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## **TRANSFORMATION OF THE EVALUATION SYSTEMS IN KAZAKHSTAN**

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### **Түйін**

**Мақалада қазіргі таңда Қазақстан Республикасының білім жүйесінде бағалаудың Батыс елдерінің тәжірибесін ала отырып жаңа бағалау жүйесі мен сараптау жүйесін іске асыру жолдарын қарастырдық.**

### **Резюме**

В статье были рассмотрены пути, внедрения опыта новой системы оценки и контроля Западных стран используя их богатый опыт в сфере образования для Республики Казахстан.

### **Özet**

Makalede şu anda, Kazakistan Cumhuriyeti eğitim sisteminde not vermede Batı ülkelerinin tecrubesinen istifade ederek yeni not degerlendirme ve kontrol etme sisteminin gerceklestirme yolunu denedik.

### **Annotation**

During the Soviet Block Kazakhstan had different evaluation or grading systems of the students in schools and universities from the system we have now. But was it luck to transform from one evaluation system to the other? It is hard to give any predestination. But looking at the piece of paper, which is given by the end of the courses, every student succeeds when we look at their register or certificate. With this work we are looking for the ideal grading system students had ever.

**Keywords:** quality, qualifications, curriculum, assess

### **Introduction**

Policies and procedures for quality assurance

Institutions should have a policy and associated procedures for the assurance of quality and standards for ongoing programs and awards qualifications. They must also make a commitment to develop a culture that recognizes the importance of quality and quality assurance in its operations. To achieve this, schools are required to develop and implement a strategy for continuous improvement.

The strategy, policy and procedures should be formally recorded and available to the public. Students and other stakeholders should also be involved in this process.

Official policies and procedures should be a framework through which schools can develop and monitor the effectiveness of its system of quality assurance. They also contribute to the strengthening of

the independence of the organization and its recognition in the society. The policy should reflect the intent of the university and include a list of the main means by which these intentions are carried out. Recommendations for the use of procedures can provide complete information on the methods by which this policy is, and can also be used as a reference for those interested in the practical application of the procedures.

Formation of Kazakh higher education depends on how clearly and universities at all levels of the program determine the final results and achieve their goals, from the professional competence of teachers who are ready to organize the learning process so that students have achieved the planned results. In addition, teachers, showing the skill and dedication, to encourage financially. All universities should strive to improve and enhance the level and quality of education.

### **1. Approval, monitoring and periodic evaluation of programs and awards**

Institutions should have formal mechanisms for the approval, periodic monitoring and evaluation of programs and awards qualifications.

The confidence of students and other stakeholders in higher education is preferable to establish and maintain with the effective operation of the quality assurance which ensures that programs are in compliance with the requirements are evaluated periodically and are therefore relevant and in demand.

### **2. Assessing the level of students' knowledge**

Students should be assessed using sequential procedures based on published criteria and common positions.

Assessment of students is one of the most important elements in higher education. The evaluation results have a significant impact on the future career of students. Thus, the level of their knowledge should be assessed on a professional basis, taking into account the latest achievements in the field of test and examination procedures. The results of evaluation procedures reflect the efficiency of the organization of the learning process at the university.

In addition, students need to be fully informed about the strategy used their estimation, what exams, tests and other forms of control they will have to take place, what is expected of them and what are the criteria for assessing their responses will be used.

### **3. Quality assurance and competence of the teaching staff**

Institutions should have mechanisms and criteria for assessment of the competence of teachers. These mechanisms should be available to organizations with an external evaluation, and are reflected in the reports.

Teachers are the main resource of the educational process, available to most students. It is important that they have complete knowledge and understanding of the subject being taught the necessary skills and experience to effectively transfer knowledge to students in the learning process and to provide feedback about the quality of their teaching. Schools must ensure that, in the case of hiring new employees, they will have at least a minimum level of competence required. Teaching staff should be able to improve and develop teaching skills and appreciate their professionalism. Educational institutions should provide teachers with insufficient competence opportunity for professional growth. If he / she continues to show a low level of qualification, the university is obliged to take measures to dismissal of the employee from teaching.

### **4. Educational resources and student support system**

Institutions should ensure that resources are used for the process of learning are adequate and meet the requirements of each program implemented.

Students must have access to all the resources of learning. Resources can be both tangible (library and computers), and human (teachers, curators and other consultants). Educational resources and other mechanisms of the system of student support should be freely available, to meet the needs of students. Students should be able to express their opinion of their service. Educational institutions should conduct ongoing monitoring of the efficiency of the provision of additional services, monitor and improvement.

### **5. Information System**

Educational institutions should collect, analyze and disseminate relevant information and use it for effective management of training programs and other activities.

Skills Training schools - is the starting point for an effective quality assurance. It is important that educational institutions have available means to collect and analyze information on their own activities. In the absence of these funds universities are not able to identify the strengths and weaknesses of its activities and the results of innovation.

Comparing schools with other educational institutions in the European space and beyond is also playing an important role. This allows universities to increase the level of self-knowledge and find new ways to improve their operations.

#### **6. Informing the public**

Institutions should regularly publish up-date, impartial and objective, quantitative and qualitative information on the programs and are awarded the qualification.

The social role of higher education institutions include public information on the programs and the expected results of the implementation of these programs are awarded the qualification, level of teaching, learning and assessment procedures and training opportunities for students. The information provided may contain information about the successes and the employment of graduates, as well as characterization of students enrolled in high school at the time. Information should be accurate, impartial, objective and accessible. It should not only be used for marketing purposes. School must ensure that it meets its own requirements of impartiality and objectivity.

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## **РЕЙТИНГОВЫЕ СИСТЕМЫ ОЦЕНКИ РИСКОВ**

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Задача прикладных исследований риска состоит в том, чтобы снизить остроту неопределенности, предусмотреть возможные негативные и позитивные последствия ее развития. Современные методы позволяют количественно и качественно оценить вероятность достижения цели, отклонения от цели или неудачи.

Заслуживают внимания следующие финансово ориентированные рейтинговые системы: **Institutional Investor's Country Credit Rating** и **Euromoney's Country Risk Index**, охватывающие 109 и 116 стран соответственно. В модели Euromoney рейтинг странового риска составляется путем комбинирования набора индикаторов типа Лондонской ставки предложений по межбанковским кредитам (LIBOR), первичного ценообразования, межбанковских кредитов и т.д. Для характеристики общих экономических и политических тенденций, таких как степень национального контроля над ключевыми секторами экономики, политическая нестабильность, международный статус страны, изменения в торговом балансе правительства и фирм применяются целые группы переменных. Преимущество индикаторов в их объективности и (в большинстве случаев) измеряемости, что позволяет быстро создавать точные отчеты о событиях. Однако крупной проблемой остается теоретическая обоснованность индикаторов. Другой проблемой является статичность рейтингов по определению: они рассматривают прошедшие события и условия, которые могут не иметь никакой связи с будущим [1].