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ASSESSMENT OF STUDENT ACHIEVEMENT AS CORE COMPETENCIES OF EDUCATION

The aim of this article is to analyze the core competencies of lifelong learning in assessing student performance. The factors are considered through the prism of the debate around educational structures and shed light on the processes of formation of the core competencies of education. The purpose of this article is to analyze the core competencies of lifelong learning in assessing student performance.

The author comes to the conclusion that all this should be reflected in the achievements of students. Because achievement is so broad, it cannot simply be limited to the acquisition of knowledge or skills in a specific subject area.

Methods: During the research process, historicity, scientific character, an objective and critical attitude to historical processes, and their comparative analysis were chosen as the main research methods.

Scientific innovation: Rigorous research into student achievement; the results were interpreted in the direction of addressing the core competencies of education.

Practical significance: The article has important scientific and practical significance from the point of view of assessing education and student performance. Articles about this in field research papers, textbooks and written monographs may be useful.

Conclusions: In conclusion, as a new direction in the field of education, the issue of the formation and application of competence and assessment based on it is considered as an object of wide discussion. In the course of our research, we determined that the cooperation created in different countries in the field of education has led to the implementation of a number of projects and programs, exchange of students and teachers, mutual recognition of documents related to education, the application of new approaches and methods of education, innovation, in a word. In addition to creating conditions for the development of education in the country and integration into the global education system, it also creates conditions for the expansion of political, economic and cultural differences between countries of the world.

The main work that needs to be done in order to prepare personnel trained in the country in a quality that meets modern requirements is joint support for the work and activities of educational complexes of higher educational institutions and scientific and educational institutes.

Key words: *competence, pedagogue, world, education, evaluation.*

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ОЦІНЮВАННЯ УСПІХІВ СТУДЕНТІВ ЯК ОСНОВНА КОМПЕТЕНЦІЯ ОСВІТИ

Метою статті є аналіз основних компетенцій безперервного навчання в оцінюванні успішності здобувачів вищої освіти. Чинники розглядаються через призму дискусії навколо освітніх структур і проливають світло на формування основних компетенцій освіти, і все це має знайти відображення в досягненнях студентів. Ці досягнення охоплюють досить широке коло компетенцій, вони не обмежуються набуттям знань чи навичок у певній предметній галузі.

У процесі дослідження за основні наукові методи було вибрано історичність, науковість, об'єктивне та критичне ставлення до історичних процесів, їх порівняльний аналіз.

Наукові інновації: ретельне дослідження досягнень здобувачів освіти; інтерпретація результатів у напрямі вирішення основних компетенцій освіти.

Стаття має важливе наукове та практичне значення з погляду оцінювання освіти та успішності здобувачів освіти. Статті, присвячені цьому питанню, в наукових працях, підручниках та монографіях у письмовому вигляді можуть виявитися корисними.

Новий напрям у сфері освіти, тобто питання формування та застосування компетентності та оцінювання на її основі, розглядається як об'єкт широкого обговорення. У ході дослідження було визначено, що співпраця, створена в різних країнах у сфері освіти, призвела до реалізації низки проектів та програм, обміну студентами та викладачами, до взаємного визнання документів, пов'язаних з освітою, застосування нових підходів та

методи освіти, інновацій. Крім покращення розвитку освіти в країні та інтеграції у світову систему освіти, міжнародна співпраця також створює умови для вивчення політичних, економічних та культурних відмінностей між країнами світу.

Основна робота, яку необхідно провести в країні з метою підготовки кадрів, відповідних сучасним вимогам, – це забезпечення спільної діяльності навчальних комплексів закладів вищої освіти та науково-освітніх інститутів.

Ключові слова: компетентність, педагог, освіта, оцінювання.

Introduction. After Azerbaijan gained its independence, the need for radical reforms in education as well as in other fields emerged. The beginning of the process of transition from the Soviet education system to a modern and world-standard education system coincides with the middle of the 90s of the last century. The first important step taken in this direction was the introduction of two-level higher education (undergraduate and graduate) in the country in 1993. That year, for the first time, 23 higher education institutions of the country admitted students to the bachelor's level. Subsequently, radical changes and renewals took place in the content of bachelor's education.

This article aims to analyze the core competencies of lifelong learning in assessing student achievement. Factors are examined through the lens of discussion around educational structures and shed light on the processes of core competencies of education.

Methods. While working on the article, the author made an effort to comprehensively systematize all sources and information based on specific historical analyses, to create a comprehensive picture of the topic. In the research process, historicity, scientificity, objective and critical attitude to historical processes, their comparative analysis were selected as the main research methods.

Scientific innovation. Thoroughly researched student achievements; the results were interpreted in the direction of solving the main competencies of education.

Practical importance. The article has important scientific and practical importance in terms of evaluating student education and achievement. Article this in the field research works, textbooks and of monographs in writing may be useful.

Main part. The rules have been further improved, standards corresponding to the requirements of the world education system have been applied, and the process of introducing the credit system in education has begun. In 1997, after the first graduation at the bachelor's level of higher education, the implementation of the transition to the second level of higher education – master's degree – began in higher schools (Agayev, 2005: 98).

Until 2005, admission to the master's degree was carried out by higher schools. In that year, by the decree of the President of Azerbaijan, the admission

of students to the master's degree was entrusted to the State Commission for Student Admission, which is the process of admission to the second level of higher education. has ensured its implementation with a successfully tested test method. In 1999, "Reform in the field of education of the Republic of Azerbaijan Program" after approval in the entire educational system, including higher education reforms at the educational level have become systematic (Reform in the field of education of the Republic of Azerbaijan Program, 2006). Based on that program structural changes were made in higher education as well as in other levels, the network of enterprises is optimized, to the structure of specialist training new specialties have been added. Considerable independence for educational institutions, wide powers have been given. Higher schools scientific councils, state certification determining the composition of commissions, their internal structure, State preparation of educational plans for specialties based on educational standards and they started solving other issues independently. In addition, 6 higher the school was given greater independence and self-management of their activities started to build based on the principle. The state of those universities It is financed by a separate item from the budget since 2001 are hold.

In the 21st century, which is the century of education that we live in, it is almost impossible to survive without innovations. The rapidly changing and globalized world, the extreme flow of information, the high level of ICT development and the ever-increasing demands have gradually displaced the traditional approach to education, training and assessment. All these factors made the issue of radically changing the traditional approach to education as a whole not only in the field of student achievement assessment in the 20th century urgent. In any field, especially in the field of education, an approach that lags behind the requirements of the time hinders development.

From this point of view, the issue of evaluating the achievement of the student of the 21st century has been approached from a new aspect. According to George Brown's conclusion in this matter, many innovative changes have taken place in the field of assessment to date.

Innovative changes in the field of assessment are classified as follows:

- Written exams – coursework
- Evaluation by the teacher – self-evaluation of the student
- Implicit evaluation criterion – overt evaluation criterion
- Competitive – cooperative
- Evaluation of the result – evaluation of the process
- Learning objectives – learning outcomes
- Content – competencies
- Course evaluation – module evaluation.

As it can be seen, the changes in the field of evaluation were accompanied by the emergence of innovative approaches in this field (Agamaliyev, 1998: 341).

In the traditional pedagogical theory, it is stated that the learning process consists of three components: the teacher, the student, and the content. It is also called the didactic triangle. This description of the learning process is based on the philosophy of knowledge transfer. Today, we know that the above training process is not very effective. Therefore, the composition of the didactic triangle has been fundamentally changed. Thus, the teacher is already characterized as a facilitator, the student as a researcher, and the content as competence concepts. The philosophy of knowledge transfer has been replaced by the philosophy of competence formation. As for the assessment, the question of evaluating the process rather than the result was more relevant today. Such a process is mainly continuous and accompanies the training process until the end.

All the changes that have taken place have, first of all, actualized the issues of what to teach and how to evaluate what we teach to the students of our time. At this time, the main thing to pay attention to is what to evaluate. We can note that in the modern era, the main focus of the assessment is the students' achievements. But what is meant by student achievement? When we say achievement, the first thing we think of is the good result, success achieved by any person in a field, at work. The achievements of the students are directly related to their learning process. As we know, in the learning process, students acquire the necessary knowledge, skills, competencies and attitudes to live in the information society and function effectively. In addition, today it is proposed as a basic condition that every student should have the concepts of values, competitiveness, responsibility, initiative, tolerance and independence, which are necessary for him to deal with personal development, lifelong learning and to be able to effectively integrate into society. All these mentioned should be reflected in the achievements of the students. I think that because achievement is a

broad concept, it cannot be limited to the acquisition of knowledge or skill in a particular subject area (Javadov, 2005: 18).

According to many educators, the competency-based approach first appeared in the American education system in the 1970s. In order to improve the quality of teacher education, both the development of competency-based programs and the conduct of competency-based assessment were conducted. Later, from the 90s of the 20th century, the concept of competence and the philosophy of evaluation based on it became the subject of wide discussion in Europe. Since those times, programs based on competencies have been developed and implemented in the higher education systems of England and Australia. Taken as a whole, the competency-based approach to education is considered a result of behaviorism theory. In modern times, competency-based assessment has benefited from the effective provisions of constructivism theory in addition to behaviorism theory.

After the establishment of the European Higher Education Area, many projects on the creation of competency-based educational programs and their assessment forms have been implemented. Here, competence is considered a dynamic combination of knowledge, skills and values. One of those projects is the Twinning project. One of the main goals of this project is to develop a competency-based approach in the higher education system. The competency-based approach effectively aligns with the provisions of the ACTTS. To what extent this approach is necessary was discussed at the World Higher Education Conference held in 1998. It was noted that the great need for lifelong education requires young people to acquire the necessary competencies to contribute to the cultural, social and economic development of society (Gardashov; Javadov, 2014: 37).

Competencies in the European Higher Education Area are divided into two groups. General competencies and specific competences related to the professional field. One of the main directions of the Twinning project, which started in 2000 with the financial support of the European Commission, was to define the main competencies in the European space. The twinning project covers the states that have almost officially joined the Bologna process. Twinning projects focus more on general competencies. General competencies are divided into three groups as follows:

Groups of general competencies:

- Instrumental;
- Cognitive;
- Analysis – the ability to synthesize, the ability to think logically, basic general knowledge;
- Methodological;

- Technological. Elementary computer skills, information management skills;
 - Linguistics. Oral and written communication skills in mother tongue, foreign language skills;
 - Interpersonal;
 - Individual – self-presentation skills, self-critical skills, ethical commitment;
 - Social team, interpersonal communication skills, the ability to work in an international environment, the ability to cooperate, the ability to work in teams of different types, the ability to communicate with specialists from other fields;
 - Systemic;
 - Organizational. Knowledge in practice, ability to work independently, research skills; (Mardanov; Agamaliyev; Mehrabov; Gardashov, 2003: 281);
 - Entrepreneurship Ability to learn, creativity, initiative and entrepreneurial skills, ability to understand the customs and traditions of other countries;
 - Leadership;
- Ability to effectively adapt to new situations, leadership skills, determination to succeed.
- Apparently, these competencies reflect the characteristics of a kind of competent personality. They essentially contain the answer to the given question: How to form a professional specialist so that he can meet the demands of the labor market and the information society at a high level?

For this, he should be taught the basic competencies of lifelong education, which include knowledge, skills, values, attitudes, ideas and characteristics necessary for personal development, employment, and integration into society (Askerov; Askerov, 2002: 198).

Conclusions. In conclusion, as a new direction in the field of education, the issue of the formation and application of competence and assessment based on it is considered as an object of wide discussion. In the course of our research, we determined that the cooperation created in different countries in the field of education has led to the implementation of a number of projects and programs, exchange of students and teachers, mutual recognition of documents related to education, the application of new approaches and methods of education, innovation, in a word. In addition to creating conditions for the development of education in the country and integration into the global education system, it also creates conditions for the expansion of political, economic and cultural differences between countries of the world.

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