

**SOME ASPECTS OF THE HIGHER EDUCATIONAL  
ESTABLISHMENTS RATINGS USE FOR THE EVALUATION  
OF THE COMPETIVENESS OF EDUCATION**

**YÜKSEK ÖĞRENİM KURUMLARININ BAZI YÖNLERİNE  
İLİŞKİN OLARAK REKABET EDİLEBİLİRLİĞİN  
DEĞERLENDİRİLMESİNDE KULLANILAN KİMİ BULGULAR**

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**Özet**

Makalede, dünyanın önde gelen üniversiteleri arasına Kazakistan üniversitesinin de girmesini hangi koşullar içinde olması gerektiği anlatılmaktadır. Bu koşullardan birisi yüksek öğretimin kalitesinin artırılması ve bireysel kalitenin de o oranda geliştirilmesi gerekmektedir. Bu sorunların giderilmesinde derecelendirmenin yanı sıra üniversitelerin sitelerini belirleme yöntemleri, ana kriterlerinin ne olması gerektiği ve metodoloji incelenmektedir.

**Anahtar Kelimeler:** Küreselleşme, eğitim kalitesi, bireysel kalite, Bologna Süreci, küresel derecelendirme.

**Annotation**

This article reveals the problem of improving the quality of higher education as a condition of entering Kazakhstani universities into the rating of the leading world universities. It investigates the basic criteria and methodology of rankings, as well as the method of universities' Web sites determining.

**Key Words:** Globalization, quality of education, quality of an individual, Bologna process, global rating

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**Ключевые слова:** глобализация, качество образования, качество человека, Болонский процесс, глобальный рейтинг.

Globalization is a key reality of the XXI century, and it deeply affected the education. The Bologna Process and the Lisbon Convention became the bright examples of the international cooperation, and 47 countries, including the Republic of Kazakhstan have already joined the Bologna process, which resulted in the creation of a common European higher education area. The main goal of Kazakhstan entering into the international educational space is to make higher education according to the adequate international standards, which will improve the quality of specialists' training for the post-crisis development of the economy.

Accession to the Bologna process has the great advantages for higher education - the recognition of national qualifications, levels and academic degrees, convertibility of Kazakhstani diplomas on higher education in the European region and the right of graduates for employment in any country, as well as providing students and teachers with academic mobility.

N. A. Nazarbayev, the President of our country in his address to the people of Kazakhstan "New Decade - New Economic Growth - New Opportunities for Kazakhstan" [1] noted the importance of improving the quality of higher education and the entrance of Kazakhstani universities into the rating of the world leading universities. This is primarily imposes more responsibility on the faculty of higher education to solve a complex and necessary task of recognition of our diplomas by the international community.

In due time, the founder of the European science of modern time Rene Descartes said: "Define the meaning of words. Hereby you will save humanity from the half of his delusions". Education is the key mechanism of social intelligence reproduction, and the basic position in its structure is given to the higher education as a mechanism for reproducing the education in whole, science and culture.

In turn, the concept of a norm is not absolute and fixed, moreover the constant work on the definition of "quality standards" and liberation from subjective judgments takes place. Generally speaking, the quality of education is a multidimensional phenomenon and it is better to say as experts recommend not about the quality, but about the qualities. The quality of education, training and retraining: the quality of teaching (teaching and teaching activities), the quality of the teaching staff, the quality of educational programs, the quality of the material - technical base, informational and educational environment; the quality of students, pupils, applicants; the quality of management; and quality of research . The totality of these qualities is indicative ratings of universities.

Since the beginning of the XXI century, along with the formation of individual ratings of universities of separate countries, so-called "global ratings" of universities began which compares the best universities of the world.

In 2003, the Institute of Higher Education of the Shanghai Jiao Tong University published its first top 500 of the best universities in the world.

In 2004, the first annual ranking of the specialized application sheet of the newspaper Times Higher Education Supplement, QS-THES was published.

In 2004, the Spanish Webometrics project was launched - Global Ranking, which included nearly four thousand higher educational establishments around the world.

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In 2005 Newsweek International magazine began to publish its global ranking of universities.

In 2007 ranking of the scientific activities of the world universities of the Taiwan Council for Assessment and Accreditation in Higher Education was formed for the first time.

Results of the global ranking of higher educational establishments are studied by the representatives of the following target audience:

1. applicants who wish to receive a qualitative education in their own country or abroad;
2. heads of almost all universities;
3. human resources departments of large world companies are interested in attracting the best talented graduates of the top-rank world universities to collaborate;
4. heads of the national educational and innovation systems, aspiring to raise the competitiveness of these systems;
5. major philanthropists, as educational and research enterprises continue to be the most attractive to the charity activity;
6. just by all partial representatives of international and national administrative bureaucracies.

Analysis of the existing global rankings shows that a comparative assessment of universities is based primarily on an assessment of their achievements and capabilities in research and development. In this issue no attention is practically paid to the issue of the quality of education.

At the same time, the fundamental task for the Kazakhstani universities, in contradistinction from Western counterparts, is to provide qualitative education corresponded to the state educational standards and needs of the labor market. In Kazakhstan, in contrast to a number of developed countries, education and science is still administratively separated, so the use of existing global ratings in order to evaluate the competitiveness of the education provided by Kazakhstani universities can only solve the problem indirectly.

Due to the increasing interest of the academic community to the international assessments of Russian universities, the need to determine the place of Russian universities in the world educational system, the importance of developing an assessment tool of competitiveness of Russian higher education in a dynamic measurement, NRA ReytOR implements a project - New Global Ranking of World Universities, which as we hope will be a logical addition to the existing global rankings of universities.

World practice contains three recognized ranking of the best world universities: QS-THES-200 (published since 2004, it is made as a newspaper supplement to "The Times" - The Times Higher Education and the consultant company "Quacquarelli Symonds"), ARWU-500 (since 2003 made by the Institute of Higher Education of Shanghai Jiao Tong University) and Webometrics, ranking of sites of World Universities (published twice a year since 2004, the compiler - Cybermetrics Lab, a member of the Centro de Informacion and Documentacion (CINDOC) at the Supreme Council for Scientific Research of Spain).

Supplement on the higher education to the newspaper "The Times" (The Times Higher Education Supplement, THES) published the rating of the top 200 universities in the world. Rating of THES-QS World University Rankings - is a joint project of THES and QS

(Quacquarelli Symonds), of the company engaged in international education issues. The project exists since 2004. Its purpose is to evaluate the academic level of university, paying attention to the quality of the research and teaching activity with a glance to the international importance of the university. Just after the appearance of rating it caused a lot of comments and feedback. Today it is one of the most influential instruments of the international comparisons in the field of higher education.

The main criteria and methodology of this rating are traditional and do not cause rejection by the scientific community. Evaluation of THES consists of the half of the opinions of experts. Experts interrogate those who have an idea about the issues of higher educational establishments: members of the academic community around the world (the weight of their opinion is 40%) and employers (10%). Last year almost four thousand scientists and eight hundred employers were interviewed. Great importance is given to the analysis of students' learning and the productivity of employees (publications, citation index).

Researchers of THES look through a large number of newspapers and magazines from different countries. It excludes the possibility of remarks about the fact that only publications in the American press are taken into account. Moreover, it is taken into account a number of foreign students and staff, the ratio of faculty to the number of students.

The main emphasis, as the authors of this study think, is on the so-called equivalent inquiry forms. What does it mean? Questionnaires are sent to experts from the scientific community with some restrictions. The university where the expert works is excluded from the list of universities offered to each individual expert for analysis. This helps to avoid bias in their opinions. The authors remind that ranking is constantly improving. This year, for example, calculation of citations of university publications have occurred during the preceding five-year period, rather than ten one, as it was previously. So, the proposals to evaluate the level of the university are taken into account more at present.

In the ranking of 2007 the top five universities had minor changes. Of the top 200 world universities the first place was awarded to Harvard, the second place was given to Cambridge. Second place was divided between Cambridge, Oxford and Yale University, thus improving its results. And at last, Imperial College of London closes the gold top five.

If the top ten does not have surprises, American and British universities have leading positions, so castling among the top 50 is more noticeable. Two Chinese universities stayed there, though they have worsened their results. Chinese University of Hong Kong replaced from the 50 th place to 38th. Canadian and Australian universities have tangible progress ahead. New Zealand, Taiwan, Singapore, Brazilian universities ... are among the top 200. There is no any university from Russia.

Even last year the same ranking contained Moscow State University named after M.V. Lomonosov which was in on the 93 place, while St. Petersburg State University was on the 164 position. In 2009, these universities were not placed in the ranking THES- 200.

Attitude of the country to international ratings often depends on the place of universities in the list. Countries that traditionally occupy a high place in the rankings welcome the idea of international rankings and strengthen their advertising. Outsiders try to ignore such ratings. In our country, there is an opinion among the academic community that the evaluation of universities of different countries done on the equal criteria will not be absolutely objective. It is believed that the foreign ratings are strongly oriented to the

Western standards, and Russian universities, which, now are not separated more with iron curtain, still live on in a different tradition.

Effective filling of universities websites resources is one of the factors which determine the formation of the modern educational services market. Site of the University is its image in the global Internet space, which has more than a billion humans accession. Today, almost all Kazakhstani universities have websites, but, as world rankings show (see below), the relevance of the task is to save and improve the quality of Internet resources. Thus, the analysis of sites' ranking can be viewed as a mechanism that detects weaknesses and indication of ways of improving internet-marketing policy of the university.

From these positions, the most famous world-ranked websites of universities of the world have been drawn up since 2004 by the research group "Laboratorio de Internet" (Spain) in the framework of the project "Webometrics Ranking of World Universities". [2]

Lists of the rating participants are based on the information provided by the sites of the Ministry of Education, as well as by the portals which contain links to web sites of universities. The subject of analysis is the domain of the University, so the sites of departments outside the domain are not considered. Updating of ratings is held twice a year - in January and July.

While developing their methodology authors proceeded from the existing traditions of ratings establishment, according to which the arrangement is made by the rating criteria, which aggregate the chosen rang objects.

Rating criterion on the basis of which the global ranking of sites of universities is constructed, is calculated as the weighted sum of the locations of sites in terms of: Visibility (V), size (S), Special Files (R), Scientific Publications (Sc) with the weights of 50%, 20%, 15 %, 15%, respectively. As it can be seen, the most significant authors of the methods consider such indicators as visibility and size. Here is the logic - if the site is not visible or small, what's the need of it?

Sites of top ten universities of the world is led by the Massachusetts Institute of Technology, and it is followed by the American universities.

Wide recognition of web metrical ranking of universities in the world requires the inclusion of the results of their activity into the evaluation of the qualitative work of the university, for example accreditation. Open web metrical university rankings indicate significant new opportunities in using the site to enhance the learning process, research productivity and competitiveness of the university as a whole.

Thus, conceptually the quality of education includes: Quality of a man; Quality of the content; Quality of educational technology.

The main weak areas of our educational process are: 1) educational technology, methods and tools of evaluation; 2) creativity and innovative thinking of scientific-educational schools; 3) the level of library and information culture. By the way, these negative processes are not allowed to develop the students' skills and abilities of critical thinking and team work, communication skills among students, and as a result the learning process has a low level of research components in the works of students.

Thus, in order to solve the assigned task of the President of our country to a higher education and its entry into the ranking of the best universities in the world, in our opinion, we need to solve the following issues:

- personnel, qualitative providing of the educational process;

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- positioning in the educational market;
- maximized approach to the leaders of the global education market;
- qualitative information and methodological support of the educational process;
- system-based technologization of educational process of higher educational establishment

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