

- Келушілердің назарын аудартатындай ерекше, әр сипаттағы, салыстырмалы, контрастты материалдарды кең қолданған дұрыс[6, 97 б.].

Халықтың рухани дамуының түп қазығы, тірегі – мәдениет, әдебиет, дін, салт-сана, тіл деген ең негізгі құндылықтардың беріктігіне келіп тірелетіні анық. Жастарға білім беру мен тәрбие саласындағы барлық өзгерістердің өзегіне осы тұрғыдан келуіміз заңды. Жастарды оқыту мен тәрбиелеу осы негізде жүйеленуі қажет. Сондықтан, еліміздің болашағының қамы – ұрпақ тәрбиелеу мәселесін оқу орындары мен мәдени мекемелер болып шешсек, рухы жоғары, талғамы зор, заманауи тұлғаны қалыптастыру жолында бірігіп жұмыс атқарсақ, Қазақ елі абыройының әлі де асқақтайтыны анық.

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JOURNAL WRITING: A TOOL TO HELP DEVELOP STUDENTVOICE

АННОТАЦИЯ

Бұл мақала журнал толтыру әдісін ағылшын тілін үйрену сыныптарында қолдану және оның оқушылардың өзіндік ой-пікірлерін дамытуға тигізетін әсерін зерттеуге негізделген. Зерттеудің негізгі мақсаты ағылшын тілін қолдану арқылы оқушылардың ой-пікірінің еркін дамуына көмектесу болып табылады. Оқушылардың ой-пікіріне олардың түрлі идеялары, көзқарастары, білімдері және тәжірибелері жатады. Аталған қасиеттердің дамуы оларға сыныптарда ағылшын тілін жақсы меңгеруге және халықаралық тесттерге дайындалуға, жақсы нәтиже көрсетуге үлкен үлес қосады. Оқушылардың ой-пікірлерінің өсуі тек қана олардың жеке дамуына ғана емес, сыныптағы, яғни мұғалім мен оқушы арақатынасының, сондай-ақ, оқушылардың өзара арақатынасының да жақсаруына себепші болады. Зерттеуде 31 тоғызыншы сынып оқушысы арнайы берілген тақырыптарға еркін түрде өздерінің ой-пікірлерін журналға (дәптерге) жазып отырды. Кейінірек бұл журналдар жиналып, Блум таксономиясына негізделген әдіс және сызбаларды қолдана отырып анализ жасалды. Нәтижесінде оқушылардың ой-пікірлерінің сараптау, құрастыру және форматтау бағытында дамығанын айқын түрде бақылау мүмкін болды. Зерттеу нәтижелері тапсырма беру әдісін қолданудың ой-пікірді жеткізу қабілетін дамыту жолында тигізетін пайдасын жетік түсінуге жол ашты.

Түйінді сөздер: журнал толтыру тапсырмасы, оқушының ой-пікірі, үйренуге бағытталған жазу әдісі, пікір білдіру, креативность.

АННОТАЦИЯ

В данной статье представляется опыт введения личных дневников на уроках английского языка с целью раскрытия данного вида задания как способа развития голоса учеников. Под голосом учеников подразумевается собственные идеи, мысли, знания и опыт учащихся. Это имеет огромное значение, так как настоящие навыки необходимы для успешной сдачи стандартизированных тестов. Кроме того, развитие голоса учащихся является важным фактором не только для личностного роста, но также это способствует созданию положительной и теплой атмосферы на уроке, что в свою очередь ведет к общему академическому прогрессу. В исследовании 31 ученикам девятого класса специализированной средней школы было дано задание производить записи в тетрадях-журналах на определенные темы во время урока. Затем журналы были собраны и проанализированы под руководством специально сконструированных схем. Результаты работы показали развитие голоса учеников, которое было отражено в большом разнообразии, наиболее интересным из которого является креативность. В конце статьи даются практические рекомендации по использованию данного инновационного для преподавания английского языка в Казахстане метода для содействия развитию голоса учеников.

Ключевые слова: задание по ведению журналов, голос учеников, письмо для обучения, выражение мнения, креативность

ABSTRACT

This article explores experience with a journal writing activity held in English as a Foreign Language (EFL) classroom and focuses on its role in development of student voice. The aim was to explore journal writing as a means to help develop students' voices, which is considered here as representation of learners' own ideas, opinions, and knowledge. This is of great importance for students, since they are to be demonstrated for the successful passing international standardized tests. Moreover, the development of a learner's voice is an important factor, not only for their personal growth, but also it tends to contribute to create positive and warm atmosphere in the classroom that lead to general academic improvement. In this research, ninth grade students in a specialized secondary school were assigned to write entries in the journals during the lessons on particular topics. Later, the journals were collected and analyzed through specifically constructed schemes, including those that are based on a revised Bloom's Taxonomy. The results of the study revealed the development of students' voices in a number of different ways including evaluating, creativity, and formatting. This article aims to describe the most interesting, in the author's opinion, part of the findings – creativity aspect. Eventually, there are some practical recommendations on how journal writing activity may be better incorporated in EFL classroom.

Keywords: journal writing activity, students' voices, writing to learn, evaluation, creativity

The problem and solution

Having a teaching experience of almost 6 years I have witnessed a number of problematic situations between a teacher and a student, which happened due to a gap in communication and a lack of dialogue. As for my personal view on teaching, it becomes more and more clear that student centered approach turns to be one of the most effective ways to make a positive effect not only on learning, but also on personal growth of students. Among other suggestions, this approach presupposes a communication between a learner and a teacher as equal and respectful partners. However, when it comes into practice, it is quite complicated to implement it in a full extent. A teacher can be highly committed to his work and the approach, but there are always some practical issues, such as little time in class, business, and paper work, etc. As a result, I noticed that there was a lack of student voices in the classroom, and absence of opportunity to be heard and understood lead young people to make wrong decisions, which is why it is very important for educators to prevent any negative outcomes. In a more general perspective, above mentioned issue might be one of the reasons of high child suicide level in Kazakhstan.

Solution to the problem was found in journal writing activity [9]. According to Bagheri and Pourgharib [1, 3520-3525], journal writing could encourage students to communicate ideas both in writing and speaking. It might allow checking the progress of all students only in 10 minutes without serious loss of time and delays in the realization of learning program. However, more important is that theory suggested evidence of important role of writing journals in developing students' voices [2, 179-201]. The main feature of journals was its free-writing nature. As such,

they could be used for diverse purposes such as class starters and as a vehicle for posing and solving problems, summarizing important aspects of a lesson; to monitor students' progress in the class, and giving students the opportunity to write to each other about concerns and questions raised in the class, among others purposes. Even though journal activity presupposes short quick writing tasks this does not necessarily mean that students are not given enough time and space, that could contradict writing to learn approach. The accent here is made on frequency of tasks, not an amount within each entry.

More importantly, journals were places where students could try out their expressive voices freely without fear of evaluation. This was one of key aspects in the present action research project since I evaluated the process as a whole and students received the highest grade for having completed the task and encouraged students to write on a regular basis without being coerced by a grade that measured technical aspects of the language such as syntax, grammar, or punctuation, what is relevant in learning to write approach. In contrast, writing to learn activities do not have to abide by the rules that govern formal writing, nor be submitted for evaluation. As Wright argued, "Short daily writing tasks have the potential to lower students' aversion to writing and boost their confidence in using the written word" [10, 1]. In general, the amount of writing that is expected, however, and the time allotted for writing to learn activities needs to reflect students' current levels of writing fluency. Students continue to learn to write as they write to learn, improving their writing fluency by writing every day.

The primary purpose of the research was to explore journal writing as a means to help develop student voices in an EFL classroom. Voice here means the representation of learners' own ideas, opinions, knowledge and experiences, whereas journal writing is an activity where students are assigned to lead special notebooks with the entries on particular topics connected to the class. During my investigation I tried to address the following two questions: "Does the use of journaling contribute to the development of students' voices in an EFL classroom?" and "How can journal writing help develop students' voices in an EFL classroom?"

Although considerable research has been devoted to journal writing and student voice, less attention has been paid to the description of the connection of these two ideas. In this study I made an attempt to investigate whether the development of voice took place in journal writing activity, or at least to describe the activity and suggest recommendations of how it could be used in order to achieve positive results in students' language and mental progress. Likewise, the work and its results are important in the Kazakhstani context, since there is no similar research on students' voice as well as on journal writing. Above all, the work has its own implications in the world of EFL since there is a gap on investigating voice through the practice of writing journals.

Above all, the analysis of the literature has also explored that there is a gap in describing voice development in journal writing activity. Most of the studies were revealing the progress in other spheres such as vocabulary or grammar, while the notion of expressing students' own views, ideas and feelings were merely touched but not completely covered or investigated. The reasons for this might be of different kind, e.g., it could be quite difficult to describe the development of thinking skills or ideas. Nevertheless, this study aims to fill in this space by making attempt to provide detailed description of voice expressed in the journals.

Results and Analysis

There were 31 students who participated in this Journal Writing Activity (JWA) and 29 of them agreed to take part in the inquiry. Students were assigned nine official topics during the lessons and 252 entries were expected to be analyzed. However, mainly due to the absence in the class, 212 assigned entries were collected. In total, however, 239 entries were collected because of additional entries, which participants wrote outside the classroom.

In general, the study showed that journal writing activity contributed to student's exploration of voice, which was expressed in different ways. Also students' perceptions of the activity turned out to be positive, which still did not prevent them from giving some valuable comments on how the task could be improved.

The results of the study appeared to be more extended due to a weak representation in initially built categories. Apart from the counting of particular pre-taught expressions connected to three higher thinking levels the classroom management aspect was slightly covered mostly in its connection to error-correction. Moreover, there were found and documented some evidence of the expressiveness and creativity. The separate sub-section was devoted to the description of the field that other researchers talked about but that has been not widely defined so far. This sub-section consisted from analysis on creativity, formatting, topic selection, and researcher's own perception of voice. The students' feedback on the activity in the interview was used to explain some of the patterns or questions occurred throughout the analysis. Finally, the researcher's own field notes were made during the data analysis period were used as supplementary help for explanation of some of the outcomes. In general, the results proved previous expectations and the cases of evaluating were observed more often than others types of higher-order thinking.

Expressiveness and Creativity

The analysis of literature has showed that there was something unique and individual for each student in journal writing activity [4, 24-130]. Wright wrote about the connection between voice and creativity [10]. This was the first aspect that was remarkable about the data. An attempt to describe it was difficult and the process was of subjective kind. The examples were taken as they were in the journals. Only the cases when the mistakes could interfere meaning the correction was put in the brackets. For some categories the cases were taken as the base for some others the whole journals in order to mark that the case took place in each or almost each entry.

The students demonstrated very various and extraordinary forms of creativity. In the beginning of the activity it was not even expected to see that representation. Most of the participants took the activity quite seriously and their entries were full of sincerity and expression. Especially when it comes to the category of stream of consciousness, students presented very deep thoughts and ideas. For some, journals had become the best friend, to whom they could reveal their secrets (ST16). An enormous desire "to be heard" (ST12) and the presence of "somebody or something to whom you can say something ANYTIME!" (ST21), or where students "can always speak out and no one can't interfere" them, and "can throw out everything that was inside" them (ST21). All in all, the aspect of creativity with the defined categories had really close relationship to the voice.

Even though the stream of consciousness was demonstrated by not all of the students, the present outcomes allow seeing in them the evidence for proving the observations of other researchers. Likewise, Johnson [6, 1-25] defined student's voice as an activity that gave learners an opportunity to practice any degree of control and allow express their feelings [9,7].

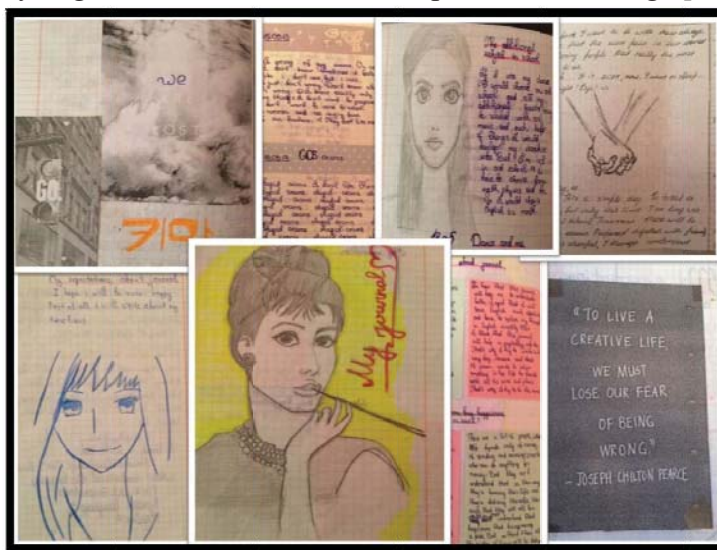


Figure 1. Writing journals extracts

One of interesting observations were that the participants used ellipses quite often which may be a result of frequent use of social network where teenagers use them almost every time instead of a period, or might point on conversational character of language.

The results of Costellanos' [3] inquiry on journal activity also revealed that students reacting to the themes produced forms of art like songs and poems, and experienced the journal as a means to express themselves with absolute freedom to write about something they like or know about and to say how they feel about it.

Students' opinions

According to students' opinions one of distinguishing points about the journals is that they give a rare opportunity to express themselves. Because of different reasons students mentioned that they do not have a chance to talk about their problems, worries, feelings. Some writers said that the journal was a tool which helped to understand themselves and their classmates better. It is crucial that researchers identified voice in very similar way. When it comes to the difficulties students have come across during writing the entries, the main one was that they were lack of vocabulary and ideas to write. Even though this was expressed by the minority it means that still the activity should be preceded by some discussion and field study. During the project not all of the topics were discussed in advance. Likewise one student complained that the topics were too serious and complicated whereas all other participants felt quite comfortable and pleased with the themes saying that they were actual an important for life.

Furthermore, students answered on the question about the activity itself and how it was organized. First of all, all of the interviewee said that the instructions given were clear although one student replied that it was very strange in the beginning not to have any limit and to write about whatever they want on the topic. In addition, students said that it would be better to have this activity from the beginning of school year so they could have more practice.

Above all, the participants referred to the fact that they have noticed that even in short period they have noticed some changes in language. Some wrote that it was easier to write entries in the end of the project whereas others did not expect themselves to be able to produce that amount of writing. There were also students who stated that they have observed a great improvement in their writing as it become more connected and beautiful. All this might point on the benefit in terms of raising their awareness and confidence in using foreign language described by the scholars [8, 139-170].

Conclusion

The results of the study have revealed that journal writing activity helped expressing develop students' voices about their lives by giving space to express their opinions and demonstrating creative skills. The findings of the project let me conclude that with some modifications this activity can be a very useful tool which may not only enhance standardized exams preparation class, but also raise students' motivation and awareness to EFL writing, give opportunity for self-expression, and consequently gain confidence in expressing their voice.

The major Bloom's Taxonomy levels which were demonstrated in the journals identified were evaluating and creating. However since the data analysis showed low representation of students' degree of using the pre-teaching material other alternative methods of analysis were constructed. Thus, creativity was seen by students' demonstration of doodling and drawing, using ellipsis, text language and streams of consciousness. Besides, it must be noted that the journals distinguished by some aspects that were individual for some writes. For example inserting quotations, songs and poems, stickers; putting signatures, brackets, listing and drawing graphs and addressing the journal.

The formatting aspect was seen in the large usage of highlighting, color shift and capitalizing. Moreover, the large use of first personal pronouns, modal verbs, questions was documented. The participants at the same time used interjections, exclamation and imperative sentences quite often. The topics selected for the additional entries included such areas as school, belief, family, personal dreams and self-criticism. Likewise, the interview showed that students liked the activity and that they would like to continue it in the future. Most of the students did expect themselves to write to

that extend and noted that it was easier to write in the end of the project rather than in the beginning.

Practical Implications

The analysis of the results of the study permitted to work out the following advice on how to employ journal writing activity so that it could be better used in order to meet the aims of the class and needs of the students. These assumptions have been generated basing on positive as well as negative experience of the project:

1. The activity should be hold for longer period, preferably form the beginning of the academic year so that students would have more practice to express their voices.

2. The pre-teaching part needs to include explaining and consolidating various markers of modality and certainty for students to practice this knowledge in their journals.

3. Students need to be asked to write in their entries after some discussion and vocabulary covering in the class. It could also be some listening or reading material. This is relevant because the participants complained on the lack of vocabulary and ideas.

4. The journal entries might be marked only in those cases when students want to have grammar or accuracy feedback (among the participants there is only one person who felt like it). However it should be done very accurately and accompanied by positive feedback and comments with providing examples. In other cases careful study of students grammar and vocabulary errors need to lead to appropriate class content management. The assessment of the journal writing task should be based on students' accuracy but need to be focused on accomplishment and may be graded in the end of the whole period of activity.

5. Responding to students voices might happen in the classroom by focusing on the topics students express more concern. In addition small informal interviews might be hold periodically where the instructor may ask about the activity or some other personal questions basing on the entries' content.

6. Instructor should play of a guide and facilitator showing respect to every opinion and encouraging students to write whatever they like. For example, it is very important not to silent student's voice in the classroom by laughing or allowing to laugh on particular ideas expressed by students.

7. Teacher may buy special journal note books to students which will raise their motivation and gain students' concentration on the activity.

8. The activity should be taken approximately for 10 minutes and students need to be asked to produce at least half of a page. Students who did not finish or have more things to write need to be asked to write at home.

9. There is also should be freedom for students to write whenever they want to on any topics they like outside the class. Students need to estimate their journals as something very personal and that is why needed to be welcomed to decorate and organize note books in the way they like.

To sum up, the journal writing activity, while not taking too many time, gives learners opportunity to practice their thoughts, have fun, practice creativity, and express themselves the way they like. Above all, the activity may help monitoring students' accuracy that is also important for language development. The data may be studied in many other ways and there is a very big amount of directions the inquiry might be headed for continuation. However the analyzed information let us conclude, that journal writing activity can be very helpful tool in the given context. By little modifications and careful teacher's approach the activity might not only enhance teacher-students relationships but also would give an opportunity to develop learners' opinions.

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РАСШИРЕНИЕ ФУНКЦИЙ ПЕДАГОГА КАК ОСНОВНОЕ УСЛОВИЕ МОДЕРНИЗАЦИИ ОБРАЗОВАНИЯ

АННОТАЦИЯ

Осы басылымның өзектілігі оқытушының міндетін жаңғырту негізінде білім беру жүйесін жетілдіру қажеттілігіне негізделген. Автор осы жұмыстың мақсаты педагогтің белгілі міндеттерін кеңейту мүмкіндігі ақпараттық білім беру кеңістігіне қатысты екендігін айқын көрсетті. Ұсынылған функцияларды жіктеу педагогке әлеуметтік-мәдени жағдайларға негізделген мамандықтар және кәсіптік қызметтің басымдылығы туралы стандартты ұсыныстары бар өзіндік теңестіру жүргізуге мүмкіндік береді.

Түйінді сөздер: жаңа қоғамдық құрылыстағы педагог, білім беруді жетілдіру, педагогтің міндеттері, педагогтің кәсіптік қызмет.

АННОТАЦИЯ

Актуальность данной статьи обусловлена необходимостью модернизации системы образования на основе обновления функций педагога. Целью представленной работы автор обозначил рассмотрение возможности расширения общеизвестных функций педагога в силу изменения информационного пространства современного образования. Классификация представленных функций позволит педагогу провести самоидентификацию со стандартными представлениями о профессии и приоритетами профессиональной деятельности, обусловленными современной социокультурной ситуацией.

Ключевые слова: педагог новой формации, модернизация образования, функции педагога, профессиональная деятельность педагога.