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## **OPPORTUNITIES FOR THE DEVELOPMENT OF PROFESSIONAL PEDAGOGICAL COMPETENCE OF A TEACHER USING THE "ACTIVITY RESEARCH" APPROACH IN A HISTORY LESSON**

### *Abstract*

In the activity study, the teacher studies the situation in the classroom and makes assumptions about it. To determine the reason for the presence of a particular situation, it is necessary to comprehensively monitor the situation. Such an observation leads to certain conclusions. Systematic research develops reflection in order to change our experience, to make the identified situation different. Action research-Action research is a process involving the implementation of consistent, consistent, planned actions in order to improve learning and learning experience, as well as systematic monitoring of the results obtained during the study. Reflection in action is a process of careful reflection in the process of performing actions (for example, teaching and learning) in order to plan and perform previous steps, critically analyze and evaluate the results of activities.

Professional improvement is impossible if a modern teacher does not reflect on his actions, does not conduct an in-depth analysis of achievements and, conversely, does not conduct inhibitory factors in working with students, planning and conducting classes in the system. Working in a professional community involves teachers interacting to solve common problems, choosing common strategies, studying their effectiveness in working with students and the "research in action" strategy.

The international study of TALIS teaching and learning systems conducted by the OECD focuses on the conditions in which the current teacher works, how the learning environment is created for a better and effective learning process. This study showed that the success of students is directly related to the quality and nature of educational processes. The most important thing in this work is the high professionalism, development and qualitative growth of the teacher. High-quality education is able to eliminate the lack of good knowledge formed by students with low academic performance. The arrival of an enthusiastic, properly adapted teacher to the professional activity remains a problem. This is due to the lack of information about strategies by which teachers can interact in the professional community, exchange experiences, study their activities to develop student achievements.

**Keywords:** pedagogy, methods, Action research, "brainstorming" "question" level tasks, differentiation, skills, state differentiation, intelligentsia of the nation, autonomy.

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## **ТАРИХ САБАҒЫНДА «ІС-ӘРЕКЕТТІ ЗЕРТТЕУ» (ACTION RESEARCH) ТӘСІЛІН ҚОЛДАНУ АРҚЫЛЫ МҰҒАЛІМНІҢ КӘСІБИ ПЕДАГОГИКАЛЫҚ ҚҰЗІРЕТІН ДАМУЫНДАҒЫ МҰМКІНДІКТЕРІ**

### *Аңдатпа*

Іс-әрекеттегі зерттеуде мұғалім сыныптағы жағдайды зерттеп, оған қатысты болжам жасайды. Белгілі бір ситуацияның болу себебін анықтау үшін, жағдаятты жан-жақты бақылау керек. Бұндай бақылау белгілі бір қорытынды жасауға алып келеді. Жүйелі зерттеу тәжірибемізді өзгертуге, анықталған жағдаят-ты басқаша жасауға рефлексияны дамытады. Іс-әрекеттегі зерттеу - Action research – Оқыту мен оқу тәжірибесін жетілдіру мақсатында бірізді, тізбектелген, жоспарланған іс-әрекеттерді орындауды, сондай-ақ зерттеу барысында алынған нәтижелерге жүйелі түрде мониторинг жүргізуді көздейтін үдеріс. Іс-әрекеттегі рефлексия-алдыңғы қадамдарды жоспарлау және орындау мақсатында іс-әрекет жасау (мысалы, оқыту мен оқу), іс-әрекет нәтижелерін сыни талдау және бағалау барысындағы мұқият ойлану үдерісі.

Қазіргі мұғалім, егер ол өз іс-әрекетіне рефлексия жасамаса, жетістіктерге терең талдау жасамаса және керісінше, оқушылармен жұмыс жасауда, жүйеде сабақтарды жоспарлау мен өткізуде тежегіш факторларды жүргізбесе, кәсіби жетілдіру мүмкін емес. Кәсіби қоғамдастықта жұмыс істеу жалпы мәселелерді шешу үшін мұғалімдердің өзара әрекеттесуін, жалпы стратегияларды таңдауды, олардың оқушылармен жұмысындағы тиімділігін зерттеуді қамтиды және "іс-әрекеттегі зерттеу" стратегиясы.

ЭЫДҰ жүргізетін TALIS оқыту және оқыту жүйелерін халықаралық зерттеу қазіргі мұғалімнің қандай жағдайда жұмыс істейтініне, жақсы және тиімді оқу процесі үшін оқу ортасының қалай құрылатынына назар аударады. Бұл зерттеу оқушылардың жетістіктері оқу процестерінің сапасы мен сипатына тікелей байланысты екенін көрсетті. Бұл жұмыстағы ең маңыздысы-мұғалімнің жоғары кәсібилігі, дамуы және сапалы өсуі. Жоғары сапалы оқыту үлгерімі төмен оқушыларда қалыптасқан жақсы білім тапшылығын жоюға қабілетті. Сабаққа ынталы, кәсіби қызметіне дұрыс бейімделген мұғалімнің келуі әлі де проблема болып қала береді. Бұл мұғалімнің кәсіби қоғамдастықта өзара әрекеттесе алатын, тәжірибе алмасатын, оқушылардың жетістіктерін дамыту үшін өз қызметін зерттей алатын стратегиялары туралы ақпараттың жетіспеушілігімен байланысты.

**Кілт сөздер:** педагогика, әдіс-тәсілдер, Action research, «Миға шабуыл» «сұрақ қою» деңгейлік тапсырмалар, дифференциация, дағдылар, мемлекеттік межелеу, ұлт зиялылары, автономия.

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## **ВОЗМОЖНОСТИ РАЗВИТИЯ ПРОФЕССИОНАЛЬНОЙ ПЕДАГОГИЧЕСКОЙ КОМПЕТЕНЦИИ УЧИТЕЛЯ С ИСПОЛЬЗОВАНИЕМ ПОДХОДА «ИССЛЕДОВАНИЕ ДЕЯТЕЛЬНОСТИ» (ACTION RESEARCH) НА УРОКЕ ИСТОРИИ**

### *Аннотация*

В исследовании деятельности учитель изучает ситуацию в классе и делает предположения относительно нее. Чтобы определить причину наличия той или иной ситуации, необходимо всесторонне контролировать ситуацию. Такое наблюдение приводит к определенным выводам. Систематическое исследование развивает рефлексию, чтобы изменить наш опыт, сделать выявленную ситуацию другой. Action research-Action research-процесс, предусматривающий выполнение последовательных, последовательных, запланированных действий с целью совершенствования обучения и учебного опыта, а также систематический мониторинг результатов, полученных в ходе исследования. Рефлексия в действии - это процесс тщательного обдумывания в процессе выполнения действий (например, обучения и обучения) с целью планирования и выполнения предыдущих шагов, критического анализа и оценки результатов деятельности.

Профессиональное совершенствование невозможно, если современный учитель не рефлексировать на свои действия, не проводит углубленный анализ достижений и, наоборот, не проводит тормозящие факторы в работе с учащимися, планировании и проведении занятий в системе. Работа в профессиональном сообществе включает в себя взаимодействие учителей для решения общих проблем, выбор общих стратегий, изучение их эффективности в работе с учащимися и стратегия "исследования в действии".

Международное исследование систем обучения и обучения TALIS, проводимое ОЭСР, фокусируется на том, в каких условиях работает нынешний учитель, как создается учебная среда для лучшего и эффективного учебного процесса. Это исследование показало, что успехи учащихся напрямую связаны с качеством и характером учебных процессов. Самое главное в этой работе-высокий профессионализм, развитие и качественный рост учителя. Качественное обучение способно устранить дефицит хороших знаний, сформированный у учащихся с низкой успеваемостью. По-прежнему проблемой остается приход на занятия увлеченного, правильно адаптированного к профессиональной деятельности учителя. Это связано с отсутствием информации о стратегиях, с помощью которых учитель может взаимодействовать в профессиональном сообществе, обмениваться опытом, изучать свою деятельность для развития достижений учащихся.

**Ключевые слова:** педагогика, методы, Action research, «мозговой штурм» «вопрос» уровневые задания, дифференциация, навыки, государственное разграничение, интеллигенция нации, автономия.

## Introduction

1. History teaches us to learn from events and not to succumb to mistakes. A student who has worked with historical resources passes an external summative assessment exam on the history of Kazakhstan in the 10th grade, and successfully writes a course research paper on the subject of Kazakhstan in the modern world in the 12th grade. In the recommendations of the Cambridge International Examinations Council for the students of Nazarbayev Intellectual Schools, some weaknesses were observed in the use of resources with the analysis of information. The need to work with resources is also found in the subject of the Kazakh language. Therefore, on the basis of the Action Research study, the direction of research was specified as "Development of research skills of students through the analysis of chrono-terminological materials, improvement of the quality of education in the subject of history" through various resources, and interdisciplinary research with the Kazakh language was carried out continuously. The subject of the study is to determine the historical significance of the establishment of the Kazakh AKSR. Among the events that took place in the first quarter of the 20th century, the Kazakh people achieved the right to self-government. For the Kazakh people, who have been a colony for almost two centuries, the achievement of autonomy, albeit in the Bolshevik style, is a historically significant event that can be considered a great political victory. It should be noted that the struggle and work of Alash intellectuals in achieving autonomy is special. In the course of the lesson, students should learn about the work and courage of Kazakh intellectuals in this historically fateful period, and learn about the characteristics of their personalities.

**Materials and methods:** The lesson was conducted according to the "Activity Research" method, and students' actions in the lesson were monitored. In order to determine the final result of the lesson, its strengths and weaknesses, the comparative method was qualitatively implemented and a constructive assessment was given. A lesson plan was created together with colleagues. In cooperation with the teachers of the university and the history teachers of the school, modern pedagogical methods and assessment types were planned to make the value of the lesson clear to the students in order to conduct the lesson effectively. During the determination of the sources used in the lesson, the advice of the famous historian Hazretali Makhanuly was planned in the lesson plan. The lesson was planned following the notes given in the lesson in the previous stage, which was conducted according to the "action research" method. The main feature of the "Action Research" lesson study method is that modern methods and types of assessments implemented on the basis of collective lesson planning can help to increase students' subject knowledge and understand the features of the historical period. It allows students to develop the skills of critical analysis, independent thinking, making their own conclusions and evaluating historical events. At the end of the lesson, the effectiveness of the process and feedback to the teacher were established. During the course of the lesson, the well-known scientist, professor, doctor of historical sciences, Hazretali Tursun Makhanuly, and experienced teachers of the subject of history observed the lesson and carefully monitored the harmony of the actions of students and teachers, the activity and participation of students during the lesson.

There is a great opportunity to increase students' interest in the subject through the "action research" method. This method not only motivates the students, but during the study of the lesson, it opens the way to identify the points that the teacher needs to develop, and to improve the quality of the students' education. Taking this into account, it is very important to study using the "Activity Research" method in the lesson.

**Discussion of the results:** Association of Kazakh Language and History together with colleagues: 9.2A "What is the historical significance of the establishment of the Kazakh Soviet Autonomy?" the research lesson was chosen. Choosing this topic has its own deep meaning and significance. It can be concluded that it is the legal conclusion of the struggle for the right of self-government of the Kazakh people, who were dependent on the Russian Empire for almost two centuries in the first quarter of the 20th century. The idea of uniting the Kazakh people and taking a step towards independence through the right of self-government was first raised by Alash figures. The Kazakh state of Alash, established in December 1917, was headed by the Alash people. After the Bolsheviks came to power, they promised the people living in the national regions of Russia the possibility of creating autonomy. However, these autonomies lost their national characteristics and were created on the Soviet-Bolshevik model. One of them was the Kazakh SSR, founded in 1920. Kazakh statehood with the right to self-governance, even though it was created on the Bolshevik model, was a historical victory of Alash intellectuals. The goal of the Alashs was to unite the historical Kazakh lands to the territory of the Kazakh SSR. Unification of scattered Kazakh territory into Kazakh autonomy and strengthening of autonomy were urgent issues. In this work, the Alashats devoted all their efforts and knowledge to solving this problem. The topic is included in Kazakh language 9.T/A "Impact of social changes on language, attitude towards historical event". In order to determine the reason why some pupils of the 9th "D" class, included in the study, analyze information with distrust, the examination of school psychologists was determined by the reflection of the lesson. And parents taking into account the proposal, for the purpose of researching one's own experience, a site <http://todo.nucho.kz/homework/site/join.php> was created for the research class together with the students of the special class, and the steps were specified, i.e.: development of research skills by working with keywords in chrono-terminological materials was the main goal.[1]

In the planning of the introductory part of the practice research lesson, the assessment tools are defined and based on the expected result with tasks leading to the goal in sequence from simple to complex. Tasks are prepared and focused on students of A, B, C levels in the class. The "Mosaic" method is used in the organization for the purpose of grouping students taking into account their abilities. The method determines the subject of the lesson, the learning objective and the expected result. At the same time, by grouping students of different melancholic, sanguine, and choleric temperaments into a group, cognitive development is expected as a result. It was planned to develop students' research skills by analyzing the logical connection of information with the subject of the Kazakh language through the compilation of noodle papers. [2]

In order to predict the topic through brainstorming and generate ideas, a review of the type of news will be made using the method "In your city, in your country, in the world" with the suggestion of foreign colleagues. With the participation of students, evaluation criteria are compiled according to the learning objective. In order to form the independence of students, the work is done in groups and is evaluated by giving feedback using the "Clap hands" method. [3]

In the main part, based on the reflection of the previous lesson, it was planned to show a carefully selected video from the bilimland.kz website in order to familiarize the students with the expected result of the lesson topic, in accordance with the study of experience. In the video, information about Kazakh autonomy is shown and predictions are made by asking questions. The student works with sources in the "Research Conference" method, practices chronological resource analysis, and the development trajectory advances. Using key words, the research skill is developed to identify useful and useless sources. Within the framework of the task, it is expected to perform a task that trains the ability of students to remember in an operative manner using the "Compound Word" method. In order to discuss the research assumptions, evaluate the decision, fill out the "PEST-analysis" table according to the age of the class. It is important to develop the student's communicative and research skills during the research experience. "PEST-analysis" strategy - compares the political, economic, social and technological aspects of the event, critically concludes positive and negative aspects, and evaluates them. The development of students' research skills using chrono-terminological materials is monitored and evaluated using the "Teacher's Checklist". As a result, the student gives a scientific argument based on the fact, connecting with the knowledge and skill of structuring the material. Differentiation tasks for children who need support for a pair strategy are considered using the "Free Microphone" method in oral form, and "Find the Continuation" method in written form. There is a lot of confidence that the method contributes to the student's critical thinking, independence, and the formation of speaking ability. In the strategy of mutual evaluation, the openness of students according to values is controlled. "Semantic map" method is used to confirm the student's acquired knowledge and mastered skills. Students are asked open-ended questions in order to draw conclusions about the lesson process, and they defend their opinion with reasons and solutions to problems. It is planned to monitor and summarize the development of research skills by working with resources. [4]

The plan was made according to the Integrated Program. The planning of the practice study lesson was clarified with the effectiveness of the student and the teacher. For example, we are sure that the "Research

conference" method is effective for the professional development of the teacher, as we have often used it in our own practice. And the most effective part is teaching the student to think critically, to analyze, to see the problem, to find a solution. But since the "Compound Word" method is planned for the first time with the suggestion of colleagues, how effective the method will be for the student and the teacher will be seen in the course of teaching. In the event of a deviation occurring in the practice study lesson, the "GAP-difference" analysis, which forms the student's research skills through analysis, is introduced. All planned methods are aimed at developing design-research skills. [5]

Planned methods and resources will stimulate the development of students, free learning of the subject of the lesson, and the effective passage of the lesson. In the lesson, it is considered the main task of the teacher in the learning process to direct the students to openly and clearly express their thoughts and opinions about the historical period, to look at the historical event from different angles, to make their own conclusions, to evaluate. it depends. In order to develop students' research skills, it is planned to use excerpts from the 62 funds of the Russian State Social and Political History Archive located in Moscow, Russian Federation. In this way, it is important for students to determine the work of Kazakh intellectuals at the time of demarcation of the Kazakh land and evaluate their personality and dedication to the cause of the nation. It allows the student to recognize a historical person, to know the characteristics of personality, to determine the position of Kazakh intellectuals during the historical event. In order to determine the effective performance of tasks in the stages of the lesson, students should use the types of mutual assessment in pairs and individual self-assessment. Through this, students develop critical skills such as independent thinking, ability to make individual decisions, and the formation of the critical value of responsibility in a person. [6]

**Results:** Let's focus on the learning process in order to analyze how effective the plan was in practice. Pupils of different abilities, needs, and temperaments were united into groups using the "Mosaic" method. The goal was to find out whether the knowledge and skills acquired in history and the Kazakh language were mastered in a comprehensive manner. The given picture-text awakened students' interest in the lesson and developed research skills. In this way, the students' attention was drawn to the upcoming lesson. Pupils who were aware of the news happening in Kazakhstan, in their homeland, strengthened their political skills and made complex predictions. By means of a research conversation, an understanding of collective knowledge was formed, and students were able to connect their opinions with various information in a group. A video was shown on bilimland.kz at the suggestion of my colleague in order to predict the learning goal with the subject of the lesson. Based on the content, he asked open-ended questions and developed the skills of attention and response. Students watched the video in different ways. It was seen that melancholic students who are impatient with words are observing and touching the information, while sanguine students are distracted and unable to concentrate. Some choleric A-level students often asked questions and tried to attract attention. Learning objectives, evaluation criteria and expected results were clarified with the topic of research of experience, mutual knowledge exchange was carried out. According to the research, it was observed that the students work independently and write the description of the task in their notebooks. Since the method was performed orally, it was appreciated by mutual applause and motivated the students. However, there were cases where children spoke loudly and often interrupted each other's words. But it was noticed that such lively discussion and creative noise motivated the students many times. It was clear that it was the "student's voice". As a result of the study of the experience, it shows that the students are flexibly trained to work independently, and their research skills are developed. I thought that the students worked in a group and according to the plan. In the "research conference" method, the leader who was pulled out of the group showed his activity by fixing the roles. The groups analyzed several texts about the "Establishment of Soviet Autonomy" by distinguishing whether the sources were useful, unhelpful, truthful or distorted by critical opinion. Children wrote key words from the given texts. The student covered the task in detail and proved his opinion. As planned, by working with the chrono-terminological text, the students' research skills were developed, and it was observed that the experience was effective. [7] The student is encouraged to discuss the quality of the book, demonstrate academic integrity in each grade, and rely on factual information in the most relevant way. In the "compound word" method, he memorized and practiced key words to improve the quick memorization of digital information. A, B, C level reading in the Zephtey model is based on Bloom's taxonomy, from easy to difficult tasks. In particular, the student at the B level increased the training of the ability of independence at the highest level by reading the digital whiteboard. The contentious stage took place during the evaluation process by filling in the table using the "PEST-analysis" strategy given to the groups. It was seen that students who have mastered this analysis have increased their metadisciplinary competences in critical thinking and research. Although the problem was solved, the teacher's attention with the support of the classroom was necessary for the student at the C level. Positive comments and support were provided with effective feedback. Pupils rushed to fill in the main political, economic, social and technological aspects of the text. The leaders had to play the role of speakers and present in three to four minutes. Of course, during the

presentation, the speakers were supported by their own groups, but other groups protested and tried to mislead. The speakers worked with great responsibility and the group was able to achieve the learning goal. In the course of the process, the "free microphone" method was proposed in the model of differentiation, taking into account the needs and age characteristics of deaf students. Although the task was successfully completed, one or two students could not express their opinion to the end. Additional work was planned with those students. To work with keywords in the text and develop research skills, a "find the next" task was given for gifted and talented students. The task motivated the students, kept them free, felt like adult civil servants, and focused on the expected result. By playing the game freely, the development of research skills of the students was noticed and the expected result was achieved. During the presentation, other students were given a "semantic card" for evaluation, and mutual evaluation was carried out according to the criteria. Among them there was a student who was confused while writing an answer. The importance of assessment was explained to him, and the correct filling of the table was shown. For evaluation, the teacher tapped the results on the checklist. Through this activity, it was noticed that some students developed responsibility and worked diligently in completing tasks. During the training, the children observed the time schedule, but were in a hurry. Speakers were trying not to repeat each other's words, while other groups were dividing the speech, warning that the time was near. However, it is pleasing to see that the children's responsibility, interest, and functional literacy have been developed. [8]

As for the results of the effectiveness of training, the training process proceeded consistently according to the plan. It was seen that the practice research lesson was effective, students performed high-level tasks. The method of joining the group had a very good effect on mutual knowledge exchange. Pupils opened up from a new angle and expressed creative opinions. The "Research conference" method for developing research skills was effective in completing the task, but some students had difficulty in analyzing the text comprehensively. That is why filling out the table using the "PEST-analysis" strategy increased confidence in oneself and each other, and a group spirit was felt in the class. The effectiveness of using a method to develop the student's research skills, to improve the teacher's work with resources for the purpose of professional development, and to quickly memorize numerical information was observed in word formation. In subsequent lessons, this method will be modified, and in the main part, the development of memory will be undertaken by hiding numerical information with keywords and playing games.

3. Evaluation. As for the evaluation process, it was observed that the student who understood the evaluation criteria in the class developed high-level skills by conducting research, reasoning, and explaining to the audience. Evaluation is not only a measuring tool, but it has a motivational quality. Each activity performed in order to develop children's creativity and research skills was evaluated according to the criteria and showed its result with an indicator of 98.5%. Various assessment strategies were used in the planned lesson. Of course, the evaluation criteria were compiled taking into account the wishes of the students. [9] In the course of the lesson, children of different levels were brought together in one group, and in the "In your city, in your country, in the world" method, students worked closely in groups and were evaluated by clapping and supporting them, but it seemed that group work was not evaluated at its level. Although the method is a simple form of assessment, it has a good impact on student motivation. It was determined that in the future it is necessary to present the evaluation of group work to the attention of colleagues and experiment with different methods. During the task, all students presented their thoughts independently, quoting facts. If the sequence of each activity in the study lesson is useful for students to learn new knowledge, the evaluation process gave me the effectiveness to see the expected result by motivating the student. Using the "Research Conference" method, students' research skills were increased, and the skills of analysis and synthesis in communication were developed. Further, using the "compound word" method, using chronological and terminological information, a task was performed to improve quick recall, and the evaluation process was evaluated together with the main task. [10] But, taking into account that the task was performed for the first time in practice, it can be said that the result was very good. In the near future, a special evaluation process will be organized based on the scale of the task. Based on the feedback given by the students, they said that they liked working with the "REST-analysis" strategy, that they wanted to work more often, and during the work, they were able to inculcate and teach the importance of transparency in conducting evaluations along with detailed analysis. As this evaluation method was effective, it was recommended to other colleagues to use it in their classes. During the assessment of the work of the speakers in the presentation of the task, students' academic fairness was observed. It was seen that they felt a great civic position in evaluating their work. However, it was shown that some students exaggerated their assessment and overestimated their friend. There were those who rated it high or low. Feedback was given to these students and explanatory work was carried out. During the monitoring of the students' reading activity, it was noticed that some children were late during the analysis of the highly effective real text among the given 3-4 texts. Therefore, in the second part of this task, additional time was considered for those students. In the future, it is necessary to consider the time spent on

learning the topic and the level of confidence of the text in the lesson plan. [11] The study efficiency of this free study program can be increased. The effectiveness of creating criteria together with students during the assessment process was demonstrated by the students' own feedback. Pupils have written down the fact that they conducted the assessment based on specific arguments, as well as ways of development. Also, this method, in turn, was well reflected in the work of A-level students. One of the effectiveness of PEST-analysis is that the table encourages the student to analyze information without confusion and make the right choice, as the direction of the fields is clarified. In the task, especially the C-level student feels useful by interacting with other classmates in the group. Thus, the result expected from the students was high. Since the "find the next" method of differentiation model based on individual work strategy is a game-type exercise in the written version, it was evident that children performed it happily and developed leadership skills. Based on the observation of the teacher of the Kazakh language, the "free microphone" method of differentiation showed that the deaf student spoke at least a little, gained confidence, communicated with the audience through public speaking, and progressed in self-behavior. During the lesson, students showed a responsible civil position and kept the critical values of academic honesty. In this research experiment, the student presented a valuable result, confirming the tasks he mastered during the free differentiation task of filling a semantic map. In the note made for the assessment on the teacher's control sheet - I wrote down the results of each task performed by the students in the course of the lesson, their actions during the assessment, and gave constructive feedback. [12]

In the course of the experiment, it was observed that the evaluation in the research lesson is very important. This is because every assessment and support gave children a special motivation and increased their interest. When students worked individually, in pairs, in groups, they developed their research skills, independently, to give themselves responsibility, to evaluate themselves and to support group work. This method proved to be very appropriate, as it was evident from the feedback given by the students that almost all of them maintained academic integrity. And the point where there was a slight failure during the assessment was the students' group work and group assessment. Because when working in a group, all students started and mobilized, the actions of students became unknown to each other, and this criterion was weakened during evaluation. Therefore, in the future, it is necessary to plan by changing this method, taking into account the levels and abilities. In order to fully evaluate the work of the group in the lesson, we plan to conduct the evaluation process clearly and in accordance with the requirements by mobilizing independent experts. [13]

In general, the types of assessment of resources and methods planned in the lesson were held at an appropriate level. Resources aimed at developing students' abilities and research skills were effectively implemented during the lesson. Students understood the topic and fully fulfilled the objectives of the lesson. During the lesson, an environment conducive to the formation of values such as responsible citizenship, academic honesty, respect and responsibility was created in students. The used methods and resources created conditions for the development of students' critical skills such as analysis, evaluation, reasoning, making their own opinions and conclusions, giving a final assessment of a historical event. During the lesson, the actions of the teacher and students were carefully monitored, and the effectiveness and efficiency of communication between them was the main target. The impossibility of covering all students during the course of the lesson was observed by the actions of some less active students. The teacher received feedback from colleagues on effective use of time management in the future. Rational use of time is one of the most important issues in the classroom. In the following lessons, it is necessary to plan effectively to be able to escape the rush of time. The need to use differentiated tasks for low-achieving students was clearly seen in this lesson. Instead of giving a single task to all students, it is better to use differentiated tasks, taking into account the characteristics of each student. Colleagues at the school gave a positive assessment of the main content of the lesson, with the exception of some comments. The positive assessment and constructive feedback of Hazret Makhanuly, professor of Yassau State Technical University, doctor of historical sciences, who gave advice on planning and holding the lesson, showed that the quality of the lesson was at the appropriate level. The feedback of this lesson, which was conducted as part of the study of the lesson, will be taken into account in the next lessons, and the points that need to be developed by the teacher will be taken up. Being able to effectively use the "action research" method in classes improves the student's education, allows the teacher to develop his experience and change according to the times. [14]

**Conclusion:** It has been shown that all the methods planned in the Zeptey class are of great importance. It was determined that the success and effectiveness of the lesson is directly related to the good planning of the lesson. Because it was observed that all the planned activities of the lesson were carried out at a high level. As a result of the study, it was determined that the method used to achieve the goal of reading is effective and that it needs to be improved in the future. It can be said that the most rational point is the work with the "REST-analysis" strategy. This is because the students had the opportunity to evaluate the task by analyzing it using this

method. And the effectiveness for the teacher is to conduct the assessment process transparently and accurately, saving time. It can be seen from the feedback that this method is continuously used in practice, that the students liked it very much, and it is possible to recommend the use of the method to geography teachers. In order not to lose the interest of the reader, it was determined the importance of using resources in different ways in a successful business. It can be said that creating a special site for the class and doing additional work is one of the advantages of the research lesson. This is because it is known that establishing close contact with students should be carried out not only during class time, but also outside of school. Based on that, at the beginning of the research work, registration on the site was carried out and intensive work is being carried out. The effectiveness of this format was shown for students to learn new information and develop research skills. Currently, 260 students are registered, analyze the data stored in different cells, perform basic tasks and upload them, and the teacher checks the task, writes feedback, and gives his suggestion. In this way, we are continuously improving the relationship with the student and conducting the study of the experience. In connection with the work of researching experience, a fund of special tasks for gifted and talented children with tasks of different levels, that is, a site, was created. In order to make the most effective use of resources, research skills often need to be met with great urgency. All colleagues supported to improve the quality of this lesson as much as possible. In particular, doctors in the AR group worked tirelessly to improve their practice, and developed and continuously conducted advanced research skills. It was this group of AR experts who conducted professional communication with the free library, developed their own experience, determined the needs of students through practical research and got to know them closely. Through this research group, research is constantly conducted and the research experience is systematized for the convenience of the student. For example: for very fast students, their interest was increased by the "free microphone" method in the oral model, and their abilities were opened by stimulating the "find the next" method for the slow-receiving, closed students in writing.

When students work with information and resources, they show themselves in a new way in text analysis, and their interest in the lesson increases. Sometimes the tasks were changed and supplemented according to the students' abilities. Students will work on whether the text information is true, false and distorted. After each task, the student's work was evaluated. If the evaluation of "clapping" and "semantic map" revealed the comprehensive abilities of the child in the evaluation of the activity and creativity of the students, the "teacher's checklist" became an instructional assistant in the study of the student for the teacher. Effective feedback was given verbally throughout the lesson, thus creating effective communication. The most beneficial aspect of the "compound word" method is that students can perform the task with interest without any obstacles or special support. However, in order to compensate for the gap in the evaluation process, we created an evaluation cluster and formed a student's development trajectory according to each stage of the lesson.

Nazapbaev Intellectual School has attracted great interest not only at the public level, but also in Central Asia, abroad, and at the international level. Since this educational center has become the "locomotive of innovation" and working here is a great honor and a great task, every teacher should be constantly searching. In order to fulfill the task assigned to him, to share the results of the action research, for comprehensive development from a professional point of view, the teacher is often in close contact with colleagues in the international and domestic network, and does experience exchange work. In connection with the formation of research skills, creatives shared their experience related to search research at regional research forums and seminars held at the international level of the city, region, network, republic, and published articles based on special research. At the same time, it is planned to compile a series of tasks related to the formative assessment in the history of Kazakhstan lesson and present a methodological guide that will be presented to history teachers in the network. The teacher took a paid seminar course "STEAM-teaching" on the basis of Nazarbayev University to form research skills in students. Articles were published for international conferences on the basis of action research, and a special methodological guide was written. Today, it is the basic duty of the teacher to develop the student's observational skills, to form a point of view based on scientific opinion in the academic language. For this purpose, professional development was carried out in the direction of practical research, the expected result was determined, and specific goals and obligations were set for the future:

- ✓ Work is being done to improve the educational aspect of the study on STEAM-learning, but to acquire comprehensive knowledge and skills for the student in a deeper way;
- ✓ Development of planning by connecting lessons with other subjects;
- ✓ Taking into account students' progress and education levels using differentiated tasks;
- ✓ Application of tasks in classes that allow development of research skills;
- ✓ Identification of effective problems in order to develop students' research skills;
- ✓ Proper use of information and communication technologies for learning and assessment;
- ✓ Change learning according to the level of students' needs;
- ✓ Implementation of project and research activities.

- ✓ Continuous improvement of my knowledge;
- ✓ Share my experience research with teachers of public schools and Intellectual School and get advice from them.

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