing human capital and the spiritual motivation of people to create a knowledge-based society, is real. The aim of this research study was to address that problem.

To address the problem of intelligence and research on the formation of an intellectual nation gave opportunities for collective conversations, interviews and the development of public opinion on new content: a new form and a modern image of the Kazakh country. The Kazakh society has decided to implement the process of intellectual nation formation, starting with itself.

The society of spiritual values but not the material society governs in the information age. Intellectual values have now started developing in technological environments where humanities and science are the priority. Science has proposed and implemented new technologies. It became clear that any advanced technology could not replace human consciousness, thinking and feelings. Therefore, during the development of an information society, human capital becomes a top priority. The adoption of multiple data streams and the analysis of human intelligence is a complex process. Finding the right way and the right direction for the spiritual compass of the society is the task of the government and scientific community.

In the scientific community, the study of humanization began, and a new sphere, the sphere of humanitarian technologies, appeared. Consideration of the possibilities of humanitarian technologies and the usage of their results in the formation of an intellectual nation is now a civic duty. These tasks impose advanced thinking requirements on communities, about the formation of an intelligent citizen, enhancing their participation in the decision-making process, and increasing the confidence of an individual and their society for each other.

Scientific research conducted has clearly defined the vector of the development and formation of an intellectual nation. First, these are sociopolitical and economic reforms. In addition, the formation of new views on spiritual values is the food for public thought. In order to study the technology of intellectual nation formation under the state program, the “Intellectual potential of citizens,” the Department of Press and Electronic Mass Media of Al-Farabi Kazakh National University conducted an expert survey.

The object of the research is the development of human technologies in shaping the public consciousness of a citizen of the intellectual society.

As the factors affecting the development of a nation’s intellectual capital and the formation of spiritual and moral values, ethical standards, as the main indicator of the development of education and science, have been analyzed. Mechanisms for attracting investments to increase intellectual potential have been studied. Global best practice to develop humanitarian analysis has been analyzed. On the basis of these analyses, the ways to improve the intellectual potential of Kazakhstan were discussed and identified. The humanitarian basis of the problems in developing Kazakhstan’s intellectual capital has been prepared.

A humanitarian expertise, which identifies the factors influencing the development of intellectual capital and the formation of spiritual and moral values as well as ethical standards, has been conducted. Humanitarian studies considering mechanisms of the formation of the social consciousness of a citizen of an intellectual society have been conducted. In addition, humanitarian analysis aimed at the development of the mental and intellectual capital of the population has been carried out.

In order to develop humanitarian technologies aimed at the formation of a knowledge-based society and social planning, public opinion was studied. Corporate, communicative, political and cultural strategies have been developed.

Sovereign Kazakhstan showed impressive samples of new statehood, social stability, internal agreement, and continuing development of the economy and political system. It is an undeniable fact, proving, scientifically,

the foresight and continued success of the President's political course, supported by all the people of Kazakhstan.

The problem of the formation of an intellectual society set new challenges to science; it involves the need for collaborative research, and interdisciplinary links between socio-humanitarian and sociopolitical sciences for the purpose of the spiritual development of society.

From the above, we can make the following conclusions:

1. Today's youth see people receiving the Kazakh education as the basis of the future intellectual nation. It does not mean that education should be limited to one country; it should be aimed at the country's prosperity. A model of an intellectual nation must include patriotic aspects—people should know their native language and culture. These requirements emerged particularly during the work with focus groups conducted in the regions. Young people spare no time and effort on the detailed study of the spiritual values of their country.

2. The national model of an intellectual nation assumes integration in the global scientific and educational processes. That is, a representative of an intellectual nation should not be closed within one country. In order to create intellectual potential, all the best foreign experience, including social, economic and cultural crisis situations all over the world, has to be used. It is here that informational and communicative technologies (ICT) should work, covering all the spheres of economic and social fields. The role of information, knowledge and technology, which are the key components of an information society, should grow rapidly. The availability of a number of information services must increase, which positively affects the development of human capital and which will promote the competitiveness of Kazakhstan.

3. A model of an intellectual society must include the development of science and scientific-research institutions. It is impossible to form an intellectual nation without developing modern science and creating their own scientific schools.

4. A model of an intellectual nation implies continuing education starting from kindergarten. The President of the Republic Nursultan, Nazarbayev, in his address, clearly stated, "In order to become one of the world developed countries we need appropriate knowledge. Knowledge will make Kazakhstan one of the fifty developed world countries." The "Balapan" program is focused on the complete coverage of preschool children. There are plans to open twenty intellectual schools with enhanced studies of natural history and mathematics for talented children; these programs enable the ground to be laid for the formation of an

intellectual nation. The programs mentioned above are the beginning of our country's innovation development.

The organization of activities within these positions provides the coordination of complex measures affecting the development of the information policy of the country, equal access to information for all people, the establishment of a sustainable dialogue between people and authorities, and the professional development of mass media means.

Besides, the studies conducted by the authors of this research work, have proved the readiness of Kazakh people to create an intellectual nation and in understanding the necessity of this historical choice. This is evidenced by young people's willingness to get a quality education, to develop, to become professionals in their field, and to work honestly for the benefit of their Motherland.

Currently, communication expansion deeply affects world culture and it leaves no place wherever the impact of media on religious and moral relationships? on political and social systems, on education. Such usual concepts as "information society," "media culture," and "media generation," which reflect the dependence of knowledge and understanding about the life on media, are supplemented by "media experience," substituting human experience.

Technological progress, keeping forward any predictions, contributes both to the evolution of "old" and to the appearance of "new media," which together acquire "new languages" of communication and form new communication culture. For a true civil society, freedom of speech in its full, civilized meaning is needed. Freedom of speech cannot mean permissiveness and irresponsibility in mass media professional activity at any stage of the development of a civil society. A sense of professional measures helped to prevent a great number of social disruptions in most democratic countries.

The place and role of political interactions depend not only on the goals of the people and methods of symbolization, but also on the technical means of information transmission. In particular, the use of powerful modern technotelemedia in policies has led to the appearance of both new types of information broadcast, and new forms of communication in the field of public authorities. Having transformed the system of representation of civil interests, electronic mass media have turned policy in media process, simultaneously stimulating appropriate changes in the communication process, organically combined with the virtualization of political space, creation of hyper reality and other latest mechanisms to maintain competition for the state power. Thus, in the emerging information

society, mass media appeared to be an essential tool for policy formation and self-presentation.

Mass media only partially serve as a political tool of the society and government, i.e., it can be considered this way only in terms of movement of politically relevant mass information. The degree of mass media information load in the space of power and, thus, its ability to activate the communicative potential interested in contacts with the authorities of the population should be a criterion for the inclusion of mass media in the political sphere. Even having mass audience media usually works in another information field, outside the frameworks of political interests and the behavior of citizens. As for the other categories of media (e.g., private), their political component may have even more unstable value, mixing with the educational, cultural and other components of their activities. All this certifies the fact that the media in Kazakhstan is not only a social institution, but also a sociopolitical one.

Human capital is the wealth of each state. Today, a nation forming an intellectual nation is a nation historically shaped and combined by spiritual, socioeconomic, cultural and political ties. In order to form a national intelligence, we need citizens who are knowledgeable and competitive at the international level. Moreover, the media's role in this matter is difficult to estimate.

The results of this research can be successfully used in the development of scientific concepts in the sphere of the development of an intellectual society and the development of intellectual potential; in the implementation of the national information policy, aimed at shaping public consciousness of the citizen of an intellectual society; in the implementation of comprehensive programs on strengthening the Kazakh model in the way of an intellectual society in the process of modernization; in the use of information and communication technologies affecting the development of Kazakhstan's political culture and to form personal-national in mass public consciousness; in activities of national and international centers that use the achievements of humanitarian technologies in social conflicts; and in predicting the prospects of becoming intellectual nation of the country.

The industrial and innovative development, and establishment of an intellectual nation for Kazakh society is the truth, which will be implemented in the nearest future. From this perspective, the Kazakh land will not only accept intellectual values but also produce and develop them itself.

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