

Features of the modern system for assessing the quality of education in Kazakhstan

The understanding of the term “quality” in the context of modern globalization processes is ambiguous. “Quality” most often refers to the degree of conformity of the characteristics inherent in an object (product or service) with established requirements. The quality of education can be revealed through such concepts as:

- *quality of resources:*
 - information and educational field;
 - educational and methodological support;
 - academic support;
 - library fund;
 - material and technical base,
 - safety of stay at the university;
- *process quality:*
 - management of the educational process;
 - teaching;
 - teaching methods and technologies;
 - measurement and assessment of competencies;
- *quality of content:*
 - educational programs;
 - o the content of academic disciplines;
- *quality of human resources:*
 - staff, including pedagogical psychological staff;
 - level of knowledge of applicants;
 - students, their abilities and capabilities, readiness for cognitive activity;
- *quality of results:*
 - graduate model;
 - learning outcomes:
 - the quality of educational programs;
 - quality of learning outcomes (professional competence and knowledge of students);
- *quality of change:*
 - the quality of interaction with employers;
 - the quality of the conditions for personal development;
 - the quality of additional services in the field of education;
 - quality of interaction with the environment.

In connection with modernization processes in Kazakhstan, factors determining new requirements for assessing the quality of education are becoming increasingly obvious and relevant. The solution to this problem in Kazastan contributed to the creation of a national system for assessing the quality of education (NSAQE) as *a set of organizational structures, events, objects of*

control, measurement methods and quality indicators that interact with each other and reflect the degree of conformity of educational activities and the services provided to the needs of a person, society and the state.

The main mission of the NSAQE is to ensure social justice in the educational sphere through independent and objective assessment of the real level of educational achievements of students.

Functions of NSAQE includes improving control and management of the quality of education, providing all participants in the educational process with information about the level of educational achievements of students and the effectiveness of the activities of educational organizations and the entire system as a whole.

The constructive objectives of the NSAQE in relation to its mission and purpose are:

- institutional assessment of the quality of education;
- external assessment of educational achievements of students;
- systematic and comparative analysis of the quality of educational services
- obtaining objective information about the state of the education system;
- development of indicators for the development of education;
- development of a strategy for the development of the education system in Kazakhstan.

The integrity and unity of the above constituent functions of NSAQE is ensured by the **principles** of quality assessment as dominants that determine the content of the entire system. The activities of the national education quality assessment system are based on the following fundamental **principles**:

- *objectivity,*
- *professionalism,*
- *publicity,*
- *transparency,*
- *justice,*
- *periodicity,*
- *accountability,*
- *continuity of development.*

Quality Assessment Feature in the system of higher and postgraduate education is carried out on the basis of ESG - European Standards and Guidelines for Quality Assurance, which reflect the basic requirements for quality assessment at three levels of intra-university, national and European.

In accordance with the requirements of the ESG, the national system for assessing the quality of education in Kazakhstan is carried out through **external** and **internal assessment**.

The following mechanisms for the implementation of quality assessment are highlighted.

I. State mechanisms management:

- licensing of educational services,

- certification of an educational organization,
- certification of educational services,
- certification of the teaching staff,
- audit;
- external assessment of educational achievements;
- verification of the activities of the educational organization for compliance with legislation in the field of education and science.

II. Mechanisms of state regulation:

- rating determination,
- institutional accreditation of an educational institution,
- accreditation of educational services (specialized or professional).

III. Mechanisms of social regulation:

- certification for compliance with international standards (in particular, quality management systems),
- public and professional accreditation,
- international accreditation,
- personnel certification.

IV. Self-regulatory mechanisms:

- benchmarking,
- self-examination,
- self-esteem,
- continuous improvement.

University accreditation is one of the main indicators of its competitiveness in the global educational space. Currently, the national register of accreditation agencies in Kazakhstan includes reputable entities of domestic and international level. There are totally 8 agencies, including 3 leading foreign agencies:

- *“Independent Kazakhstan Agency for Quality Assurance in Education” (IKAQAE);*
- *Independent Accreditation and Rating Agency (IARA);*
- *Foundation for International Business Administration Accreditation (FIBAA, Germany);*
- *Accreditation Agency for Study Programmes of Engineering, Information Science, Natural Sciences and Mathematics (ASIIN, Germany);*
- *Kazakhstan Society for Engineering Education (KAZSEE);*
- *Independent Accreditation and Education Quality Assessment Agency (ARQA);*
- *Musique Quality Enhancement (Musique, Belgium);*
- *Eurasian Center for Accreditation and Quality Assurance in Education and Health.*

The main mission of appraisal agencies is to assist in improving the quality of education, increasing the competitiveness of educational institutions and educational programs at the national and international levels. **The competitiveness indicators of educational programs and universities are:**

- a high concentration of talented teachers, students and researchers;
- academic mobility;
- competitiveness of graduates;
- competitiveness of scientific publications of teachers, doctoral students, undergraduates in the field of a professional study.

Abai Kazakh National Pedagogical University, as a leader in teacher education, takes an active part in the procedures for accreditation bodies to recognize the conformity of educational services with established standards. In this regard, it should be noted that 43 educational programs for the training of teachers at the university have successfully passed accreditation in agencies.

It is worth noting that the competitiveness of Abai Kazakh National Pedagogical University is confirmed by the data of **QS WORLD UNIVERSITY RANKING**, according to which the university rose to 481th place in 2018; It took 1st place in the National Rating of Pedagogical Universities of NSAQE Statistics.

Abai Kazakh National Pedagogical University is involved in external assessment procedures. Since 2019, university graduates have been participating in qualification testing in order to confirm their qualifications. This important procedure, which will cover all pedagogical universities of the country, will allow assessing the quality of students' knowledge at the stage of leaving the university. Such an external assessment is carried out in order to assess the quality of educational services and determine the level of mastering by students of typical curricula.

Thus, the task of improving the quality of academic performance and knowledge is considered as one of the key. Consequently, there is a growing need for the development and development of measuring instruments, the creation of effective methods for assessing quality and the logical appeal to international experience. In this regard, it should be noted that Abai Kazakh National Pedagogical University has launched a project on joint educational activities with the Moscow City Pedagogical University under the master's program, aimed at training specialists in the field of pedagogical measurements since 2018. The project is carried out in a network form by the Department of Pedagogy and Psychology at Abai Kazakh National Pedagogical University and the Institute of Strategic Planning of Moscow State Pedagogical University. In the framework of this cooperation, seminars are held, joint participation in international conferences and scientific forums, which gives a good impetus to enrich the professional activities and experience of teachers, develops students' knowledge and their research qualities.

In Kazakhstan, measuring and evaluating the quality of education is also important for the school system. In this direction, great reforms have taken place over the past five years. A system of criteria-based assessment of educational achievements of students has been introduced. This made it possible to ensure the quality of assessment procedures and their compliance with international standards. A new system of criteria-based assessment for Kazakhstan is aimed at developing the student, increasing his interest and motivation for learning. This can be achieved by establishing clear and measurable assessment criteria that are

understandable to each student and his parents. Using clearly defined criteria, the teacher and student understand:

- At what stage of education is the student?
- Where does he aim in his studies?
- What needs to be done to help him achieve the expected learning outcomes?

The structure of criteria-based assessment includes two types: formative assessment and summative assessment. Thus, the system of Kazakhstani education is currently undergoing major changes in the development of quality assessment tools.

References

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