



ҚАЗАҚСТАН РЕСПУБЛИКАСЫНЫҢ
БІЛІМ ЖӘНЕ ҒЫЛЫМ МИНИСТРЛІГІ

А. БАЙТҰРСЫНОВ АТЫНДАҒЫ
ҚОСТАНАЙ Өңірлік Университеті



АЛТЫНСАРИН ОҚУЛАРЫ

«ПЕДАГОГИКАЛЫҚ БІЛІМ
БЕРУДІҢ ҮЗДІКСІЗДІГІ –
ЗАМАНАУИ ПЕДАГОГТАРДЫҢ
ТАБЫСТЫЛЫҒЫНЫҢ КЕПІЛІ»

ХАЛЫҚАРАЛЫҚ
ҒЫЛЫМИ-ПРАКТИКАЛЫҚ
КОНФЕРЕНЦИЯСЫ

МАТЕРИАЛДАРЫ

II КІТАП

АЛТЫНСАРИНСКИЕ ЧТЕНИЯ

МАТЕРИАЛЫ

МЕЖДУНАРОДНОЙ
НАУЧНО-ПРАКТИЧЕСКОЙ
КОНФЕРЕНЦИИ

«НЕПРЕРЫВНОСТЬ ПЕДАГОГИЧЕСКОГО
ОБРАЗОВАНИЯ – ЗАЛОГ УСПЕШНОСТИ
СОВРЕМЕННЫХ ПЕДАГОГОВ»

II КНИГА

Қостанай, 2022

УДК 37.02
ББК 74.00
II 23

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II23 «Педагогикалық білім берудің үздіксіздігі-заманауи педагогтардың табыстылығының кепілі»: 2022 жылдың 11 ақпандағы Халықаралық ғылыми-тәжірибелік конференция материалдары. II Кітап. – Қостанай: А.Байтұрсынов атындағы Қостанай өңірлік университеті, 2022. – 365 б. = «Непрерывность педагогического образования – залог успешности современных педагогов»: Материалы международной научно-практической конференции, 11 февраля 2022 года. II Книга. – Костанай: Костанайский региональный университет имени А.Байтұрсынова, 2022. – 365 с.

ISBN 978-601-356-122-6

Жинаққа «Педагогикалық білім берудің үздіксіздігі-заманауи педагогтардың табыстылығының кепілі» атты Алтынсарин оқулары халықаралық ғылыми-практикалық конференция материалдары енгізілген.

Талқыланған мәселелердің әртүрлілігі мен кеңдігі мақалалар авторлары үздіксіз білім беру саласын педагогтарды жаңаша даярлау бағдарымен байланыстырып, әр түрлі деңгейдегі білім беру бағдарламаларын іске асырудың тиімді тәжірибесін көрсету, білім мазмұнын жаңарту аясында мұғалімдердің кәсіби шеберлігін арттыру қажеттілігін негіздеу, инновациялық технологиялар мен білім алушылардың тұлғалық дамуын психологиялық-педагогикалық қолдау туралы зерттеулерін еңгізді. Бұл жинақ материалдары ғалымдарға, ЖОО мен колледж оқытушыларына, мектеп мұғалімдері мен мектепке дейінгі тәрбиешілерге, педагогтар мен психологтарға, магистранттар мен студенттерге қызықты болуы мүмкін.

В сборнике содержатся материалы Международной научно-практической конференции Алтынсаринские чтения «Непрерывность педагогического образования – залог успешности современных педагогов». Многообразие и широта обсуждаемых проблем позволили авторам статей раскрыть сущность, тренды и тенденции непрерывности педагогического образования с учетом достижений науки и практики, показать эффективные практики реализации образовательных программ разного уровня, обосновать необходимость совершенствования профессионализма педагогов в условиях новых вызовов в образовательной практике, представить инновационные технологии и форматы психолого-педагогического сопровождения развития личности обучающихся.

Материалы данного сборника могут быть интересны ученым, преподавателям вузов и колледжей, учителям школ и воспитателям дошкольных учреждений, педагогам-психологам, магистрантам и студентам.

УДК 37.02
ББК 74.00

ISBN 978-601-356-122-6

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IMPROVING THE QUALITY OF STUDENT ACHIEVEMENT USING A DIFFERENTIATED LEARNING APPROACH

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Аннотация

Бұл мақала барлық оқушылардың бойындағы дағдыларын дамытуға, жүйелер мен құбылыстардың нәтижелерін таңдауға, салыстыруға, талдауға, байланыстыруға, интерпретациялауға және айтуға үйретуге бағыттауда сараланған оқыту технологиясы қолданады. Саралап оқыту әдісі нәтижелер мен мақсаттарға негізделіп қолданылады. Осының арқасында, студенттер ынтымақтастық ортада жұмыс істей алады және қарапайымнан күрделіге өту қабілетін дамыта алады, ақпаратты дұрыс талдауға назар аудара отырып, зерттеушілік қабілеттерін арттырып, өз бетінше жұмыс істейді.

Түйінді сөздер: саралап оқыту, саралау, ағылшын тілі, ағылшын тілі сабағы, технология, білім беру

Аннотация

В этой статье используется технология дифференцированного обучения, чтобы научить каждого студента развивать ряд навыков и выбирать, сравнивать, анализировать, общаться, интерпретировать и формулировать результаты процессов и явлений. Используется дифференцированный метод обучения, основанный на результатах, целях и результатах. Благодаря этому студенты смогут работать в совместной среде и развивать любовь к простому и сложному, работать самостоятельно, развивая исследовательские навыки, делая упор на правильный анализ информации.

Ключевые слова: дифференцированное обучение, дифференциация, английский язык, урок английского языка, технологии, образовательная среда.

Annotation.

This article uses differentiated learning technology to teach each student to develop a range of skills and to select, compare, analyze, communicate, interpret and articulate the results of processes and phenomena. A differentiated teaching method is used based on results and objectives and outcomes. Due to this, students will be able to work in a collaborative environment and develop a love of the simple and the complex, work independently, developing research skills, focusing on the correct analysis of information.

Key words: differentiated education, differentiation, English language, English lesson, technology, educational environment

Introduction

Differentiated education is now widely spread in the practice of educational institutions. Practically in every general education school, one or another form of differentiation is implemented.

In the concept of differentiation, most authors (V.P.Barabash, I.Whit, N.M.Shayakhmaev and others) identify as the main link - taking into account certain features or different personalities. Sometimes they are called typical or typical, sometimes they are listed specifically.

So, N.M.Shakhmaev shows the educational process, which is characterized by taking into account the typical individual differences of students by differentiated teaching [1, p.70].

In the «Kazakh Encyclopedia» differentiation is defined as a method of organizing the educational activities of middle-aged and older schoolchildren, which takes into account their inclinations, interests and emerging abilities [2, p.270].

Taking into account the individual characteristics of students is characteristic of both differentiation and individualization. The specificity of differentiated education is taking into account the individual characteristics inherent in groups of students, and the organization of a variable educational process in these groups [3, p.178].

The relevance of the research: the current state of our society requires from each person a high level of professionalism and such business qualities as entrepreneurship, the ability to navigate in a given situation, quickly and accurately make decisions that cannot be implemented without full-fledged basic training of students. In this regard, the interest of teachers of general education schools in the problem of a differentiated approach in teaching schoolchildren at various levels of education has significantly increased. The emergence of interest in the English language among a significant number of students depends to a large extent on how skillfully the educational work will be structured. We must make sure that each student works actively and enthusiastically, and use this as a starting point for the emergence and development of curiosity, deep cognitive interest. The leading role in solving this problem belongs to the teacher, his ability to

apply effective technologies within the framework of his subject. This technology, we believe, is the technology of differentiated education.

Purpose of the research: to theoretically substantiate and test in practice the effectiveness of the use of differentiated teaching technology as a means of achieving subject results in the English language at school.

The term «Differentiated teaching» emphasizes its pedagogical orientation, reflects the diversity of its application [3, p.93]. Therefore, there is reason to assert that the use of differentiated technology in the system of teaching English at school is an important means of intensifying the educational activities of schoolchildren.

The object of the research is the process of differentiated teaching of students in English at school.

The subject of the research is the technology of differentiated teaching in English lessons.

Objectives:

- to describe the specifics of using differentiated teaching technology in English lessons at school;
- to reveal the essence, goals and forms of differentiated education;
- to consider the methods of organizing differentiated teaching in English lessons.
- The hypothesis is the assumption that the quality of the formation of subject results in the English language at school depends on the use of differentiated teaching technology, the effectiveness of which is determined by a set of methods for its implementation:
 - differentiation of the content of educational tasks;
 - differentiation according to the degree of independence and the nature of assistance to students;
 - the use of differentiation at different stages of training.

Methods: analysis of psychological, pedagogical and methodological literature; observation; diagnostic techniques.

As a result of the study, students were given the opportunity to master the following skills by analyzing their homework:

- Memorizing, recalling material
- Self-study of educational information to transform memorized information from one form to another, in order to transmit it to others
- The student solves the problem on his own, without the help of a teacher.
- Linking training material into separate components
- Be able to build on your own experience, completing creative assignments.

Individualization is an extreme case of differentiation, when the educational process is built taking into account the characteristics not of groups, but of each individual student [4, 63].

In the concept of differentiation, in addition to taking into account the individual characteristics of students, two more aspects can also be distinguished - the grouping of students based on these characteristics, the variability of the educational process in groups.

To divide students into groups, the results of diagnostics carried out by a school psychologist and pedagogical diagnostics, which the teacher conducts himself, are used. Its character is determined by the chosen differentiation criterion. So, testing work is suitable for the diagnosis of training. The teacher also analyzes the results of independent performance by children of various tasks, oral answers at the blackboard, work in notebooks. In my teaching practice, I always use the «Technology of Differentiated Education» Doctor of Pedagogical Sciences, Professor Karaev Zhaunbai Amanturlyevichin teaching and educating the younger generation [5]. The result of Karaev's technology is that he avoids forced reading and teaches students to read on their own, independently process information, think and make decisions on their own, without anyone's help. Especially in Kazakh, Russian and English lessons, the student develops his own ideas and eloquence.

It is not recommended to seat children in rows in accordance with the selected groups, as various nicknames may be given to weak students, or an unfriendly attitude towards them will arise. It is important to observe pedagogical tact when assigning to groups. The teacher reads out the composition of the groups, gives them a neutral name and warns that each group (team) will receive their assignments in the classroom. Instead of announcing the composition of the groups in the classroom, you can distribute to the students symbols that correspond to the names of their groups.

Differentiation methods involve:

1. By the content of educational tasks:
 - by the level of creativity;
 - by the level of difficulty;
 - by volume.
2. By the way of organizing activities:
 - by the degree of independence;
 - by the degree and nature of assistance to students;
 - by the nature of educational activities.
3. Using differentiation at different stages of learning [6, p.57]

Whether differentiated work is needed in a lesson, the teacher determines, taking into account the type of lesson, its goals and content. In the lessons of consolidation and repetition of previously studied material, differentiation is used much more often than in the lessons of familiarization with new materia [7, p.124]. The form of presentation of differentiated tasks is different (individual cards, recording tasks on the board in two or three versions, oral instructions). For example, students individually perform multilevel tasks, and then the most difficult tasks offered to the third group are checked frontally. Thus, all students know how the task is completed, and the test enriches the knowledge of children of the second and first groups.

When working independently or when practicing a skill, children with average and low abilities experience difficulties and awkwardness. Of course, in the arsenal of a modern teacher there are many means of solving this problem. This is the development of assignments of varying complexity, of various volumes, various measures to help children in completing school assignments, individual homework, etc.

Feedback is important when using differentiation. On the basis of diagnostic control, the students' performance of work is recorded (fixing errors, difficulties, the dynamics of development is determined) [8, p.59]. In accordance with this, the composition of the groups and the nature of the differentiated tasks change. The grouping is not fixed once and for all. As the material is assimilated, the tasks for the students belonging to the same group become more difficult, thereby they, from lesson to lesson, reach an ever higher level of mastery of knowledge, move forward.

You should pay attention to the following features:

- it is advisable to carry out differentiated training in the structure heterogeneous (heterogeneous class), where different intellectual level of students becomes a favorable factor in their development;
- differentiated learning is based not on training (coaching) a student in solving a specific educational problem, but on eliminating the cause of the difficulty;
- the teacher must have a system of pedagogical diagnostics that will allow him to establish the level of the child's intellectual development, to form his ability to learn;
- based on the results of diagnostics, the teacher uses additional didactic materials that will allow him to eliminate the causes of arisen or possible errors in time;
- a prerequisite for general development in the system of differentiated education is the creation of a favorable background for the educational process, the selection of additional information that is interesting for younger students, which is not necessary to assimilate, remember, repeat in the classroom and at home, but which makes it possible to develop the general culture and erudition of the child.

Benefits of differentiated Learning:

- time can be devoted to strong learners;
- the level of motivation of «strong» students increases;
- weak students can be given attention and control;
- the level of self-concept rises (a situation of success is created, self-esteem rises). [9, p.210]

I'm presenting an example of differentiation by tasks from my lesson plan which held in the 7th grade on the theme Natural Disasters.

Reading task. The article about Hurricane Sandy

Hundreds of people, living on America's east coast, were made homeless and at least 62 people were killed by Hurricane Sandy.

Thousands of homes were destroyed and left without electricity.

Subways and tunnels in New York City were flooded by the water of the super storm.

Schools were closed as the hurricane brought the season's first snow.

Emergency shelters were built and hot meals were given to the people by the American Red Cross.

Politicians say that the topic climate change was brought back by this Hurricane.

President Barack Obama was impressed by thousands of volunteers who helped where they could.

Post-reading tasks for different levels

A-level – Fill in gaps with suitable words

Hundreds of people, living on America's east coast, were made _____ and at least 62 people were killed by Hurricane Sandy.

Thousands of homes were _____ and left without electricity.

Subways and tunnels in New York City were flooded by the water of the super storm.

Schools were closed as the hurricane brought the season's first _____.

Emergency _____ were built and hot meals were given to the people by the American Red Cross.

Politicians say that the topic _____ change was brought back by this Hurricane.

President Barack Obama was impressed by thousands of _____ who helped where they could.

B-level – Find appropriate words according to definitions

people who do not have a home to live in

a source of power that makes e.g. a computer work

public transportation which is under the ground

an extremely strong wind plus bad weather

an organization that helps people

long-term change of weather conditions
someone who works/helps and does not want money for it

C-level – Answer the questions

1) What happened to the people of America's east coast?

2) What happened to their homes?

3) What happened to the subways and the tunnels in New York City?

4) Why were the children not at school?

5) What was built?

6) Which important topic was brought back into people's minds?

After using this technology stable, I have gained such results:

1. Learning objectives were accomplished psychologically
2. Learners are covered by new information
3. All students become active during the lesson
4. Discussion was organized
5. Study motivation grew up
6. Critical thinking was increased

Conclusion.

To sum up, it is necessary to introduce differentiated teaching methods at all stages of the lesson. For example, when reviewing homework, you can use techniques that prevent testing from becoming an activity that the student does not like. The use of differentiated teaching methods allows students to improve the quality of knowledge, their skills and abilities. Experience has shown that confident progress inspires students and motivates them to work hard. The presence of different levels of the task strengthens the child's confidence in his efforts, leads him to success and increases his cognitive interest.

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МЕКТЕП ОҚУШЫЛАРЫНЫҢ ПСИХОЛОГИЯЛЫҚ ҚАУІПСІЗДІГІН ҚАМТАМАСЫЗ ЕТУДІҢ ЕРЕКШЕЛІКТЕРІ

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Аннотация

Мақалада қауіпсіз білім беру ортасын құру арқылы мектептерде оқушыларға психологиялық қолдау көрсету, зорлық-зомбылықтың болдырмау және алдын алу мәселелерінде педагог-психологтардың кәсіби құзыреттілігін дамыту мәселесі қарастырылады.

Түйін сөздер: қауіпсіз білім беру ортасы, психологиялық қолдау көрсету, жеке тұлға, әлеуметтік