

**THE SYSTEMS OF THE INDEPENDENT EXTERNAL ESTIMATION OF
THE QUALITY
OF EDUCATION IN THE REPUBLIC OF KAZAKHSTAN**

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For last years the system of an independent external estimation of educational achievements of school students and university students is created in Kazakhstan. For more than 10 years wide experience of carrying out of such estimations [1-3] is accumulated. The main goals of inculcation of such an estimation system are the educational achievements monitoring of trained people, the installation of the systematic and comparative analysis of the quality of the educational services, reception of the objective information about the condition of the education system.

The formation of a system estimating the quality of an education, the development of the scientifically corresponded and proved approaches, the creation of necessary measuring materials and information technologies, and also the installation of all republican actions connected with an estimating the quality of the education system at all levels.

It is necessary to make an accent, that certain major parameters, which are: an objectivity, independence, reliability, adequacy and efficiency must characterize the estimation processes which are carried in state scales. The essential help in achievement of these parameters can and must be modern information and telecommunication technologies. The remedy of information introduced in pedagogical measurements, not only release the teachers from many routine operations and accelerate the estimation processes, but also in many cases essentially increases the objectivity and reliability of measurement results of knowledge and skills of trainees.

The introduction of information means imposes the certain restrictions on used measuring materials which should suppose the formalization and opportunity of the

automated mathematical processing of received results. Considering it, the choice on behalf of pedagogical test technologies is made, the development and the application that is realized on the basis of the global account experience and results of the lead scientific and pedagogical researches.

In spite of the fact that the global practice using the test technologies in definition of the trainees' knowledge quality has history more than century, in Kazakhstan such technologies began to develop only from the beginning of 90th years of the last century. First of all, testing began to be applied on higher educational institutions entrance examinations. In 1992 the Republican center of testing was created, the main aim was the introduction of testing in the high school student selection system.

In 1993 in different high schools of the country the entrance examinations began to be made by testing. Thus the basic purpose of use of pedagogical tests on entrance examinations in higher educational institutions was the opportunity of use of educational information means. Wide application of test technologies on entrance examinations has begun in 1994. The trials were spent in the form of complex testing in seven subjects of the school program with 20 questions for each discipline. These years the technology of the Center of testing with the basis of test tasks to be applied with a choice of one right answer laid, special forms, optical marked scanners for answer input and the specialized computer software was formed.

The modern format of the test for the first time has been used in republic in 1995. Tests reflected the maintenance of four school disciplines, from which two were obligatory - the Kazakh (Russian) language and history of Kazakhstan and two disciplines at the choice of the aspirant.

The functioning Kazakhstan model of student's contingent formation of republic high schools today was entered in 1999. The model is established on regulations that:

- The knowledge estimation of entrants is accomplished by the body independent from high schools by carrying out of national complex testing entrants;
- Among the entrants who have been passed already the national complex testing, the general republic competition is made on the right to become the owner of the state educational grants by specialization;
- The entrants who have become the owners of the state educational grants, get right to choose the high school among the options for the further training.

By analyzing an available experience, it is possible to ascertain with confidence, that introduction of complex testing has allowed to increase essentially objectivity of the knowledge quality estimation of entrants and as consequence, making the distribution of the state educational grants and credits more rational. It should be reflected positively in efficiency of preparation of experts in the Kazakhstan high schools.

The approaches to the definition of education quality in Kazakhstan constantly have been improved. During new development achievements of colleagues from other countries, directions of development of republic, as a whole, and its education systems, in particular are considered an available experience. In 2004 in the country United national testing (UNT) was entered, that allowed not only to combine final certification of graduates of schools with entrance examinations in colleges and higher educational institutions, but also to introduce independent external quality assurance of functioning of system of secondary education.

Introduction UNT was preceded big analytical and research work during which defects of existing systems of pedagogical measurements came to light, the search of the most suitable approaches to the education quality estimation has been done. So, in particular, principal causes of introduction UNT were:

- The absence of independent external quality assurance of functioning of system of secondary education;
- The impossibility of maintenance of objectivity of an estimation of results of training within the limits of school final examinations;
- The absence of unique requirements to knowledge of graduates of schools;
- Use of various approaches and criteria for measurement of productivity of training of school students;
- The practical not use of education information means in measurement of productivity of training of school students.

These and some other negative factors promoted the reduction in values of final state certification of students and have not created necessary stimulus for people to reception of qualitative education. In such conditions the Kazakhstan students were not motivated to a competition for possession qualitative knowledge as there was no objective quality estimation of their knowledge.

As it was already marked, the introduction UNT promotes the elimination of many of the listed problems owing to aim this pedagogical measurement on an independent estimation of educational achievements of the students and increase of

efficiency of secondary education system functioning . Achievement of these purposes is carried out due to:

- The maintenance of the state control and quality management of education by means of unique measuring materials;
- The increases of objectivity and reliability of education quality estimation;
- The formations of mechanisms of public control over quality education, owing to the unlimited publication of results UNT;
- The maintenance of social justice in access to the maximum and average vocational training for all comers, without dependence from a social status and a residence.

The existed technology of carrying out of complex testing at reception in high schools has predetermined main principles UNT in which basis simultaneous use of test tasks of two types laid: attestative and competitive.

The questions of information of final and introductory tests are closely connected with the technology of carrying out UNT improved from year to year within the limits of activity of the National center for state educational standards and testing (NCSEST). The developed technology, being unique achievement of the Kazakhstan system of the education quality estimation, is established on the distributed data processing and results of testing. With a view of information UNT all points of carrying out UNT are connected among themselves by a telecommunication network of type "star" with the center in Astana, created in 2000.

For today, the infrastructure providing qualitative carrying out UNT and processing of its results in scales of the country is created.

It was possible to receive objective enough estimation of a level of educational achievements of graduates of schools for years of carrying out UNT and monitoring material, allowing to lead an estimation of a condition of quality of preparation of pupils in system of the common secondary education.

Owing to introduction UNT and the publication of results of testing of students and entrants the mechanism of attraction of parents and wide layers of the public to the activity of schools aimed at improvement of education quality is created.

And, at last, introduction UNT has given the equal rights to all interested persons in reception of the higher education.

Thus, for today Unique national testing alongside with the decision of many pedagogical problems of an estimation of quality of education, information of

education and formation of a student's contingent has turned to the nation-wide action having the big political and social value. UNT became the first real step in democratization of a control system by school, having given parents, public and representatives of authorities opportunity to participate in increase of efficiency and secondary education system quality estimation.

It is obvious, that the estimation of education system quality cannot exclusively be limited to measurements of a level of knowledge of graduates of schools and entrants. The authentic picture describing the efficiency of preparation systems of schoolboys and students, it is possible to receive, analyzing, including, and results of the intermediate pedagogical measurements spent during training. In view of this in « to the State program of development of education in Republic of Kazakhstan till 2010 » introduction of National system of an estimation of quality of education is planned. An essential element of this system is so-called Intermediate state control of knowledge trained in the organizations of education (ISC).

Now it is spent two kinds ISC: for students of 2-3 rates of higher educational institutions and pupils of 4 and 9 classes of high schools. Unlike UNT, providing overlapping of final state certification of graduates of high schools and admission examinations in average and maximum professional educational institutions, ISC it is intended for an estimation of quality of development of a teaching material by students and schoolboys. Carrying out ISC is carried out by local managements of education that increases their responsibility for objectivity and quality of pedagogical measurements. For last two years ISC has been captured more than 170 thousand people of schools.

For students of high schools the intermediate state control is made in the form of complex testing with use of the test questions developed by the teachers and experts according to the state obligatory standards of the maximum vocational training. For three years in ISC has participated more than 170 thousand students.

Without dependence from the one who is examined - students or schoolboys - before ISC there were many problems which sanction is essential to development of an education system. Among such tasks:

- The estimation of the trainees' educational achievements;
- The estimation of educational organization efficiencys;
- The manufacture of recommendations on perfection of the state obligatory standards education;

- The construction of the quality comparative analysis of the educational services given by the education organizations.

Together with carrying out UNT, the decision of the problems facing ISC, brings the contribution to functioning the state system of education quality estimation.

The construction UNT and, especially ISC, enables employees HIQFCOT to spend the pedagogical experiments aimed at increase the system effectiveness of education quality assurance. So, in particular, at ISC construction for the first time in practice of testing at the state level the open type questions with the meaning of the answer record in rather any form and allowing big freedom for active creativity of trainees have been developed and used.

It is remarkable, that results ISC confirm the efficiency of existing system that award of the state educational grants, taken on the basis of UNT.

In accumulation experience process becomes obvious, that the parameters revealed as a result of carrying out UNT and ISC, it is possible to use effectively for improvement of education quality in a concrete educational institution or region of the country. Proceeding from separate parameters, such as the average score or the trainees' share, with the certain value results are shown below, it is possible to determine a degree of education quality which in practice can achieve in the nearest or distant prospect. The achievement of this purpose can be promoted by various methods of training, technology of information or administrative decisions.

Thus, the development and introduction of an independent external estimation allows not only appreciating objectively a learning efficiency, but also forms a basis for perspective achievement of the certain degrees of the education quality.

Not casually, now the above-stated kinds of the national testing and the external quality estimation have received a general recognition and became an integral part of an education system of Kazakhstan.

The literature.

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