



FORMATION AND DEVELOPMENT OF SECONDARY EDUCATION IN THE DEVELOPMENT OF HUMAN CAPITAL ACCUMULATION IN CASE OF TAJIKISTAN

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Abstract

This paper aims to assess and discuss the effect of the current state of secondary education in the development of human capital accumulation. The paper do so by studying and analyzing the main goals of the implementation of state programs aimed at the modernizing of the secondary education system in the Republic of Tajikistan and to improve and enhance the quality of the educational institutions, as well as the formation and development of human capital accumulation in the country.

Keywords: Sphere, secondary education, human capital, financing, budget, institutions, formation and development, modernization, investments

INTRODUCTION

In the era of knowledge economy, the key to international competition is high quality human capital. Modern society has been experiencing significant changes in various spheres of social life. The transformations have enabled scholars to apply a qualitatively different approach to determining a diversity of social phenomena and their role in the modern world. Changes in standards and stereotypes translate into transformation of meaningful constants and modes

pertinent to human beings' lives. In modern condition, the education sector, especially general secondary education, plays a vital role in ensuring economic growth, improving the quality of education, and moreover has a significant contribution to the formation and development of human capital accumulation that provides a crucial contribution on the strategic goals of state and society. Wherein, Tajikistan from a transition economy to an industrial economy and there is observing the drastically improving the field of education, especially in general secondary education.

Giving priority to primary education for all rather than secondary education to a few is more likely to foster growth (for the same fiscal burden). But parallel actions are also probably needed – for example, promoting institutions that motivate skilled workers to spend time on growth-promoting activities and encouraging the inflow of foreign technologies to maximize the social return to public investment in education.

Nowadays, the rational allocation of the factor of human capital allows us to identify a fundamentally important source of economic growth as the education of people. Consequently, worthy to note that the change in views on education, especially general secondary education as a non-consuming and unproductive sphere, comes with a concept that emphasizes that modern education, especially general secondary education, acquires a special economic role in the life of a person and society. On the other hand, one of the constituent components of the formation and development of human capital in education, especially general secondary education. Therefore, human capital is formed precisely by investing in a person for the long term [2].

The most important institutional instrument for the preservation and development of human capital in the transitional economic system of the Republic of Tajikistan is to strengthen the investment role of the state in ensuring the improvement of the quality of human capital in the country. In this aspect, it is very important to improve the nutrition of preschool and school children in order to increase their intellectual abilities and, accordingly, their human capital. In the context of underdeveloped market institutions and social protection mechanisms, only the state, by optimizing budget expenditures, can ensure such a process and, accordingly, play an important role in the preservation and reproduction of human capital.

We have analyzed and assessed state funding in the field of education that carried out and the distribution of state funds from the state budget is the cost per student which varies by region of the country, as well as the minimum rate of per capita funding in one of educational institution of the Republic of Tajikistan. We found that there is a great correlation between the quality of human capital and quality of education in general educational institutions of the

Republic of Tajikistan. Moreover, we assert that the primary knowledge of student to be formed in general education institutions, where general education becomes more valuable and dynamically developing.

Stylized facts about the development of secondary education in the republic of Tajikistan

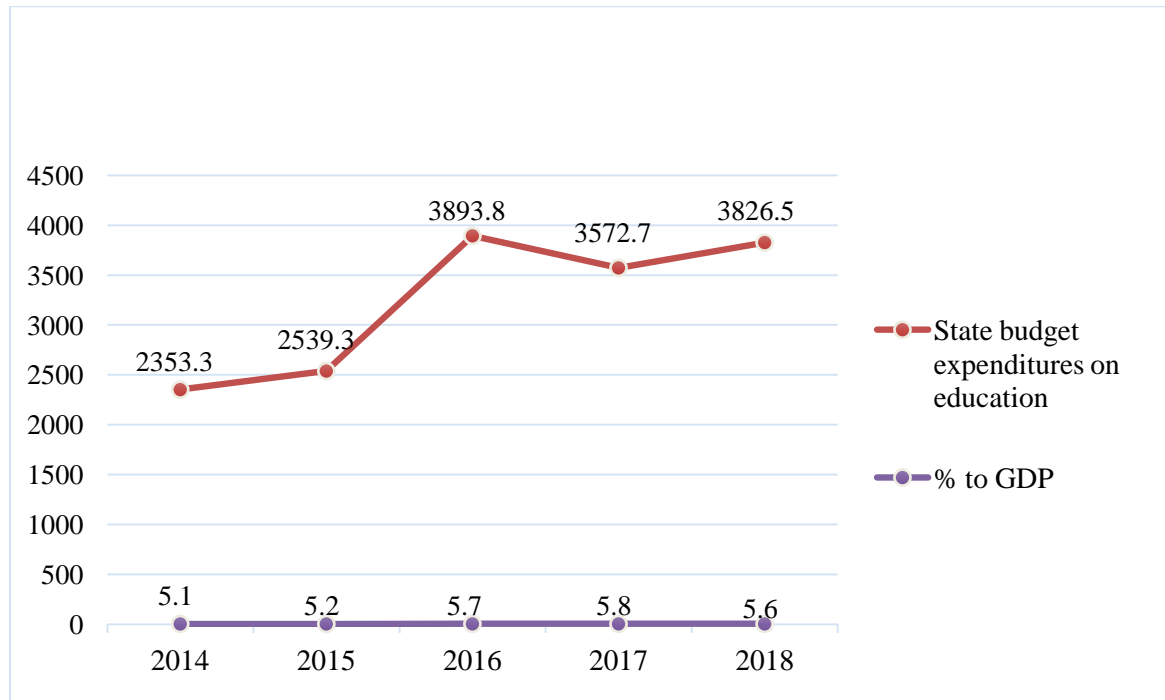
The management of the education system of the Republic of Tajikistan in the conditions of the market economy is formed based on a state-public character, which carries out its activities by the Constitutional Laws, the Law of the Republic of Tajikistan "On Education" and other regulatory legal acts. The Ministry of Education and Science of the Republic of Tajikistan is responsible for the implementation of educational policy in the country. Moreover, institutions of primary, secondary and higher vocational education are managed by ministries and departments of ownership.

During the independence's year the Government of the Republic of Tajikistan has adopted a number of State programs, strategies and concepts for the development of general secondary education, which contribute to the formation and development of human capital, national plans and a number of Projects in the field of general secondary education, the implementation of which is envisaged in the mid-term and long-term periods. The main objectives of the implementation of state programs are aimed at modernizing the education system, especially general secondary education, improving and improving the quality of education in general educational institutions, as well as the formation and development of human capital.

Analyzed recent literature by the authors asserts that general secondary education is the main and fundamental factor in the formation and development of human capital. In addition to the individual abilities and efforts of a person, there are several factors on the formation of human capital, although the strength of their influence may differ, like the type of settlement and the degree of its urbanization; models of the educational system, as well as the financial and monetary assets of the family, the human capital quality of the parents; the financial capital of the family, the types of educational institutions.

According to statistics, the growth of the state budget in the field of education has increased by 162.56% in 2018. During the given period state funding in the field of education and its share in the total state budget is 15.9%, and if compared with 2014 then their share has decreased by 89.32% (See figure 1).

Figure 1. State budget expenditures on education in ratio to GDP



It should be noted that financing of the education system, especially general secondary education, is largely carried out from the local budget, but recently there has been an increase in the share of the state budget.

Table 1 indicates that the structure of the distribution of funds in the educational sphere of the Republic of Tajikistan from the state budget are quite uneven. More than half of the state budget goes to finance general secondary education by 58%, and only 6% goes to preschool education and education, 1,55% goes to primary vocational education, 4% to secondary vocational education, higher vocational education receives 16,2% while 13,1% goes for other expenses. For the period 2014-2018 the structure of public expenditures in the sector by education levels did not change significantly. General education has retained a dominant position in the cost structure.

Table 1. General expenses, expenses of the state budget in the field of education of the Republic of Tajikistan

Year	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2019 κ 2010, B %
Expenditure in the field of education	1068300	1363359	1607800	2130836	2516965	2918639	3146229	3581109	3863064	4404877	412,32
% to GDP	4,4	4,5	4,5	5,1	5,2	5,5	5,5	6,1	5,8	5,6	127,2
State budget (%)	15,8	15,9	15,5	17,3	17,8	18,8	16,9	18,0	18,1	18,2	115,5
<i>Including</i>											
Preschool institutions	21951	23977	29176	42538	66743	125927	129708	201822	241234	267197	1217,2
General education	756488	919432	1041138	1311575	1740326	1783652	1951922	2101263	2338015	2596193	343,2
Vocational education	18140	23239	28169	41085	43389	43959	58632	59596	63146	68491	377,5
Secondary vocational education	26025	32517	35336	55489	73388	83054	100162	140208	146811	176903	679,7
Higher professional education	177982	219626	281071	337808	397694	477111	556167	632751	606108	716535	402,5
Other	67714	144568	192910	342341	195425	404936	349638	445469	467750	579558	855,8

Table 1 indicates that the share of state funding in the field of education has increased in recent three decades and in 2019 the budget expenditures amounted 4,404,877 Somoni or 5,6% in ration to GDP and 18,2% of state budget, while in compare to 2010 the state funding in the field of education has increased to 127,2% in ratio to GDP and 115,5% in ratio to state budget. Furthermore, the significant growth at all levels of education, including preschool institutions 267197, general education 2596193, primary vocational education 68491, secondary vocational education 176903, higher vocational education 716535 and other 579558, compared to 2010.

Our analysis assert that the costs of the state budget of the country were redistributed between the levels of education quite evenly, however, the costs per student by level of education increased unevenly, mainly due to the uneven change in the number of students. According to the analysis of statistical data of the Republic of Tajikistan shows that, in terms of education levels, the highest growth rate of costs is observed in primary and secondary vocational education, and in preschool education institutions, per child, it was minimal in recent

decades. We believe that the Government of the Republic of Tajikistan needs to continue implementing reforms in order to achieve a more equitable and efficient distribution of public financial resources. Thusly, to find an optimal solution related this issue, the Government of the Republic of Tajikistan has introduced a system of per capita financing in the field of education in January 2010, which made it possible to significantly increase the efficiency of state expenditures of the state budget, and ensure cost uniformity, increase the predictability of the budget process and strengthen budget discipline at all levels of government [9].

Table 2 shows the minimum rate of per capita funding in general education institutions per student in the Republic of Tajikistan.

Table 2. The minimum rate of per capita funding in educational institutions per student of the Republic of Tajikistan

№	School types	Per student (schoolchildren)					2018 к 2014 в %
		2014	2015	2016	2017	2018	
1	Institutions of secondary general education (1-11)	646	665	778	809	825	127,7
2	Institutions of general basic education (1-9)	804	828	969	1008	1028	127,8
3	Primary education institutions (1-4)	1007	1037	1213	1262	1287	127,8

Table 2 assert that the minimum rate of funding per capita in educational institutions of the Republic of Tajikistan for the period under review is 825 Somoni in secondary general education institutions, 1028 Somoni in general basic education, and 1287 Somoni per student in primary education, compared and this indicator increased by 127.7 per cent since 2014.

Figure 2. The minimum rate of per capita financing in educational institutions of the Republic of Tajikistan

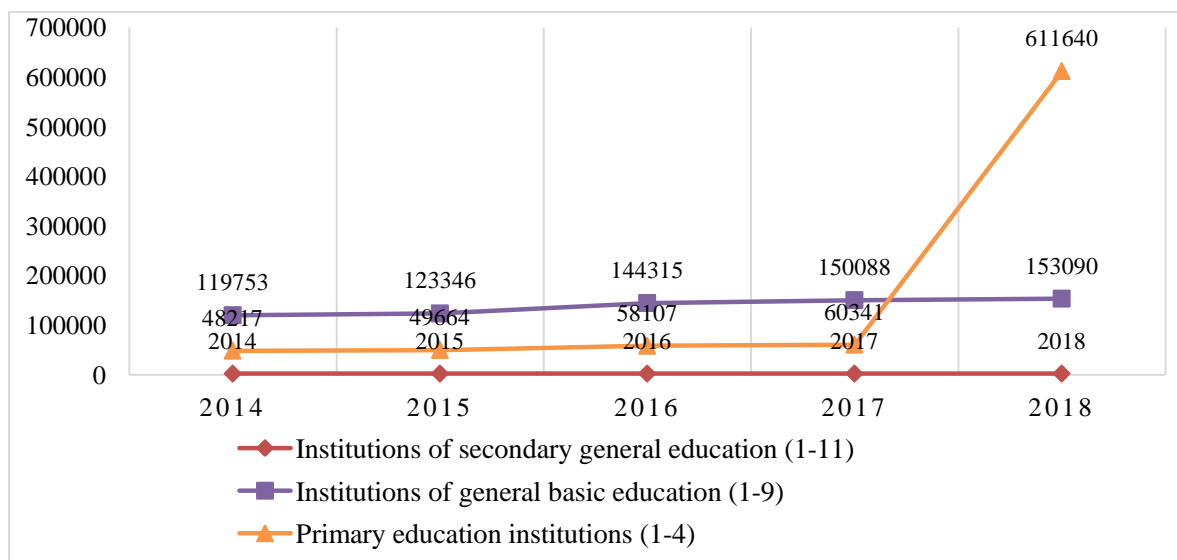
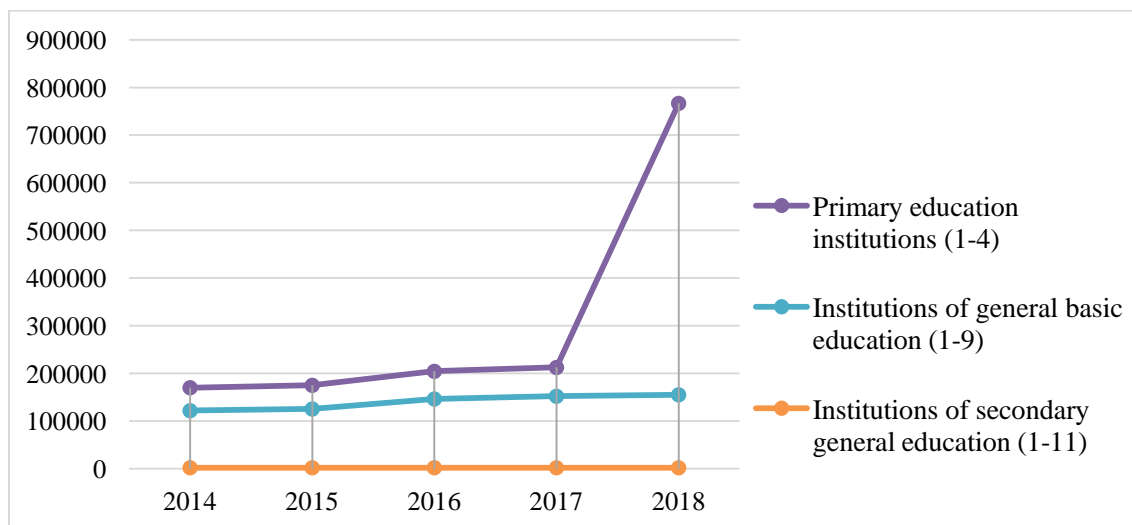


Table 3. The minimum rate of per capita financing in case of one educational institution of the Republic of Tajikistan

№	School types	Per student (schoolchildren)					2018 κ 2014 B %
		2014	2015	2016	2017	2018	
1	Institutions of secondary general education (1-11)	119753	123346	144315	150088	153090	127,7
2	Institutions of general basic education (1-9)	48217	49664	58107	60341	611640	127,8
3	Primary education institutions (1-4)	17359	17879	20918	21755	22190	127,8

According to the Table 3 the minimum rate of financing per capita in one general educational institution of the Republic of Tajikistan for the period under review is as follow: 153090 Somoni goes to the institution of secondary general education, an institution of general basic education receives 611640 Somoni, an institution of primary education receives 22190 Somoni, and this indicator increased by 127, 8 per cent since 2014.

Figure 3. The minimum rate of per capita financing in case of one educational institution of the Republic of Tajikistan



We believe that at the national level it is necessary to consider the system of per capita financing to ensure minimal variation in the per capita financing system between the regions of the republic.

Based on the literature we found that investment in human capital is one of the main categories of costs that are most important for increasing the level and quality of human capital is an investment in education, especially in general secondary education. Besides, there are

distinctive features of investing in general secondary education from investing in physical capital. First, there is a significant time step between the moment the investment is acquired and the economic and social return from it. Secondly, in real educational practice, the investment and consumer aspects of education are closely interrelated.

Due to the dramatical growth of population in the Republic of Tajikistan, the number of students in educational institutions has been increasing year after year. Table #4 shows the dynamics of the number of general education institutions and the number of students in the Republic of Tajikistan for 2014-2018.

Table 4. The tendency of the number of general education institutions and the number of students in the Republic of Tajikistan for 2014-2018

No		2014/15	2015/16	2016/17	2017/18	2018/19	2018/19 к 2014/15, в %
1.	General education institution	3845	3855	3874	3879	3877	100,83225
1.1	Full-time education	3836	3846	3865	3870	3869	100,860271
1.2	Part-time education	9	9	9	9	8	88,8888889
2.	Number of students	1742,8	1785,8	1838,8	1907,7	1970,9	113,088134
2.1	Full-time education	1741,6	1784,4	1837,8	1906,3	1970,0	113,114378
2.2	Part-time education	1,2	1,4	1,0	1,4	0,9	75
3.	Number of students	912,2	934,2	960,5	933,2	1022,0	112,036834
3.1	Full-time education	911,2	933,2	959,8	991,8	1021,3	112,082968
3.2	Part-time education	1,0	1,0	0,7	1,4	0,7	70
4	Number of students	830,6	851,6	878,3	914,54	948,9	114,242716
4.1	Full-time education	830,4	851,2	878,0	914,5	948,7	114,246146
4.2	Part-time education	0,2	0,4	0,3	0,04	0,2	100

According to the Table 4, the number of general education institutions is 3877, including day education 3869, part-time education 8, and compared with the 2014-2015 academic year increased by 100.83 per cent, including day education 100.86, while part education institutions decreased by 88.89 per cent. Furthermore, the number of students is 1970.9, including daytime education 1970 students, evening education 0.9 students, compared to the 2014-2015 academic year, the number of students increased by 113.08, including full-time education 113.11 students, and in part-time education, the number has decreased by 75 per cent. During the given period, the number of boys is 1022.0, including 1021.3 in daytime education, and 0.7 in part-time education, compared to the 2014-2015 academic years, the number of boys increased by 112.03, including 112,08 in full-time education while part-time education decreased by 70 per cent.

CONCLUSION

Human capital is not only the core of the spiritual sphere of society, but also the central link in the system of industrial relations, for a harmoniously developed personality is the initial and final goal of both social and economic development. In a transitive economic system, the issue of further development of human capital is associated, first of all, with the issues of its preservation and reproduction, as the most important prerequisites for the effective functioning of the economy. Education and training are now a global concept under which they are meeting all aspects of education and training in the formal, non-formal and informal system. Thus, it can be concluded that the formation and development of human capital without the development of the level and quality of education in general education institutions of the Republic of Tajikistan is impossible. We found that there is a great correlation between the level general education institutions and the quality of the first knowledge of a person. Consequently, general education becomes more valuable and dynamically developing in recent decades. Furthermore, the author gives recommendations, the implementation of which can contribute to improving the education system, increasing its quality and efficiency, which should ultimately lead to the development of human capital as one of the key competitive advantages of the country in the modern global economy.

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