

## ACADEMIC SUCCESS IN UNIVERSITY FROM STUDENT'S PERSPECTIVE

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**Abstract.** The process of ensuring the quality of education for the development of each country requires the modernization of specialist training in accordance with its priorities, labor market demands, educational needs and characteristics of students, where the most relevant and decisive is the focus on students, in particular on their academic success.

The purpose of the study was to monitor and analyze students' educational activities to determine its impact on academic success.

The scientific and practical significance of the study lies in the study and analysis of the academic success of students based on their experience in order to determine strategies for improving the activities of universities in order to improve the quality of the educational process.

A quantitative method was utilized and the tool for collecting data was a questionnaire on the Qualtrix and the results were processed on the R-Studio. The empirical basis of the study was a stratified sample of 500 students from three Kazakhstani universities, which was divided into 4 groups (courses), and then respondents from each group were randomly selected for inclusion in the sample.

The article presents the results of a study indicating the presence of functional differences in student experience. A review and comparative analysis revealed the following results and conclusions: the educational component of academic success varies depending on the type of educational activity; weak scientific communication involvement of students of all courses in many types of scientific activities; self-education experience is presented at a fairly average level; performing practical work for students of all courses is important, and the dominant motive is the cognitive motive, then professional, social and self-affirmation.

The research results, conclusions and recommendations have practical significance, allowing teachers and university staff to use them in the educational process to improve student success.

**Keywords:** quality of education, academic success, student experience, educational strategy, educational activities, research activities, self-education, motivation

### Basic provisions

The quality of higher education is the most important indicator for higher education institutions. It ensures the fulfillment of the requests of the state and society regarding the training of modern, highly qualified specialists.

Relevantly, determining the modernization of the educational process at universities involves focusing on students, particularly their academic success. Students' academic success depends on their experience of involvement and independence, their satisfaction of important needs during their studies at the university, and their attitude towards the learning conditions and towards themselves

as a subject of learning. The main component of a modern university is the success of the student, while its research, monitoring, and evaluation are based on an assessment of the student's involvement in study, science, research, and self-education, as well as his preferences and motives in learning.

Research aimed to monitor and assess the of students at three universities in Kazakhstan. The originality of this study lies in its pioneering attempt to explore and analyze the academic success of students at the university based on their experience. The practical significance of the study lies in the findings from this study hold potential value in identifying strategies to enhance the activities of universities to improve the quality of the educational process.

The study showed that academic success is formed statically and functionally without developed dynamics. It requires constant and mandatory monitoring and analytics of the educational process at all levels of university management and improving the university learning environment based on university monitoring data.

The study's results are useful for identifying strategies for improving the quality of the educational process by improving universities' activities.

### **Introduction**

The quality of higher education has always been and will be the most important indicator for all educational organizations, ensuring the fulfillment of the requests of the state and society regarding the training of modern, highly qualified specialists. Ensuring high-quality education allows all universities to be competitive and continuously develop.

The concept of "quality of education" remains a subject of discourse among numerous scholars, leading to diverse definitions. For instance, one of them is described as "the totality of properties and their manifestations that aid in meeting human needs and serving the interests of society and the state" [1, p.31].

Specific approaches are essential to evaluate education quality accurately. This involves assessing the degree of alignment between the content of educational programs and the requirements of the State Educational Standard and employers' needs, as well as ensuring the satisfaction of consumers of educational services and enhancing the general culture and education of students. It is necessary to create a system for monitoring and developing the university's activities, such as the development of educational programs, the implementation process, quality control of educational materials, the creation of a material and technical base, teacher training, and other vital areas to manage the quality of education.

Ensuring education quality for each country's progress requires the modernization of specialist training in organizational, content, and technological aspects in line with state priorities, labor market demands, new methodologies, training concepts, and the educational needs and characteristics of the students themselves.

In contemporary educational reform, the paramount focus for university modernization is centered on students, particularly their educational success. Success, stemming from an individual's actions and their ability to secure it, can be comprehensively defined through two perspectives: objective success, gauged by the

degree of attaining expected outcomes, and subjective success, influenced by one's attitude towards achievements, reflected in self-esteem, and satisfaction with oneself and one's endeavors [2]. The educational success under consideration entails a comprehensive evaluation of the effectiveness of educational activities, encompassing academic performance, preparedness for activity, student skills, and other valuable learning outcomes.

The current and traditionally employed indicators of academic performance may not directly contribute to successful employment, professional activity, and growth. The educational system, often centered around grades, primarily serves as a platform for transmitting experience rather than solely focusing on knowledge, student achievement, and similar objectives. It is observed that individuals with lower grades who are already working in their field possess valuable professional and practical experience, along with self-regulation and self-development skills, leading to success in their professional pursuits. From a scientific standpoint, encompasses formal indicators like academic performance, disciplinary knowledge (hard skills), and communicative, professional, and social competencies. These extend to an active and conscious approach to decision-making situations, the ability to overcome educational challenges, and a sense of comfort and positive emotions during the learning and interaction process within a university environment (soft skills).

Furthermore, investigations into student involve assessing motivation, engagement, satisfaction with learning, and academic performance. Teacher-researchers emphasize cognitive learning outcomes, such as a deep understanding of educational material and academic performance, and behavioral outcomes, like academic risk linked to potential university departure or expulsion, behavioral engagement demonstrated through invested efforts, decision-making abilities, and persistence [3]. Some studies also incorporate social outcomes related to well-being and personal growth alongside cognitive and behavioral learning indicators [4].

It is common knowledge that students engage in various activities during their university studies, including educational (academic), research, professional, and sociocultural pursuits. The outcome or success of any of these activities relies on the student and their capacity for self-education and active participation in the university's educational processes. Consequently, our survey of students includes an examination of students' experiences in these activities, including their preferences and motivations.

From our perspective, monitoring and analyzing students' activities throughout their university studies play a pivotal role in determining the success of their educational journey, serving as a key indicator of education quality.

## **Materials and methods**

Higher education holds a significant role in Kazakhstan by imparting essential professional training across all sectors of the republic's economy while integrating with science and production. Presently, the primary objective of education in Kazakhstan is to enhance the global competitiveness of its education and science, cultivate individuals grounded in universal human values, and amplify the contribution of science to the country's socio-economic progress. Consequently, the Kazakh education

system has shifted, influencing the expectations for future specialists' professional qualities, the content of general scientific and professional training, and the evolution of new models for specialists and learning processes within universities. In alignment with the Law of the Republic of Kazakhstan on Education, the New Concept for the Development of Education in the Republic of Kazakhstan [5], and the State Standard of Higher Education [6], universities must develop modern professional competencies for future specialists. The quality of education within the universities of the Republic of Kazakhstan is gauged through accreditation and rating processes conducted by independent national and international specialized agencies, considering input from employers, the accomplishments of graduates, and feedback from all stakeholders. To increase it, tools such as educational audit, benchmarking, information activities, scientific and analytical work, etc. are used. However, the quality of higher education is predominantly assessed through an analysis of the practical experiences students acquire during their university studies.

Throughout their university studies, students can amass experiences that lead to a transformative journey as individuals. It is widely acknowledged that various factors, including academic success, satisfaction with the educational program, active participation in the learning process, genuine interest in learning, the quality of educational process organization at the university, and the expectations and motivation of students influence this transformation. Numerous studies support the notion that a university's impact on shaping a student's personality is closely tied to their educational success [5, 6]. Therefore, the success of student learning is the main aspect of a modern university and requires research.

Our examination of the learning process within a university, coupled with our established experience in university settings, underscores that evaluating the success of training necessitates an analysis of students' experiences. This approach allows us to view the learning process from the students' perspective – how they gauge the effectiveness and motivation of their activities and whether their educational and social needs and preferences are met. Additionally, the significance of analyzing and considering the student experience is evident in its correlation with objective success indicators, such as academic performance and retention.

The primary component of the student experience is shaped by antecedent factors, including social support, student goals, perception of the learning environment, previous academic achievements, and elements influencing learning outcomes such as grades and satisfaction. Furthermore, the experience of educational and professional activities is intertwined with the fulfillment of fundamental needs for autonomy, social connectedness, and competence, ultimately influencing an individual's subjective well-being, a crucial aspect in the context of success. The need for autonomy is met when students can align their actions with their values and goals, exercising independent thinking and feeling. To illustrate, fulfilling the need for social connections involves receiving support from teachers and fellow students. Competence satisfaction is reflected in students' confidence in the effectiveness of their activities, academic success, and the enhancement of their abilities. With this understanding, it follows that subjective success is a student's experience of engagement and independence in the

course of professional activities, a positive evaluative attitude toward the learning environment, and self-perception as an active agent in their development. Subjective success is intertwined with objective academic performance. Yet, the detailed exploration of how students perceive their learning experiences in shaping success has not been extensively studied in the academic realm.

Our interest in students is motivated by several factors. On the one hand, achieving educational and social success for students hinges on subjectivity, individual autonomy in the educational process, and the motivation to succeed [2]. Conversely, internal factors crucial for success, such as internal motivation, universal competencies, reflexivity, and other subjective qualities, are often underdeveloped in these students [7].

The topic of academic success and the factors influencing it is familiar but relevant for research due to its importance for students and educational institutions. However, what is meant by successful learning needs to be better defined. Some authors of theoretical and review studies on this topic point to the ambiguity and vagueness of this concept and on their heterogeneity of definitions [8]. There is an opinion that successful learning consists of six components, such as "academic success as inclusive of academic achievement, attainment of learning objectives, acquisition of desired skills and competencies, satisfaction, persistence, and post-college performance" [8, p.5].

According to this view of academic success, involvement in learning is not an element but a success factor. More often, educational success refers to academic performance, such as GPA, or it is associated with the student population as an important indicator of an educational institution. Today, the issue of learning success is studied using qualitative methods, such as questionnaires, interviews, and experimentation, to determine students' opinions about the success of learning and the factors influencing it. Students are also interested in this issue, for them the learning process is as important as the result. They identified important factors for the success of training, for example, internal ones, i.e., individual characteristics of students, and external ones, i.e., university assistance and finances. In addition, they consider grades and their involvement in learning, the process of experiencing positive emotions, as markers of success, effort expended, and stress [9]. The notion of educational success is shaped through the educational process, influenced by institutional understanding and personal perspectives.

Thus, researchers pay attention to different aspects of academic success, but the common thing is that they analyze the actual experience of students. Therefore, the student's view of the success of their studies is important and determines the assessment of the quality of the higher education they receive [8].

Therefore, students' perspectives, shifts in their experiences, and the success of their learning significantly impact the evaluation of education quality. This is substantiated by research in this field conducted by scholars like M. Tam and P. Ashvina [10], D. Chung Sea Law, A. Dean A., P. Gibbs [11], and et. al.

In pedagogical research, the consensus is that student experience equates to student success. An alternative perspective considers student experience to encompass

their engagement, defined as «as students' involvement with activities and conditions likely to generate high-quality learning, is increasingly understood to be important for superior education» [12, p.3]. This engagement is influenced by the student's overall institutional experience and is linked to the student's self-esteem as an indicator of education quality. In additional studies, educational experience is considered a criterion associated with student satisfaction with university studies [13]. Some viewpoints assert that self-regulation and self-learning are essential components of a student's comprehensive educational experience, with their development occurring through metacognitive (reflective) practices [14].

Following this review and analysis of studies on the university, it is evident that researchers tend to emphasize its aspects rather than the experience itself. Consequently, we assert the importance of considering and analyzing student experience as an individual's capacity and readiness for conscious, successful action throughout the entire university learning process. The outcomes of such assessments will enable us to identify essential priorities in shaping educational strategies at the university and determining the internal quality of education.

In scientific approaches to, the significance extends beyond formal academic performance indicators. The results encompass engagement in educational, research, and self-educational activities, learning preferences, and student motivation throughout the learning process.

Our research aimed to monitor and assess the of students at three universities in Kazakhstan (S. Seifullin University, Almaty Management University, and Kazakh Ablai Khan University of International Relations and World Languages). The objective was to derive proposals and recommendations to enhance the quality of education in universities across the country.

To accomplish the objective, the following tasks were outlined:

- Examine the students across all courses at the three Kazakhstani universities based on their learning experience.
- Analyze the obtained results of the student.
- Formulate recommendations to identify strategies for enhancing the activities of universities to improve the quality of the educational process.

The originality of this study lies in its pioneering attempt to explore and analyze students at the university based on their experience. The findings from this study hold potential value in identifying strategies to enhance the activities of universities to improve the quality of the educational process.

Drawing from different interpretations of the concept of "educational experience" [12], we have formulated our working definition of student experience. We define it as the student's idea of the success of his educational and professional activities. Since the student is the subject of this activity, his learning and social context are significant for educational success, as is his readiness for self-education, self-development, and subjective well-being.

In pedagogical literature, the customary division of university educational experience includes learning experience and direct institutional experience. Learning experience pertains to academic preparation at the university [5], while institutional

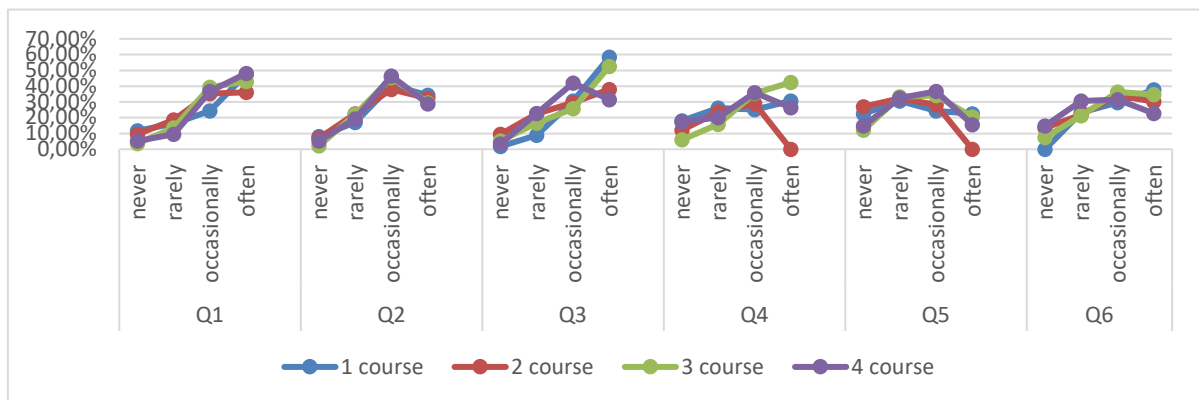
experience encompasses aspects of life on campus. From our perspective, assessing a student's readiness to actively engage in university life, educational preferences, and motivation allows us to evaluate their readiness to act and judge the educational experience as a personal mental structure.

The study was conducted using a qualitative methodology, and the material for analysis was derived from a questionnaire developed by T. N. Korneenko and I. A. Shcheglova [15]. All survey questions were hosted on the R-Studio platform, enabling the creation of anonymous surveys and their online administration. The empirical foundation of the study consisted of data obtained from a survey of students across three Kazakh universities: S. Seifullin University (Astana), Kazakh Ablai Khan University of International Relations and World Languages (Almaty), and Almaty Management University (Almaty). A total of 496 students, with a distribution of 165-166 participants from each university, spanning 1st to 4th years across six educational programs, actively participated in the survey. The survey was conducted anonymously and voluntarily, utilizing electronic mailings to students' email addresses. Among the 496 participants, 103 were first-year students, 154 were second-year students, 128 were third-year students, and 111 were fourth-year students.

The survey questions were divided into 4 subgroups to determine the degree of students' involvement in study and science, the degree of self-education and motivation, and students' educational preferences in the learning process. To examine the composition of students spanning four years of study in three Kazakhstani universities, we performed a descriptive analysis of respondents' educational, scientific, and self-educational experiences. Additionally, we assessed the degree of their preferences and motivation during their university studies.

## Results

1. Academic Success and Study. To gauge educational success as an integral facet of the student experience, we examined the level of students' engagement in the learning process. Picture 1 illustrates the survey results characterizing the educational engagement of students across all courses.



Picture 1 - The educational component of academic success

The analysis of the data indicates that, considering responses of "always" and "from time to time," students exhibit fluctuating yet above-average engagement in educational activities, with a slight decline noted towards graduation for specific items (Q3 and Q6). Students across all courses actively participate in class discussions (Q1) and engage in interesting educational tasks (Q3). However, the appeal of discussing meaningful course issues with the teacher outside class time (Q5) could be much higher. The survey highlights variations in students' learning engagement based on the nature of the learning activity. Notably, for graduate students, there is a decline in their participation in practices and group discussions defending specific positions in the classroom (Q6) ("often" at only 22.8%) and in conversations with the teacher during extracurricular time on the discipline's content (Q5) ("often" at only 15.7%).

## 2. Academic Success and Science

To evaluate students in research activities, we scrutinized their engagement in such endeavors. The questionnaire included questions about how often students searched scientific literature, worked on an article and its publication, prepared a presentation of a scientific report at a scientific seminar, interacted with the teacher and students at a scientific seminar, etc.

The survey findings on the scientific component of academic success lead to the following observations:

1) There is a notable lack of scientific engagement among students across all courses in various types of research activities, including participation in a research circle (Q2), engagement in research projects (Q3), participation in scientific discussions with doctoral and undergraduate students (Q10), attendance of scientific research seminars (Q13), and collaboration with teachers on projects (Q15). However, it is worth noting an active inclination among students to utilize scientific literature in classes (Q5), participate in group mini-projects (Q7), independently refer to scientific sources (Q9), and complete tasks on topics of interest (Q8).

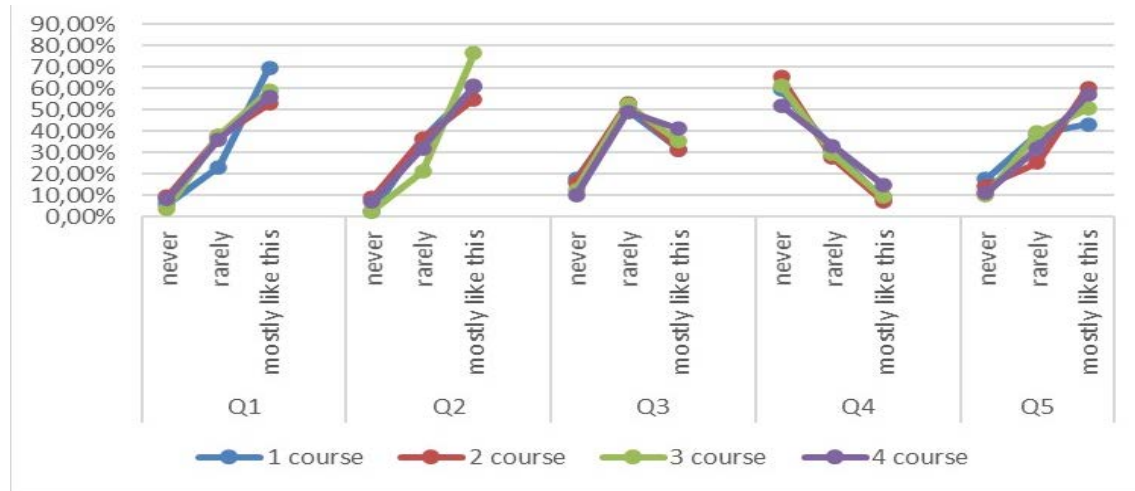
2) Despite the overall reluctance of students towards scientific endeavors, first-year students exhibit a greater interest in this domain than their senior counterparts. They actively engage in assisting teachers with scientific research (Q1), attending a science club (Q2), participating in research projects (Q3), utilizing scientific literature in class (Q5), presenting a scientific literature review before an audience (Q6), independently referring to scientific sources during the study process (Q9), and independently selecting complex topics (Q14). In contrast, second-year students tend to choose the responses "never" or "rarely" for variables such as attending a science club (Q2), participating in scientific discussions with doctoral and master's students (Q10), and collaborating with a teacher on a project (Q15), indicating low engagement in these research activities. Third-year students actively participate in almost all research activities except Q1, Q2, and Q5. Graduate students exhibit the lowest level of engagement in scientific activities throughout their university studies.

3) A noteworthy negative aspect is the remarkably low engagement of all respondents in visiting a science club (Q2), participating in a research project (Q3), and engaging in scientific discussions with doctoral and master's students (Q10).

## 3. Academic Success and Self-Education



In the third segment of the survey, we delved into self-education as an indicator of students. The results, depicted in picture 2 below, reveal that students' experiences with self-education are moderately average.

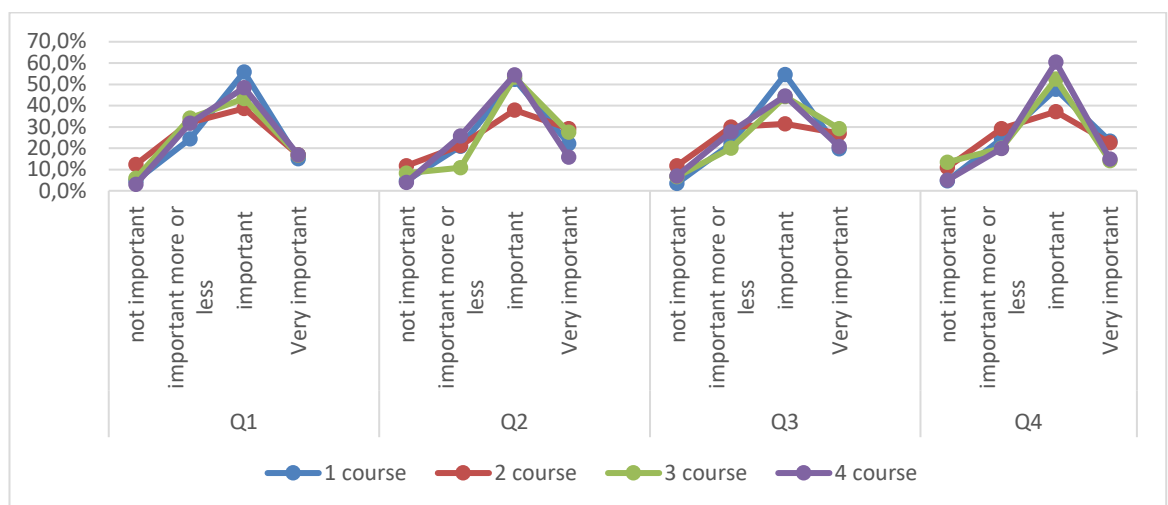


Picture 2 - Self-educational component of academic success

Notably, students across all courses indicated that when faced with cognitive challenges, they attempt to resolve them independently using scientific and educational literature and information presented by the teacher (Q1). They also seek assistance from classmates (Q2) or explore similar lectures and teacher videos from other universities on the internet (Q5). Third and fourth-year students, in particular, tend to prefer seeking guidance from teachers (Q3). Interestingly, there needs to be more enthusiasm among students for online courses (Q4).

#### 4. Academic Success and Students' Preferences

In order to determine the correspondence between the educational activities of the university and the expectations of students, the questionnaire asked questions about the educational preferences of students. The results, depicted in picture 3, reveal that all presented activities are deemed important by students across all courses.



Picture 3 - Study preferences of students during practical classes

Notably, first-year students express a specific preference for solving challenging and interesting experimental tasks (Q1) and engaging in discussions with the opportunity to ask questions (Q3) ("important" at 54.7% and "very important" at 19.8%). Second-year students exhibit similar preferences across all types of activities. Third-year students also favor group work on interesting tasks (Q2) ("important" at 53.3% and "very important" at 27.5%) and participation in discussions with the opportunity to ask questions (Q3) ("important" at 44.2% and "very important" at 29.6%). Graduate students, on the other hand, express a preference for working more independently to solve problems (Q4) ("important" at 60.4% and "very important" at 14.9%).

#### 5. Academic Success and Motivation

The fifth segment of the survey aimed to uncover the connection between students' motivation and their level of success in the educational process. Motivation is directly reflected in the extent of students' engagement in active university life, contributing to career growth, the pursuit of new knowledge, self-education, and active participation in the educational process.

The results obtained from the survey of students from the 1st to the 4th year on motives as a factor of engagement suggest that, for all students, the dominant motive is cognitive - the desire to study and learn new things. The second-ranking motive is professionalism, linked to acquiring profound professional knowledge and skills. In third place is the social motive, associated with material well-being. The motive of self-affirmation, "I study to prove to myself that I am an intelligent person," occupies the fourth and last position.

The results of the survey indicate that students of all courses choose the answer "like to study and learn new things" for many types of work, i.e. The cognitive motive is in the lead, and then only the "professional motive".

Following closely is the professional motive. Thus, the motives for learning are intricately connected to students' engagement in the educational process. The greater a student's motivation for their educational activities, the more inclined they are to participate in these activities actively.

#### **Discussion**

The findings presented in our research, which focused on monitoring and analyzing students at three universities based on their experience, can offer valuable insights for devising strategies to enhance university activities and improve the quality of the educational process. While this study doesn't propose a concrete educational strategy, it does provide some recommendations.

Designing modern educational strategies in universities typically revolves around meeting the educational needs of students and aligning them effectively with social development goals. Our research highlights that student experience comprises three key components: educational experience, scientific experience, and self-education experience, each requiring specific attention. Additionally, factors such as preferences and motivation play a crucial role.

The moderate level of student engagement in university educational activities, as revealed in our study, indicates the necessity for further refinement of the educational practices or strategies implemented by the university. This emphasizes the importance of continuously adapting and enhancing these strategies to better cater to students' evolving needs and preferences.

We made the following conclusions according to the results of our research:

- The presence of unstable but above-average educational success among students of all courses highlights the need to enhance the educational component of the student experience. This could be achieved by revising class formats and emphasizing group discussions, presentations, and discussions with teachers outside regular class time. Particular attention should be given to 4th-year students, recognizing their significance as future graduates and specialists.

- The low indicators of scientific success, compared to educational engagement across all courses, suggest a weak engagement of students in research activities by the teaching staff. Consequently, there is a need for the university's teaching staff to develop a strategy to attract students to scientific pursuits, including engagement in scientific projects, circles, conferences, lectures, seminars, and discussions. Teaching students how to independently work with scientific literature and undertake complex tasks and projects is essential.

- The survey results indicate that students rely on self-education when faced with difficulties. They seek additional knowledge through interactions with peers and teachers, online searches, and scientific and educational literature and presentations.

- It is crucial to involve students in self-education from their first year, encouraging them to acquire additional professional knowledge through specialization and online courses. This early engagement aims to foster self-determination within a professional educational environment throughout their university studies.

- Acknowledging the paramount importance of student, there is a pressing need to boost motivation for learning.

- Considering the positive changes in student experience observed across different courses, a revision of the university's educational policy is warranted.

- To enhance students' motivation for active educational participation at the university, it is crucial to augment the incorporation of interactive technologies into educational strategies. This, in turn, will elevate cognitive activity in individual, group, professional, and research communications.

- When formulating university educational strategies, a heightened emphasis on strengthening the overall communicative component is essential. This serves as the foundation for stimulating and enhancing student engagement.

## **Conclusion**

In the contemporary world, a student is a pivotal indicator of educational quality. This success evolves through the mastery of relevant educational programs within the scientific and educational milieu of the university. Our study focused on monitoring the success of students' learning, considering significant components such as study, science, and self-education and factoring in students' preferences and motivation.

The study's findings revealed that the level of educational success in universities needs to be sufficiently high, it tends to be static and functional, and there is no development of dynamic characteristics, which confirms the need for mandatory monitoring of the educational process at the university.

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## СТУДЕНТТІҢ УНИВЕРСИТЕТТЕ АКАДЕМИЯЛЫҚ ЖЕТІСТІККЕ КӨЗҚАРАСЫ

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**Аңдатпа.** Әрбір елдің дамуы үшін білім сапасын қамтамасыз ету үдерісі оның басымдықтарына, еңбек нарығының талаптарына, білім алушылардың білім беру қажеттіліктері мен ерекшеліктеріне сәйкес мамандарды даярлауды жаңғыртуды талап етеді, мұнда ең өзекті және шешуші бағыт студенттерге, әсіресе олардың академиялық жетістіктері.

Зерттеудің мақсаты студенттердің оқу іс-әрекетін бақылау және талдау, оның оқу жетістіктеріне әсерін анықтау болды.

Зерттеудің ғылыми-тәжірибелік маңыздылығы білім беру үдерісінің сапасын арттыру үшін университеттердің қызметін жетілдіру стратегияларын анықтау мақсатында студенттердің оқу жетістіктерін олардың тәжірибесіне сүйене отырып зерделеу мен талдауда жатыр.

Зерттеуде сандық әдіс қолданылды, ал деректерді жинау құралы Qualtrix-та сауалнама болды, оның нәтижелері R-Studio-да өңделді. Зерттеудің эмпирикалық негізі үш қазақстандық университеттің 500 студентінен тұратын стратификацияланған іріктеу болды, олар төрт топқа (курстарға) бөлініп, содан кейін іріктеуге қосу үшін әр топтан респонденттер кездейсоқ таңдалды.

Мақалада студенттік тәжірибеде функционалдық айырмашылықтардың болуын көрсететін зерттеу нәтижелері берілген. Студенттердің оқу жетістіктерінің көрсеткіштерін шолу және салыстырмалы талдау келесі нәтижелер мен қорытындыларды көрсетті: студенттердің оқу жетістігінің тәрбиелік құрамдас бөлігі оқу әрекетінің түріне байланысты өзгереді; барлық курс студенттерінің ғылыми қызметтің көптеген түрлеріне ғылыми коммуникациялық құлшынысы өте төмен; студенттердің өзін-өзі тәрбиелеу тәжірибесі жеткілікті орташа деңгейде ұсынылған; барлық курс студенттері үшін практикалық жұмысты орындау маңызды; барлық студенттер үшін танымдық мотив, содан кейін кәсіби, әлеуметтік және өзін-өзі бекіту мотивтер басым болып табылады.

Зерттеу нәтижелерінің, қорытындылары мен ұсыныстарының практикалық маңызы бар, бұл оқытушылар мен университет қызметкерлеріне студенттердің жетістіктерін арттыру үшін білім беру үдерісінде пайдалануға мүмкіндік береді.

**Тірек сөздер:** білім беру сапасы, академиялық жетістігі, студенттік тәжірибе, білім беру стратегиясы, оқу іс-әрекеті, ғылыми-зерттеу іс-әрекеті, өзі-өзіне білім беру, мотивация

## ВЗГЛЯД СТУДЕНТА НА АКАДЕМИЧЕСКУЮ УСПЕШНОСТЬ В УНИВЕРСИТЕТЕ

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**Аннотация.** Процесс обеспечения качества образования для развития каждой страны требует модернизации подготовки специалистов в соответствии с ее приоритетами, запросами рынка труда, образовательными потребностями и особенностями студентов, где наиболее актуальным и определяющим является ориентация на студентов, в частности на успешность их обучения.

Цель исследования заключалась в мониторинге и анализе образовательной деятельности студентов для определения ее влияния на академическую успешность.

Научно-практическая значимость исследования заключается в исследовании и анализе успешности обучения студентов на основе их опыта для определения стратегий по совершенствованию деятельности университетов с целью повышения качества образовательного процесса.

Был использован количественный метод, а инструментом для сбора данных была анкета на Qualtrix, результаты которой были обработаны на R-Studio. Эмпирическую базу исследования составила стратифицированная выборка из 500 студентов трех казахстанских университетов, которая была поделена на 4 группы (курса), а затем случайным образом отобраны респонденты из каждой группы для включения в выборку.

В статье представлены результаты исследования, свидетельствующие о наличии функциональных различий студенческого опыта. Обзор и сравнительный анализ показателей успешности обучения студентов выявил следующие результаты и выводы: учебная составляющая успешности обучения студентов меняется в зависимости от вида учебной деятельности; очень слабая научная коммуникационная вовлеченность студентов всех курсов по многим видам научной деятельности; опыт самообразования у студентов представлен на достаточно среднем уровне; выполнение практических работ для студентов всех курсов является важным; доминирующим выступает познавательный мотив, затем профессиональный, социальные мотивы и мотив самоутверждения.

Результаты исследования, выводы и рекомендации имеют практическое значение, позволяющее преподавателям и работникам университетов использовать их в образовательном процессе для повышения успешности студентов.

**Ключевые слова:** качество образования, академический успех, студенческий опыт, образовательная стратегия, учебная деятельность, научно-исследовательская деятельность, самообразование, мотивация

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