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Basic Principles of Student Achievement Assessment in Higher Education Institutions

Abstract

After the Republic of Azerbaijan gained independence, the change of social relations, the transition from a planned economy to a market economy, scientific and technical progress, integration into the European education system, updating the content of education created the basis for reforms in the education system. The "Reform program in the field of education", signed at the initiative of the great leader Heydar Aliyev, is based on the principles of humanization, humanitarianization, democratization, differentiation and integration of education. These principles set the creation of a secular education system based on the national ground, human values, and making the learner an equal subject of the educational process for the formation of a personality as an important task. In the article, the main principles of the assessment of student achievements in higher education institutions are investigated and become the subject of analysis.

Keywords: *assessment, higher school, student, humanization of education, educational program*

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Ali təhsil müəssisələrində tələbə nailiyyətlərinin qiymətləndirilməsinin əsas prinsipləri

Xülasə

Azərbaycan Respublikası müstəqillik qazandıqdan sonra ictimai münasibətlərin dəyişməsi, planlı iqtisadiyyatdan bazar iqtisadiyyatına keçid, elmi-texniki tərəqqi, Avropa təhsil sisteminə inteqrasiya təhsilin məzmununun yenilənməsi təhsil sistemində islahatların keçirilməsinə zəmin yaratdı. Ulu öndər Heydər Əliyevin təşəbbüsü ilə imzalanmış "Təhsil sahəsində İslahat proqramı", təhsilin humanistləşdirilməsi, humanitarlaşdırılması, demokratikləşdirilməsi, diferensiasiya və inteqrasiyası kimi prinsiplərinə əsaslanır. Bu prinsiplər isə milli zəminə, bəşəri dəyərlərə əsaslanan dünyəvi təhsil sisteminin yaradılmasını və təhsil alanın şəxsiyyət kimi formalaşması üçün onun təlim-tərbiyə prosesinin bərabər hüquqlu subyektinə çevrilməsini mühüm bir vəzifə kimi qarşıya qoyur. Məqalədə ali təhsil müəssisələrində tələbə nailiyyətlərinin qiymətləndirilməsinin əsas prinsipləri araşdırılaraq təhlil predmetinə çevrilir.

Açar sözlər: *qiymətləndirmə, ali məktəb, təhsilalan, təhsilin humanistləşdirilməsi, təhsil proqramı*

Introduction

In connection with the educational reform carried out in Azerbaijan, as in other fields of education, serious work was done in the field of assessment. In the framework document "Concept of general education (National Curriculum) in the Republic of Azerbaijan" approved by the decision of the Cabinet of Ministers of the Republic of Azerbaijan No. 233 dated October 30, 2006, the assessment of student achievements was noted as an integral part of education. In accordance with

that document, the framework document "Evaluation Concept in the general education system of the Republic of Azerbaijan" was approved by the decision of the Cabinet of Ministers dated January 13, 2009 No. 9. In the document, the current problems in the field of evaluation of educational achievements, the tasks and characteristics of the evaluation system, the preparation of evaluation standards and tools, etc. were decided. Among those requirements, the main indicator for the quality of education is the collection of reliable information about the educational results of the students, and the development of thinking habits, as opposed to memory-based evaluation (Mardanov et al., 2003).

Research

The organization of the teaching-learning process in our country on the basis of new and independent principles of humanization, differentiation, humanitarianization, democracy and integration, and at the same time changing the content of education and the rules of mastering this content had a significant impact on the existing traditional evaluation process. After the creation and implementation of curricula containing the new content of education, it became necessary to create an evaluation system that meets the requirements of modern times and curricula. The first initiative in this field began on January 13, 2009 with the approval of the document "Evaluation Concept in the General Education System of the Republic of Azerbaijan". However, this document only considered the assessment process carried out in secondary schools. In general, this concept is the first detailed, objective, reliable and clear document that describes the process of evaluating the achievements of students in educational institutions in our republic (Abbasov, 2008).

Until the emergence of this concept, the issue of evaluation in our country was not approached from such a broad aspect. So, in education, evaluation is often treated as the last stage of the teaching-learning process, and not enough attention has been paid to this area. Therefore, cases of subjectivism have arisen in measuring and evaluating the knowledge and skills of learners. The lack of an accurate, objective and transparent system here has led to the fact that the assessment consists only of the teacher's opinion about the student's knowledge level. The concept as a whole resulted in the replacement of the traditional evaluation concept in our education system with a new, systematic, objective, purposeful, transparent and world-standard evaluation system. Thus, in our education system, an evaluation system with constituent components such as the evaluation process, its essence, content, main principles, characteristics, its main directions and types began to be formed (Javadov, 2005).

At the same time, this document forms the legal-normative and pedagogical basis of the assessment process. As indicated in the concept, the following principles are taken as the basis for conducting all types of assessments in the educational system:

- Principle of expediency;
- The principle of mutual evaluation of achievements and educational opportunities;
- The principle of ensuring the qualitative relevance and reliability of the collected data;
- The principle of transparency, fairness, mutual agreement and cooperation in evaluation;
- The principle of ensuring the developmental role of assessment results in training activities; (Gardashov & Javadov, 2004).

There are differences between the process of evaluating student achievement and evaluating high school students. Due to these differences, it is necessary to approach the process of student and pupil achievement evaluation from different aspects. Because students are people who study in higher and secondary educational institutions and are trained as future professionals in different fields of specialization. Students studying in higher education institutions are individuals who are already formed to a certain degree as personalities, have certain life experiences, have their own social circle, are able to think independently, make decisions and choose purposefully and voluntarily what and how they want to learn. Prof. According to Farrukh Rustamov, "students are a special mobile social group that makes up the majority of society, is constantly growing and enriches the army of intellectuals" (Mehrabov, 2013).

Assessment is essentially an authoritative tool that serves the development of the student towards defined achievements. As is known, the assessment of the student's knowledge level is directly related to his teaching-learning process (Beylarov, 2011). Therefore, many stakeholders are involved in the evaluation. Evaluators and evaluated are more interested in this process. Assessment is a systematic process that includes the collection and evaluation of data on students' academic progress (Askerov, 2002).

Student achievement can be assessed for various purposes:

- To compare students with each other
- Issuance of a diploma and certificate confirming the level of achievement
- Determining whether a student can meet a specific standard
- Improve student learning
- To guarantee quality
- Check the operation of the subject program (Abbasov, 2010).

Each of these objectives characterizes the factor why students are evaluated from different aspects.

Educational programs for each level of higher education have been drawn up in our republic for a long time. Educational programs reflect the rules of conducting the training process, the rules of implementing the process of mastering and evaluating students' knowledge and skills. Educational programs of the higher education level are prepared according to the state standard of higher education. The state standard of higher education is considered to be a set of general norms containing uniform state requirements for a period of 6 years. This state standard regulates the activities of all higher education institutions operating in our republic. In that document, the purpose of higher education in our republic is explained as follows: "The purpose of higher education in the Republic of Azerbaijan is to train highly qualified specialists and scientific-pedagogical personnel in various specialties, taking into account the needs of society and the labor market at the level of higher education (Aghamaliyev, 1998).

Conclusion

In addition to creating conditions for the implementation of a number of projects and programs, student-teacher exchange, mutual recognition of education-related documents, the application of new approaches and methods to education, innovations, in short, the development of education in the country, integration into the world education system, the cooperation created in various countries related to education creates conditions for the expansion of political, economic and cultural relations between them. It is an undeniable fact that after gaining independence, Azerbaijan was able to achieve effective cooperation in the field of education with many developed countries. In modern times, the Ministry of Education of the Republic of Azerbaijan has been able to establish educational relations with more than 30 countries of the world. Great Britain, Germany, Ukraine, Russia, France, Japan, Austria, Latvia, Turkey, USA, etc. Today, Azerbaijan has been able to establish effective reciprocal relations with large, developed countries such as Thus, international cooperation with the mentioned countries is naturally carried out in accordance with the interests of the Republic of Azerbaijan and the foreign policy strategy of the country's president, Ilham Aliyev (The Bologna process in Europe and its Azerbaijani perspectives, 2009).

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