МРНТИ 06.01.11
УДК 330
DOI 10.58319/26170493_2025_1_8

REGULATION OF APPROACHES TO THE ASSESSMENT OF LEARNING RESULTS - A FACTOR OF INCREASING COMPETITIVENESS

ZHUMAGULOVA A.B.[1]
Candidate of Juridical Sciences
YANOVSKAYA O.A.*[1]
Doctor of Economic Sciences, Professor

[1]Independent Agency for Accreditation and Rating, Astana, Republic of Kazakhstan

ABSTRACT. The article highlights important issues of increasing the competitiveness of personnel training for the economy of Kazakhstan. One of the important aspects is the methodology for determining knowledge, skills and abilities, as well as the analysis and evaluation of approaches to the expected learning outcomes. The purpose of the study is to examine various approaches to assessing learning outcomes to identify effective methods and ways to improve competitiveness and train personnel in demand in the labor market.

Of scientific interest are the various models of effectiveness assessment considered, which help to determine the level of knowledge of students of educational programs and make informed decisions for their improvement. The main methods of assessing learning outcomes were knowledge monitoring, hierarchy analysis, comparative analysis, feedback, questionnaires, surveys, and observation. The analysis and evaluation of approaches to expected results in higher education institutions is intended to inform the academic community and is of interest to education workers, heads of educational organizations and specialists in the field of education.

This study is of practical interest to teachers of educational institutions for improving approaches to assessing learning outcomes.

KEYWORDS: competitiveness, quality, learning outcomes, skills, competencies, learning effectiveness, human capital.

ОҚУ НӘТИЖЕЛЕРІН БАҒАЛАУ ТӘСІЛДЕРІН РЕТТЕУ – БӘСЕКЕГЕ ҚАБІЛЕТТІЛІКТІ АРТТЫРУ ФАКТОРЫ

ЖҰМАҒҰЛОВА А.Б.[1]
заң ғылымдарының кандидаты
ЯНОВСКАЯ О.А.*[1]
экономика ғылымдарының докторы, профессор

[1]Аккредиттеу және рейтингтің тәуелсіз агенттігі, Астана қ., Қазақстан Республикасы

АҢДАТПА. Мақалада Қазақстан экономикасы үшін кадрлар даярлаудың бәсекеге қабілеттілігін арттырудың маңызды мәселелері көрсетілген. Маңызды аспектілердің бірі білім, білік және дағдыларды анықтау әдістемесі, сондай-ақ күтілетін оқыту нәтижелеріне амалдарды талдау және бағалау болып табылады. Зерттеудің мақсаты – еңбек нарығында сұранысқа ие кадрларды даярлау мен бәсекеге қабілеттілікті арттырудың тиімді әдістері мен жолдарын анықтау үшін оқыту нәтижелерін бағалаудың әртүрлі тәсілдерін зерттеу.

Білім беру бағдарламалары бойынша оқушылардың білім деңгейін анықтауға және оларды жақсарту бойынша негізделген шешімдер қабылдауға көмектесетін нәтижелерді бағалаудың әртүрлі үлгілері ғылыми қызығушылық тудырады. Оқыту нәтижелерін бағалаудың негізгі әдістері білім мониторингі, иерархиялық талдау, салыстырмалы талдау, кері байланыс, сауалнамалар, сауалнамалар, бақылаулар болды. ЖОО-да күтілетін нәтижелерге қатысты тәсілдерді талдау және бағалау академиялық қоғамдастықты ақпараттандыруға арналған және педагогтарды, білім беру ұйымдарының басшыларын және білім беру саласындағы мамандарды қызықтырады. Бұл зерттеу білім беру ұйымдарының мұғалімдеріне оқу нәтижелерін бағалау тәсілдерін жетілдіру үшін практикалық қызығушылық тудырады.

ТҮЙІН СӨЗДЕР: бәсекеге қабілеттілік, сапа, оқу нәтижелері, дағдылар, құзыреттер, оқытудың тиімділігі, адами капитал.

РЕГУЛИРОВАНИЕ ПОДХОДОВ ОЦЕНКИ РЕЗУЛЬТАТОВ ОБУЧЕНИЯ - ФАКТОР ПОВЫШЕНИЯ КОНКУРЕНТОСПОСОБНОСТИ

ЖУМАГУЛОВА А.Б.[1]
кандидат юридических наук
ЯНОВСКАЯ О.А.*[1]
доктор экономических наук, профессор

[1]Независимое агентство аккредитации и рейтинга, г. Астана, Республика Казахстан

АННОТАЦИЯ. В статье освещены важные вопросы повышения конкурентоспособности подготовки кадров для экономики Казахстана. Одним из важных аспектов является методология определения знаний, умений и навыков, а также анализ и оценка подходов к ожидаемым результатам обучения. Цель исследования направлена на изучение различных подходов к оценке результатов обучения для определения эффективных методов и путей повышения конкурентоспособности и подготовки кадров, востребованных на рынке труда.

Научный интерес представляют рассмотренные различные модели оценки эффективности, которые помогают определить уровень знаний студентов образовательных программ и принимать обоснованные решения для их улучшения. Основными методами оценки результатов обучения стали мониторинг знаний, анализ иерархий, сравнительного анализа, обратная связь, анкетирование, опрос, наблюдение. Анализ и оценка подходов к ожидаемым результатам в вузах предназначены для информирования академического сообщества и представляет интерес для работников образования, руководителей учебных организаций и специалистов в области образования. Практический интерес данное исследование представляет для преподавателей учебных организаций для совершенствования подходов к оценке результатов обучения.

КЛЮЧЕВЫЕ СЛОВА: конкурентоспособность, качество, результаты обучения, навыки, компетенции, эффективность обучения, человеческий капитал.

INTRODUCTION. In the modern world, there are many different approaches to assessing the level of knowledge, which allow us to determine the results of students in educational programs and make informed decisions on improvement. Today, in the conditions of information transformation, scientists and practitioners understand that it is impossible to fit all the important and possible content into educational programs and courses. It is important to determine the necessary and sufficient knowledge, skills and abilities for a specialist, with which the student can successfully carry out professional activities.

Assessment of learning outcomes is the compliance of competitive educational achievements of students and graduates with the requirements of the educational services market. The assessment of knowledge is determined in the form of conventional signs - points, as well as in the teacher's assessment opinions of the degree of assimilation of knowledge and skills of the student.

In modern conditions, it is important to determine the level of knowledge and skills of a student when receiving the necessary information. For a teacher, an assessment is the result of processing information that comes to him during the teacher-student feedback.

The teacher, determining the level of perception of information, gives the student an assessment, which serves as a quantitative expression of knowledge. The assessment is a characteristic of the results of the student's educational activity, gives an idea of the level of knowledge and competencies, the degree of their compliance with control requirements. All this corrects the student's self-assessment. The assessment has an organizing effect.

MATERIALS AND METHODS OF RESEARCH. The study of approaches to expected learning outcomes is aimed at ensuring the quality of education and increasing the competitiveness of personnel training. Various approaches and methods for assessing learning outcomes, as well as models for assessing the effectiveness of training, are considered. Learning outcomes (learning outcomes approach) are acquired knowledge, skills, abilities and formed competencies.

The concept of "learning outcomes approach" in the official document "European

Qualifications Framework" is the expected learning outcomes. This means what the student knows, understands and can do upon completion of the learning process and is defined in terms of knowledge, skills and competencies. [1]

In 1972, scientist Gagne proposed 5 main types of learning outcomes: verbal information; intellectual skills; cognitive strategies; attitudes; skills.

Among scientists, there are the most well-known approaches to assessing learning outcomes, which include 3 components: cognitive - assessment of the level of knowledge according to a unified assessment system; economic - change in the amount of human capital of graduates; social - assessment of the level of socialization of graduates.

One of the most famous classification options for evaluating results is Bloom's Taxonomy. This system is based on the principle of "from simple to complex". "Bloom proposed a hierarchical list of 6 cognitive processes: knowledge, understanding, application, analysis, synthesis, evaluation. This list is convenient for formulating the goals and objectives of a specific educational program.

However, it cannot act as a measurement scale for learning outcomes, even a nominal scale. It is not possible to break down all learning outcomes using this list (e.g. analysis, synthesis and evaluation serve as indicators of students' understanding of the material, etc.).

The main approaches to the concept of "learning outcomes" include:

1) Expected results of mastering the educational program - competencies established by the educational standard and competencies established by the organization, according to the profile of the educational program.

2) General and professional competencies corresponding to a certain level of education and qualifications.

3) Learning outcomes are professionally important characteristics of the quality of personnel training.

4) Completion of the learning process is determined by the knowledge, skills and competencies of graduates.

According to the European Qualifications Framework, knowledge is described as theoretical and/or factual Knowledge is the result of learning. Knowledge is contained in the form of facts, principles, theories, and practices related to a field of work or study. Knowledge is information that has been learned by a student. [1].

Competences are the ability to use knowledge, skills and abilities in professional and personal development. According to the European Qualifications Framework, competence is responsibility and independence.

Skills and abilities refer to the ability to apply knowledge and use know-how to complete tasks and solve problems. According to the European Qualifications Framework, skills and abilities are cognitive and practical skills.

Cognitive skills depend on logical, intuitive and creative thinking. Practical skills depend on the skills and use of methods, materials and tools and devices)" [1].

There are external and internal skills. Internal skills are the ability to perform mental actions and operations: comparison, analysis, synthesis. External skills are methods of external or practical actions.

Skills are abilities that have been brought to automatism. At first, new actions are performed as independent and conscious actions. As a result of repetitions, they can be performed automatically.

Gippenreiter Yu. considers skills to be a process that has passed through consciousness and then ceased to be realized. Skills are the development of abilities, knowledge and capabilities. Firstly, the work is carried out quickly and accurately. Secondly, consciousness performs more complex actions. [2]

The study used different methods of assessing knowledge, skills and abilities. The main method is observation, which allows for analysis and assessment of students. This method is effectively used in students' practice.

There are methods of survey, interview, and interview. These are oral methods of control. There are written methods: questionnaires and testing. Questionnaires allow collecting information about the results of training (attitude to the educational organization and profession). Testing is a method of assessing the results of training. The questions should be clear and specific.

Evaluation of results is also an effective

method: a computer program developed by students or a completed project, that is, everything that can evaluate the results of training. To analyze the work, teachers develop evaluation methods that include criteria.

The issues of assessment of training were studied by researcher V.P. Bespalko. He defined 4 levels of achievements, where a qualitative change in the level of knowledge of students occurs. These approaches determine the level of students' results in training: achievements, skills, abilities, competencies. [3]

V.P. Simonov identified 5 criteria for evaluating the results that make up the learning model: distinction, memorization, understanding, skills and abilities. [4]

Thus, the assessment of learning outcomes consists of assessing knowledge, skills and abilities as key components.

RESULTS AND THEIR DISCUSSION. Today it is important to observe the following requirements for assessing students' knowledge and skills. These are Objectivity and individuality. Objectivity reflects the actual level of assimilation of the educational material provided by the program and shows how well the student masters the material and uses it independently.Individuality records the results of the individual learning process and the level of knowledge of a particular student. There is an assessment of knowledge - summative and formative assessment.Summative or final assessment exists in the form of an exam, test, midterm control and determines the result of students' learning for a certain period of time. [5]The forms and methods of assessment are determined by the teacher. Formative assessment is used constantly in the learning process during lectures and classes. The conditions for formative assessment are:

1) Knowledge and understanding of learning objectives by students

2) Effective feedback to students

3) Active participation of students in the process of their own learning

4) Knowledge and understanding of assessment criteria by students

5) The ability and skills of students to analyze their own work (reflection)

6) Adjustment of teaching approaches taking into account the assessment results [6]

Thus, formative assessment has a stimulating and motivating function. The main objectives of the assessment are:

• Forecast of possible consequences, results of the implementation of methodological approaches,

• Providing feedback,

• Degree of achievement of the intended goals,

• Determining the relationship between the observed changes and the methodological measures taken,

• Evidence-based information for further implementation of methodological approaches. [7]

Learning outcomes are the criteria used to select materials, describe content, design teaching procedures, and prepare tests and examinations. Learning outcomes should be learner-centered, not teacher-centered.

Currently, there are various models of performance evaluation that help measure the results of students in educational programs and make informed decisions for their improvement. [8]

Kirkpatrick's model includes 4 main levels: reaction, learning, behavior and outcome:

1. Emotional reaction determines students' perception of how useful and effective the learning is from the students' point of view.

2. The level of acquisition of knowledge and skills by learners includes the use of tests and knowledge control to determine understanding and memorization.

3. The level of behavior determines how the acquired knowledge and skills are applied in practice. It includes observations and determines to what extent the acquired skills are implemented.

4. Students' performance determines how much knowledge has been achieved through learning.[9]

In practice, the following models also exist:

• The Phillips model, which is an extended version of the Kirkpatrick model: it evaluates from the point of view of the financial results of training.

• Berno's model includes not only the student himself, but also the quality of the process, the control of which can guarantee the desired result.

• The Stufflebeam model suggests assessing the effectiveness of learning at each stage of the educational process, unlike other models, it includes an analysis of the effectiveness of not only the entire process, but also each stage separately in order to identify strengths and weaknesses [10]

CONCLUSION. It is therefore important for students to understand how useful and interesting their learning will be. It is important to know what parameters to choose to evaluate their growth. How to combine them to get a complete picture, and how to use tools to collect and analyze learning data.

It is important for educators and curriculum developers to understand how effective and useful their materials are. Faculty strive to ensure that students successfully absorb the educational material.

For managers, performance evaluation helps determine whether the goals and expected results have been achieved. Therefore, in modern conditions, performance evaluation helps all stakeholders understand how successful training is, improve its quality and achieve the goals.

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СВЕДЕНИЯ ОБ АВТОРАХ:

Zhumagulova Alina - Candidate of Juridical Sciences, General Director, Independent Agency for Accreditation and Rating (IAAR), Astana, Republic of Kazakhstan
E-mail: iaar@iaar.kz

Yanovskaya Olga* - Doctor of Economic Sciences, Professor, PhD, Academician, Advisor to the General Director, Independent Agency for Accreditation and Rating (IAAR), Astana, Republic of Kazakhstan
E-mail: yanovskaya_o@mail.ru

Жұмағұлова Алина Бақытжанқызы - заң ғылымдарының кандидаты, бас директор, Аккредиттеу және рейтинг тәуелсіз агенттігі (IAAR), Астана қ., Қазақстан Республикасы
E-mail: iaar@iaar.kz

Яновская Ольга Алексейқызы* - экономика ғылымдарының докторы, профессор, академик, бас директорының кеңесшісі, Аккредиттеу және рейтингтің тәуелсіз агенттігі (IAAR), Астана қ., Қазақстан Республикасы
E-mail: yanovskaya_o@mail.ru

Жумагулова Алина Бакытжановна - кандидат юридических наук, генеральный директор Независимого агентства аккредитации и рейтинга (IAAR), г. Астана, Республика Казахстан
E-mail: iaar@iaar.kz

Яновская Ольга Алексеевна* - доктор экономических наук, профессор, академик, Советник генерального директора, Независимое агентство аккредитации и рейтинга (IAAR), г. Астана, Республика Казахстан
E-mail: yanovskaya_o@mail.ru