

The continuity in the evaluation of educational results in the school-university system

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Introduction

In compliance with the contemporary rates of society's development the education is also modernized; it provides formation and development of educated, creative, competent and competitive personality. The student has to be ready to live in a dynamically developing medium, for self-actualization as on his own account, as well as in the society's account.

Free education in the condition of innovative paradigm is based on the independence principle and leading role of a personality. Therefore, educational system in Kazakhstan has to react adequately to the accelerating globalization and informatization processes.

The scientific-research article represents a transformation chronology of the evaluation system in the framework of credit tuition technology in Kazakhstan universities, and in Aktobe Regional State University named after K. Zhubanov, in particularly.

Methodology

Methodological basis of the research of the chosen problem became existing in the pedagogical and psychological science theories and concepts.
 Research Methods:
 -comparative historical analysis of literature;
 -general theoretical and heuristic methods of research;
 -study and analysis of product documentation activities

Results

For the first time in the Republic of Kazakhstan the score transformational scale was developed by Professor Z. Zhanabayev on the basis of scientific synergy principles (Z. Zhanabayev, 2000, 1996). From the conditions of self-organized systems the following numbers were found: I1=0.567, I2=0.806, I3=0.618. The number I1=0.567 is the criterion for the system transfer from zero to the first (dynamic) level. I2=0.806 is the highest level of self-organization where any open system strives for. I3=0.618 is called Fibonacci number defining the "golden ratio" between structure and chaos. Taking into account the statistical character the values of I_k (k=1,2,3) can be linked to traditional five-score system. The maximum score on the discipline is marked as N, the score gained by a student – n.

According to Z.Zhanabayev			The US system
Shares	Traditional mark	Percents	Percents
< 0.567	«2»	< 56.7%	< 0.49%
0.567 <= 0.618	«3»	5.67 <= 6.18	50 <= 74%
0.618 < n/N <= 0.806	«4»	6.18 < n/N <= 8.06	75 < n/N <= 89%
>0.806	«5»	>80.6	90 < n/N <= 100

In Aktobe an experiment "Control-evaluation activity at transfer to 12-year study: score-rating study system" was carried at specialized secondary school No 25 (Kazakhstan, c. Aktobe). The pedagogues – R.Kh.Karpova and A.M.Chub experimenters of highest category worked out a concept of research activity, aim, tasks, expected and intermediate results, implementation stages, etc.

Conclusion

When finding positive and negative outcomes of the implementation of the rating and test study system we can make the following conclusions after one year of the experiment:

The rating system allows to take into account most factors of the study process. It is designed for the perfection of the study process and put high demands to the student and the teacher. The pedagogue has always to search and use innovation methods of teaching and control.

The experiment results showed multiscore system positively influence to the students' progress. A possibility of extra sets of the points makes the students more confident, especially those who are poor progressing, gives opportunity to uncover oneself and eliminate knowledge gaps in the process of individual work.

This system has strong motivating factor: disciplines the students, allows to control the adoption process of the study material, stimulates the students and a teacher to the purposeful everyday work, fosters the students to do the tasks in time.

Results

Thus, the implementation of credit education technology in the universities, the experimental research in secondary schools of Kazakhstan are designed to the knowledge unification on general and fundamental disciplines; to give the students an opportunity independently form the educational trajectory; to eliminate subjectivism at knowledge evaluation; to create competition medium for teachers allowing them to constantly increase their scientific-pedagogical level.