CONDITION OF EVALUATION SYSTEM OF SCHOOL ACHIEVEMENTS IN STUDENTS WITH SPECIAL EDUCATIONAL NEEDS IN KAZAKHSTAN

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Abstract

Problem statement:
The State Program for the Development of Education of the Republic of Kazakhstan for 2011–2020 is noted that the main task is the formation of an intellectual, physically and spiritually developed citizen of the Republic of Kazakhstan, meeting his need for education, ensuring success in a rapidly changing world, developing competitive human capital for the economic well-being of the country [1]. The concept of the development of education in the Republic of Kazakhstan involves the development of a new model of both general and special education. An important place in the modernization of any educational system is a critical review of the process of evaluating the educational achievements of students, including students with special educational needs (SEN).

Purpose of the study:
The aims of the study are:
1) to reveal strengths and weaknesses of the existing system for evaluating the school achievements of students with special educational needs in special schools in Kazakhstan and
2) to determine the direction of changes in the system of evaluation of school achievements of pupils with special educational needs.

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Methods:
The Evaluation of school achievements of students with special educational needs for teachers questionnaire by A. Autayeva, A. Satova, L. Butabayeva, and S. Bulabayeva was used. The tool consists of 21 open questions. 200 questionnaires were distributed to teachers from 10 special schools throughout Kazakhstan. 52 completed surveys were collected. Data analysis was of a qualitative and quantitative nature.

Results of the study:
The study revealed some disadvantages of evaluating educational achievements of students with SEN, among which the main one is the non-adapted indicators of criterion assessment (quantitative grade) for students with SEN. Teachers also indicate, on the one hand, the high complexity of the assessment procedure, and on the other, that the evaluation (grades) does not fully reveal the student's efforts. Based on the analysis of the teachers’ answers the most frequently applicable tools for evaluating the educational achievements of students with SEN are identified. Respondents also emphasized that the assessment should focus on the student as a person. In addition, it was pointed out that the evaluation should serve the building of learning motivation and student's self-confidence.

Conclusions:
Changes in the education over the last decade in Kazakhstan have led to a change in the evaluation system, which provides for the transition to more subjective approach to the student with SEN and a shift to a qualitative evaluation of the students’ learning achievements.

References:

Keywords: Student, special educational needs, school achievements, evaluation.