



Студенттер мен жас ғалымдардың  
**«ҒЫЛЫМ ЖӘНЕ БІЛІМ - 2018»**  
XIII Халықаралық ғылыми конференциясы

**СБОРНИК МАТЕРИАЛОВ**

XIII Международная научная конференция  
студентов и молодых ученых  
**«НАУКА И ОБРАЗОВАНИЕ - 2018»**

The XIII International Scientific Conference  
for Students and Young Scientists  
**«SCIENCE AND EDUCATION - 2018»**



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Л.Н. ГУМИЛЕВ АТЫНДАҒЫ ЕУРАЗИЯ ҰЛТТЫҚ УНИВЕРСИТЕТІ**

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The proceedings are the papers of students, undergraduates, doctoral students and young researchers on topical issues of natural and technical sciences and humanities.

В сборник вошли доклады студентов, магистрантов, докторантов и молодых ученых по актуальным вопросам естественно-технических и гуманитарных наук.

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**Kaliyeva Moldir**

[recio6758@gmail.com](mailto:recio6758@gmail.com)

4<sup>th</sup> year student in “Foreign Languages: Two Foreign Languages”

L.N.Gumilyov ENU, Astana, Kazakhstan

Scientific supervisor – R.U. Latanova

Pedagogy science traditionally distinguish two type of pedagogues: theoretical-educators (scientists) and practical-educators (teachers). According to this division, scientists show teachers how to correctly apply innovative methods of education in the school area. However, theoretical educators is an ‘outdoor’ expert, who knows everything in theory and do not have an idea about actual environment in the school areas. Moreover, Aitzhanova and Yemkulova believes that those practical educators are those, who knows both sides: methodology and environment, need motivation to show leadership skills to be a researcher of his or her own professional practice. [6, p. 102]

“When education started to be student-centered, there was an obvious concern about suitable methods of teaching English as a second language (ESL). There were many speculations on new methodologies and techniques of educational doctrine. At that time, new term named “Action Research” gave new start to nowadays learning paradigm.” [4, p. 40]

Although, all previously given information show main information about action research, Bassey [1.p 93] gave his own, less precise definition:

“Educational Action Research is an inquiry which is carried out in order to comprehend, to evaluate and then to change, in order to enhance some educational practice. It is a form of research that people can do by themselves, about themselves and for themselves.”

Taitanova N. and Taitanova K. both are the coaches of Level Program Center “Orleu” draws people’s attention not only on importance of using action research for teachers, but also the main role of action research for pupils. As it was mentioned previously, action research shall be made while researchers want to solve a problem, which does not allow students to reach high results in their education. That is why action research is mainly a collaborative method. Researcher ask colleagues, who works with the same group, form-teacher, parents and school psychologists to help during the research process. This helps to investigate educational level of students and their needs.

These leads to:

- Change students’ attitude towards the educational process;
- Need in feedbacks after every lesson’s stage;
- Comfortable conditions for carrying out the lesson;
- Ability to scrutiny the student’s personality. [7, p 92]

#### **WHY ACTION RESEARCH STRATEGY?**

**The reasons are following:**

##### ***Professional growth***

Teachers, who accomplish tasks by action research, gain more experience than those who read some techniques and methodologies from the books and instructions of others. They have greatest opportunity reach progress because they are always in contact with their students, who are at the same time informants or even co-researchers. That is why they easily may comprehend their own cons of teaching practice.

##### ***Improving teachers motivation and efficiency***

“Students increasingly bring more problems into the classroom; parental and societal expectations keep increasing, and financial cutbacks make it clear that today’s teachers are being asked to do more with less.”[5, p.5] Nowadays situation with disrespectful attitude to teachers from students gives no chance for defence. According to the laws, if a student behaves himself badly, the teacher cannot do anything except calling his parent’s for a talk, otherwise, even when a student

uses curse words or starts fight teacher is guilty. This absurd leads to concerns from youth teachers side, so they ask, “Will my situation be different?”

Working on educational-political action research in this field usually gives a chance for both sides to understand each other, so offenses will not be relevant anymore.

We should mention that every case is individual, so it has scanty chance to be a general guide for every teacher. Nevertheless, providing this kind of research, in conclusion, inspires teachers, motivates them to not to give up and shows the path of efficacy work.

### ***Meeting the needs of various types of students***

About centuries ago, education was teacher-centered, which meant that teacher is the person to talk and the student is the person to listen and comprehend the whole lesson. Nowadays, the educational process became student-centered, so teacher shows his students the ways of accomplishing task and student tries to gain that knowledge by self-studying. Despite the fact that everyone is equal, you will not find students, whose ways of comprehending materials is similar. Action research usually starts its search by identifying the problem and during whole research tries to find an appropriate solution for every single case. It helps to give equal knowledge not in the same way but in the same tension, so everyone is going to understand the theme of the lesson.

### **THE EDUCATIONAL ACTION RESEARCH PROCESS**

Previously we have already discussed the participants' aspect and action research process. Educational action research can be run by the individual (a teacher himself), by the group of colleagues, who are concerned about the same problem, or by an entire department at school or university. The number of participants has no deal with the action research process. It mandatory has seven-step stages, which becomes an endless cycle for the inquiring teacher. According to Sagor [5], the steps are following:

1. Selecting focal point;
2. Clarifying teaching paradigm;
3. Identifying research queries;
4. Compiling information;
5. Analysing received data;
6. Reporting outcomes;
7. Taking informed action.

#### **Step 1- Selecting a focal point**

Every research process begins with the identifying a problem, the solution of which worth a busy teacher's time. Demands for Kazakh English language teachers are the same as for foreigners that is why the topic of the research ought to be aimed to make enhancements in their teaching practice. That is why selecting focus is vital and mainly begins with researcher's question: “What elements of our practice or what aspect of student learning do we wish to investigate?”

#### **Step 2- Clarifying teaching paradigms/gather data**

On this stage researcher, inquire basic theories, values, and beliefs relating to their topic. “For example, if the teachers are concerned about increasing responsible classroom behaviour, it will be helpful for them to begin by clarifying which approach- using punishments and rewards, allowing students to experience the natural consequences of their behaviours or some other strategy- they feel will work best in helping students acquire responsible classroom behaviour habits.”

#### **Step 3- Identifying research queries**

After clarifying the aim of the research and identifying the theories and values about it, researchers can start next stage of his investigation. They shall ask themselves vital questions to guide the inquiry.

#### **Step 4- Compiling information**

Every professional educator wants to rely on verified data. Action researchers in their turn find that their data represents valid information and others may find it reliable.

To be sure, that their research will not be compromised in the future, researchers avoid relying on one source of information that is why most teachers use triangulation. Triangulation means using a various range of independent sources of information to answer individual's question.

Triangulation and critical thinking have one thing in common. Both of them use “investigation from a different angle” method, so the researcher can compare and contrast received data. The teacher can gather data by following vehicles: interviews, portfolios, diaries, field notes, audio tapes, questionnaires, focus groups, checklist, journals, case studies, surveys, samples of student work, projects, performances and so on.

#### **Step 5- Analysing received data**

Despite the fact that data analysis usually means calculations of diagrams, bar charts, and line graphs, analyzing received data in action research means monitoring pros and cons of made a decision rather than calculating the results. Whilst researchers monitor data, they comprehend that it ought to answer two generic questions:

1. What is the story told by received information?
2. What is the reasons for gathered outcomes to be like that?

By answering these questions, the researcher can better understand the situation itself, build the behavioural model, and produce appropriate theory afterward.

#### **Step 6- Reporting outcomes**

Sharing outcomes with colleagues is a typical practice for action research. It does not mean that researcher is incompetent in his own field. The main reason for that is that it is proven that several minds are better than one and when one individual may find only one suitable solution, several people may find thousands.

#### **Step 7 Taking informed action**

Action planning, otherwise taking informed action is the last step of the research process cycle. This process seems familiar to every teacher because it means constricting methodologies, syllabuses and teaching plans. This is called action planning process it helps to avoid repeating mistakes and develop virtuosity of the teacher.

### **THREE MAIN PURPOSES IN EDUCATIONAL ACTION RESEARCH**

“Action research emphasizes the involvement of teachers in problems in their own classroom and has its primary goal the in-service training and development of the teacher rather than the acquisition of general knowledge in the field of education” [2, p.313]

While talking about concerns that are common for researchers, we are talking about purposes of their research, such as:

- Becoming the reflective practitioner;
- Making improvements on the schoolwide priorities;
- Establishing professional culture.

**Becoming the reflective practitioner** is achieved by systematically gathering information about fulfilled work and fostering continuous improvements and professional growth. Collecting data represents not only the results of accomplished work but gives clear instructions for the next lesson that helps teachers to achieve some progress as the practitioners.

**Making improvements on the schoolwide priorities** according to Peters and Waterman’s “In Search of Excellence” (1982) was called “sticking to the knitting”. Collaborative researches aimed to achieve higher-order thinking, positive social behaviour and so on will influence on team building and program development powerfully, so school where teachers practicing on program improvements leads to be “centre of excellence”. [5, p.3]

**Establishing professional culture** has something in common with professional ethics. If teacher- research practitioner thinks in another way it does not mean that teacher is not right. It alike with “Schrödinger's cat” theory. Whilst one thinks that cat is already dead no matter what you are going to do with the box, second thinks that it will be alive until someone will open the box. That is why triangulation method a priori meant to be one of the basic methods of action research.

### **CHARACTERISTICS OF ACTION RESEARCH**

Because of the usage of a new approach, Action Research has had to develop its own, different set of principles, characteristics from other methods.

In the opinion of Bob Dick, Action Research tends to be...

1. **Cyclic or spiral in structure-** similar steps tend to recur, in a similar order at

different stages of the process;

The most well-known cycle is shown in the influential model of Kemmis and McTaggart (1988), which includes PLAN→ACT→OBSERVE→REFLECT; then plan for the next cycle.

**2. Participative-**the customers and informants are involved as accomplices, or at least active participants to some extent, in the research process.

There may be a genuine partnership amongst researcher and others, so the distinction between them may effectively vanish.

On the occasion researcher maintains a separate role, participation is usually limited to being involved as an informant.

**3. Qualitative (and quantitative)-** it deals more with language than with numbers;

**4. Reflective-** critical reflection upon the process and outcomes are important parts of each cycle.

To conclude, it seems to be clear that employing Action Research in nowadays Kazakhstan's educational process is vital for improving the quality of teaching and learning. The results of the seven-stepped process may effect on students' and teachers' motivation and self-development level.

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### IMPORTANCE OF USING ALTERNATIVE METHODS OF ASSESSMENT IN FOREIGN LANGUAGE CLASSROOM

**Kabylgazy Anar**

[anar.kablgazi@mail.ru](mailto:anar.kablgazi@mail.ru)

2<sup>nd</sup> year master student in “Foreign Languages: Two Foreign Languages”

L.N.Gumilyov ENU, Astana, Kazakhstan

Scientific supervisor – A.M. Abdykhalykova

Most traditional assessments in education are based on a student's capability to recall what they have learned in their classrooms using traditional teaching methods. It was observed that this form of assessment does not encourage a student to think or innovate. Nor did it prompt students to apply what they have learnt to a particular situation and come up with solutions. In other words, students' thinking capabilities did not get challenged and they did not bring out their best in terms of applying a learnt knowledge. This is what has led educationists and researchers to come up with alternative assessments and it have become important in today's context of education.

Many teachers would agree that their goal is to teach their students how to use the language in meaningful, real life situations. If the goal is to develop communicative language skills, then teachers should be able to assess a student's performance using those skills. The essence of a