# ABSTRACT

**of the dissertation submitted for the degree of Doctor of Philosophy (PhD) in the specialty"6D010300 – Pedagogy and Psychology" by Nursulu Shermakhanbetovna Abdramanova on the topic " Psychological and pedagogical foundations of internal assessment of the quality of education in higher educational institutions (case analysis)"**

**Relevance of the research topic.** The 21st century is characterized by the implementation of reforms in the modern education system of the Republic of Kazakhstan. Political, economic, and social changes occurring globally are defining new vectors for the development of the national education system. Large-scale transformations in education are reflected in the strategic directions of state policy, clearly outlined in the annual Addresses of the President of the Republic of Kazakhstan. For example, in the 2025 Address of K.K. Tokayev, "Kazakhstan in the Era of Artificial Intelligence: Current Issues and Their Solution through Radical Digital Transformation," improving the quality of higher education is considered in the context of the rapid development of a new technological era, particularly artificial intelligence. The need for internal assessment of education quality is clearly outlined in the Law of the Republic of Kazakhstan "On Education," the professional standard "Teacher," the "Concept for the Development of Higher Education and Science in the Republic of Kazakhstan for 2023-2029," as well as other regulatory legal acts. In accordance with modern education system requirements, defining the psychological and pedagogical foundations for internal assessment of educational quality in higher education institutions is a pressing issue in the context of developing pedagogical management, improving the educational process, and implementing systemic strategies for internal assessment of educational quality in the training of future specialists.

The significant role of education in the development of human society and the relevance of issues related to educational quality require a systemic approach to scientific thought. This study draws on key theories in historical and pedagogical, pedagogical, and didactic research, pedagogical management, and the psychology of management.

**Purpose of the research:** to analyze the psychological and pedagogical foundations of internal quality assessment in higher education institutions, to experimentally test the effectiveness of internal quality assessment through a case study as part of a pilot project, and to develop methodological recommendations.

**Research Objectives:**

1. To analyze the current state of the theory and practice of internal quality assessment at universities, including its nature and content, and Kazakhstani and international experience in identifying influencing factors;

2. To determine the content and criteria for faculty readiness for internal quality assessment in higher education institutions as a key condition for improving its effectiveness;

3. To identify successful practices of internal quality assessment in universities based on a case study of the assessment system;

4. To develop a structural and substantive model of psychological and pedagogical support for internal quality assessment in higher education institutions;

5. To design content aimed at improving the effectiveness of the internal quality assessment system in higher education institutions;

6. To experimentally test the effectiveness of psychological and pedagogical support for internal quality assessment in higher education institutions and develop recommendations.

**Object of the research:** the process of internal quality assessment of education in higher education institutions.

**Subject of the research:** pedagogical and psychological aspects influencing the process of internal quality assessment in higher education institutions.

**Research hypothesis:** If the theoretical prerequisites for internal quality assessment of education in higher education institutions are identified, a case study of assessment practices is conducted, and a model for internal quality assessment of education is developed based on this analysis, quality-related content is designed, and implemented into the quality assessment system, it will be possible to improve the effectiveness of the quality assessment system of higher education institutions, as quality assessment is an integral part of improving the quality of education.

**Research methods:** theoretical analysis of philosophical, pedagogical, and scientific-methodological literature on the research topic; classification and systematization of data on education quality assessment obtained through system and case analysis; study and generalization of the practices of higher education institutions; case analysis; interviews, questionnaires; analysis of data from internal education quality assessment in universities, systematization of the obtained results; rating and self-assessment method; pedagogical council; expert assessment; pedagogical experiment; methods of quantitative and qualitative processing of research results.

**Leading idea of the study:** identifying the psychological and pedagogical foundations of the process of internal education quality assessment in higher education institutions and a case analysis of successful quality assessment practices (self-assessment, mutual assessment, surveys of students, teachers, employers, and experts) will contribute to strengthening its objectivity and effectiveness, as well as stimulating student motivation and teacher readiness to improve the quality of education.

**The theoretical significance** the research aims to supplement the conceptual apparatus of pedagogical science by defining the categories of "internal assessment," "internal quality assessment," and "internal quality assessment of education." It also aims to justify the content of the readiness of professors and teachers to conduct internal quality assessments in universities and to develop a structural and content-based model of psychological and pedagogical support for internal quality assessments in higher education institutions, which will significantly enhance the theoretical foundation of psychological and pedagogical research and meet the practical needs of the university environment.

**The practical significance** the research aims to prepare recommendations for the internal assessment of the quality of education in higher educational institutions;

to clarify the assessment procedures that determine the compliance of the results of internal assessment with the specified criteria based on case analysis; to develop recommendations by defining the parameters of case analysis for the internal assessment of the quality of education; to apply the research results in practice to determine the quality of education, as well as to develop a special course for teaching staff entitled "Model of Internal Assessment of the Quality of Education at a University"; to develop specific topics for the discipline "Management of the Quality of Education in Schools" as part of the educational program for the specialty "Pedagogy and Psychology"; and to develop an elective course entitled "Psychological and Pedagogical Foundations of the Assessment of the Quality of Education".

**Theoretical and methodological foundations of the research** are based on methodological positions, fundamental principles of philosophical understanding of human cognitive activity, logical patterns of the interrelationship and sequence of phenomena, principles of the theory of management of educational processes and systems, and psychological and pedagogical research on issues of internal assessment of the quality of education in higher education institutions.

The study utilized an analysis of the principles of qualimetric, system-structural, humanitarian, and integrated approaches. This ensured a substantive, logical, qualitative, and meaningful focus of the study.

**Research base:** Al-Farabi Kazakh National University, Abai Kazakh National Pedagogical University, Zhanibekov South Kazakhstan Pedagogical University, and the Faculty of Education of Erzincan Binali Yıldırım University (Turkey).

**Scientific novelty of the research:**

1. The content of internal assessment of the quality of education in higher education institutions was substantiated from a psychological and pedagogical perspective. International and domestic experience was analyzed. The theoretical and methodological analysis identified the main categories of the study: "internal assessment," "internal quality assessment," and "internal assessment of the quality of education."

2.The content of the faculty's readiness for internal assessment of the quality of education in universities was determined, in particular the informational and research, motivational and analytical, methodological, and managerial-reflective components, as well as the criteria, indicators, and levels of readiness;

3. In the context of assessing the quality of education, case analysis was used as a practical tool, identifying successful models for internal assessment of the effectiveness of specific practices, innovations, and processes;

4. A structural and substantive model of psychological and pedagogical support for internal assessment of the quality of education in higher education institutions was developed;

5. Content aimed at improving the knowledge and skills of students and faculty in managing the internal assessment of the quality of education was designed;

6. Based on experimental work and case analysis, a study of the internal assessment of the quality of education was conducted and methodological recommendations were developed.

**Approbation of research results**: the main results of the dissertation research were presented in 11 scientific publications by the author, including 2 article in a scientific journal indexed in the Scopus database, 4 articles in scientific journals recommended by the Committee for Quality Assurance in the Field of Science and Higher Education of the Ministry of Science and Higher Education of the Republic of Kazakhstan, and 5 articles in the proceedings of international conferences.

**Theses for Defense:**

1.An analysis of the theoretical foundations of internal education quality assessment in higher education institutions revealed that systematization and refinement of the categorical framework are essential for effective monitoring and management of the educational process. Research into the internal factors influencing improvements in educational quality, based on international and domestic experience, allows for the formulation of recommendations for optimizing internal assessment, which, in turn, contributes to the creation of a high-quality educational environment at universities. Key theories applicable to educational quality assessment include pedagogical measurement, educational process quality, monitoring systems, pedagogical expertise, and integrative theories. Psychological theories of educational quality assessment include cultural-historical theory, programmed learning, neurolinguistic programming, the gradual development of mental activity during learning, and Maslow's theory of needs.

1. The readiness of the academic and teaching staff for internal quality assessment of education in higher education institutions is a key prerequisite for enhancing the effectiveness of the educational process. The structure of readiness includes informational-research, motivational-analytical, methodological, and managerial-reflective components, as well as corresponding criteria, indicators, and levels: minimal, sufficient, and high. In developing the readiness of academic staff for internal quality assessment in universities, methodological approaches such as the system-activity, c

3. The readiness of faculty to conduct internal assessments of educational quality in higher education institutions is a key condition for improving the effectiveness of the educational process. The content of readiness includes informational-research, motivational-analytical, methodological, and managerial-reflective components, as well as corresponding criteria, indicators, and levels: minimum, sufficient, and high. Methodological approaches such as system-activity, competency-based, andragogical, and qualimetric can be used to develop faculty readiness for internal education quality assessment at universities. Case analysis is an effective tool for studying successful internal quality assessment practices at higher education institutions, allowing for the identification and systematization of key factors that contribute to ensuring a high level of educational quality. The use of case analysis facilitates a deeper understanding of the context and specifics of each practice and allows for the adaptation of successful approaches to the unique

conditions of different higher education institutions, which, in turn, leads to an increase in the overall effectiveness of the internal quality assessment system.

Five criteria for internal education quality assessment at universities were identified in a case study:

- consumer satisfaction level, individual student academic achievement;
- quality of conditions, level of teacher professional training;
- quality of the systemic organization of the educational process;
- quality of educational process management;
- quality of outcome assessment.

4. As part of the study, a structural and substantive model of internal education quality assessment at universities was developed. This model primarily included substantive-organizational and methodological-reflective blocks, as well as the following key components: the educational process, learning outcomes, and satisfaction of educational participants. The model aims to systematize and improve methods for assessing education quality, as well as to foster effective feedback between all stakeholders. The procedural parameters for internal education quality assessment at higher education institutions are defined both at the university level (midterm, final, etc.), as well as at the national and international levels. The quality of education at the university is assessed based on the following criteria: knowledge level, research, educational level, material and technical resources, methodological support, graduate competencies, employer assessment, etc. Furthermore, quality is ensured by the university's internal control system: daily, ongoing, and final. The implementation of this model is aimed at improving the quality of educational services, enhancing the academic environment, and aligning educational programs with modern labor market requirements.

5. During the research, content was developed to enhance the knowledge and skills of faculty and students: 1) a special course for faculty "Model for Internal Assessment of Education Quality in a University"; 2) specific topics in the discipline "Quality Management of Education in Schools" within the educational program in the specialty "Pedagogy and Psychology," the elective course "Psychological and Pedagogical Foundations of Education Quality Assessment," as well as independent student work in the disciplines "Psychological and Pedagogical Foundations of Education Quality Assessment" and "Quality Management of Education in Schools." The curricula for these courses are based on the "Professional Standard for Teachers."

6. During the pilot study, questionnaires, interviews, expert interviews, and original questionnaires were used in the case analysis of internal assessments of educational quality at Russian and international universities. The case analysis should not be aimed at formally expressing the internal assessment of educational quality at universities, but rather at identifying its underlying content. Furthermore, its results should be used correctly for measurement, with equal responsibility between the teacher and the student. It is important to emphasize that annual progress is not important here; the key is the correct and error-free execution of the work.

**Structure of the Dissertation.** The dissertation consists of 229 pages and includes an introduction, three chapters, a conclusion, a list of references, and

appendices. It contains 54 tables and 40 pictures and is supplemented with appendices.