

Comparison between the Evaluation Systems.

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The analysis of evaluation by credit system is a factor directing the level of study process at an education institution, improvement of quality factors of study process. The reason of appearing this matter as a problem is formation of general education space in globalization period. In its turn it demands the unique evaluation standards. In world practice different evaluation systems are applied that the last result of this process serves balancing of education development. To make suitable the education quality to the western standards Azerbaijan Republic joined the Bologna process. Carrying out this process makes important the application of the credit system in the study process.

To establish study system adequate to Bologna process in the newly created Azerbaijan Tourism Institute, it started to apply model of evaluation in study process by working out “the credit evaluation system of students’ knowledge statue”. In the preparation of this statue experiences of some countries were taken into account and 100 pointed evaluation system took advantage. On the bases of this system the definition of “general average index of success” is included to this statue, according to this level a student who got more than 61 points is considered to be highly marked. Though in the western countries (the USA) it is not named average index of success, more than 61 points is considered satisfactory for that subject, but the bachelor diploma is awarded to the students who got more than 71 from different subjects.

One of the important elements of the application of Credit system is giving the explanation to the students. Every teacher should explain at the first lesson how many points will be given for each work. The main duty of the educational establishment is to introduce this system to the student. To supply the students with the bases of the system is the necessary term.

In some countries evaluation is held not only with pointed (credit) system but also with symbols. Example, in the USA the symbols like A, B, C, D, E, F are used. A- excellent, B-good, C-satisfactory, D-passed and F- is academic failure to take examination. Dividing is also used in this evaluation system. It was accepted as: 96-100=A+, 91-95=A-, 81-90=B+, 84-87= B-extra good, 81-83=B-good and E=passed and so on. Relating to the national values in the educational system there are similar and different sides in this system.

One of the most important conditions of the evaluation system is the selection of the necessary subjects for the further preparation of the student as a professional specialist. Definite criteria should be accepted for the selection of these subjects and the study plan should be prepared on these bases. Example: in the USA this criteria is defined with C. This to mean that, if a student got less than 74 points according to our table, so he gets F and is intended to get that subject anew for the next semester.

At the Russian educational system “3” is considered as a mark for any subject as well as for the very important one that is considered necessary to prepare the specialist. And with this the necessity level of that subject in the study plan is left obscure.

The equivalence of the relations between the symbolic and pointed evaluation systems should be implemented with the special attempt of the educational establishment. A table that indicates their equivalence in the national levels should be defined and that is a sign of respect to the academic liberty of the various evaluation systems during the international education. In Europe this comparison is held according ECTS (European Credit Transfer System). It is possible to make the factual 4 pointed (2, 3, 4, 5) educational system that is used in Russia and in some educational establishments of Azerbaijan suitable to the international evaluation system by adding to them decimals. The news in the educational system of Russia is defining the marks diapason according to B. A Sazonov, from 2,3 to 1,7 is relevant to D in the USA evaluation system and in ECTS to D,E. It is possible to consider D, E satisfactory for the non-profit subjects as in foreign countries, but for the subjects that are necessary for the professional skills this mark should be substituted for a higher one; it means that it should be carried out by teaching that subject anew to the student.