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## THE FORMATION OF AUTONOMY OF HIGH SCHOOL STUDENTS IN THE ENGLISH LESSON

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Modernization of education implies changes in the goals and planned result of education, reduction in the volume of compulsory content, changes in methods and technology of content mastering at all levels of education, individualization of the learning process, the possibility of variant systems of education. A characteristic feature of the modern social and educational process is the wide application of innovative technologies in the educational process, however, the problem of improving the quality of education remains relevant. The requirements to the graduates of general education schools, where students master the knowledge necessary for solving the socio-economic tasks of the state development, are especially high. The tasks set before the modern school are aimed at the formation of a socially mature personality, capable of consciously and creatively transforming the surrounding reality, having a constructive outlook towards the rapidly changing world and towards oneself. The activity of the personality is formed to a greater extent not in the conditions of adaptation to the requirements of society, but in the process of creative approach to reality.

At present, the problem of individual independence is becoming particularly relevant. Studies of students' independence have been conducted mainly in the framework of such directions as the organization of independent learning work and the development of schoolchildren's independence. In the course of the theoretical article on the formation of independence of high school students at the English language lesson, the following research methods can be applied:

- analysis of literary sources: systematic review of modern scientific literature, including articles, textbooks on pedagogy, methods of teaching foreign languages;
- comparative analysis: study of the main pedagogical concepts and theories that can be applied to develop and justify the methods of forming students' independence at the English language class;

T. Baladina, V. Smoilova condemned the scholastic system of teaching based on the principle of suppressing in students any independence, creativity and initiative [1]. With the help of the teacher, the pupil should strive to discover independently the existing links between individual facts and phenomena. In turn, R. Ja attributes an important role in the development of independence in English lessons to the creative activities of students. Ja attributes an important role to the creative activity of students. He identified two interrelated conditions that make it possible to turn learning into a serious creative process:

- freedom of expression by the pupil of his state, his desires;
- every student should become an object of study at school [2].

In addition, the recognition of P. Mohamadpour's recognition of self-activity as the main tool of English language teaching led him to the idea of the determining role of self-development in the process of education [3]. Thus, in the process of improving independent abilities, much attention should be paid to special knowledge, skills characteristic of research search, these include:

- question posing;
- vision of the problem;

- hypothesis formulation;
- observation;
- determining the meanings of various concepts;
- making inferences and drawing conclusions;
- structuring material;
- explaining, proving and defending one's ideas;
- preparing their own reports and projects.

The following indicators serve as a starting point for the implementation of teaching and research activities in English classes:

1. Interest in information search and problem solving, positive-emotional attitude to creative research.
2. Variative and persistent nature of students' research search.
3. Initiative and independence.
4. Use of different ways of problem solving.
5. Result adequate to the goal, partial result or no result at all.

The work aimed at the development of independence of school-age students should be carried out at each lesson with the help of various methods and techniques. One of the methods is «Magic Rulers», which allows each student to evaluate his/her work independently. Another method –«Ladder», which can also be used for ninth grade students, allows the teacher to understand how a student evaluates himself/herself, as well as how people around him/her evaluate and see him/her. It is also possible to use the method of «Instructional commenting on text writing». This method allows one of the students to comment, explain the performance of tasks, referring to the rules and laws during the frontal work. This method allows students in English lessons, applying their previously acquired knowledge, to talk through the information received, exercising constant self-control. Another method for developing self-control is «Multicolored corrections». This method allows students to develop the ability to work on improving their work (e.g., text), while creating the need to return to the work each time and make corrections to improve this independent work. The technique «Composing tasks with traps» allows students to form the skill of finding possible places where one can make a mistake or places that have several varieties of solutions. It is worth mentioning other forms of organizing independent activity at English lessons:

- essay writing, which is used as a form of generalization, exercise;
- problem method, which contributes to the development of interest in the subject, the formation of independence, creative attitude to the subject;
- project method - involves the use of a wide range of problem, research, search methods, clearly focused on a real practical result, significant for each student involved in the development of the project, as well as on the development of the problem holistically, taking into account various factors and conditions of its solution and realization of the results [4].

An important point during the presentation is the students' ability to accept other people's solutions without prejudice and tolerance. The teacher controls the students' work by choosing the type of presentation: mini-lecture, presentation of statistics, report with the participation of all group members. The main points of the discussion and problem solving should be recorded by the students. This promotes rapid accumulation of experience, consideration of difficulties encountered and sharing of experience between groups and students in general. The results are summarized by both the teacher and the students themselves in order to actively involve them in the process of self-evaluation of the cognitive activity. Summarizing the case is done in the form of a discussion among students in class, after which the teacher evaluates the conclusions of subgroups and individual participants, as well as the entire discussion. The learning process with the use of case technology allows to form meta-skills of students, which they can apply in practice in real-life situations.

Thus, for example, the work on the student's project on the solution of any problem requires the ability to set the problem, outline the ways of its solution, plan the work, select the necessary material, etc. We can present the general theme «How Different the World Is». Let's consider the

process of working on design as one of the types of independent work.

Lesson progress. The teacher introduces the topic of the lesson. In order to involve students in the learning process from the very beginning of the lesson, arouse their interest, engage their logical thinking and increase the level of independent work of high school students, the teacher encourages students to formulate the topic of the lesson themselves. The teacher calls the names of famous foreigners and asks students what they have in common. Senior pupils gradually guess that they are all foreigners: «Good morning. Today we are going to speak about an interesting topic. You will try to guess the topic. I will name different people and you try to guess what they have in common. Dwayne Johnson, Leonardo DiCaprio, Vin Diesel, Will Smith». If necessary, the teacher asks leading questions:

«Which of these celebrities do you know What are they famous for?».

Speech exercises also contribute to the development of independent work. The teacher formulates a task that involves working in pairs, which is an element of independent work: «Work in pairs. Speak on the following: discuss what Kazakhs and Japanese people have in common». If necessary, the teacher controls the work, trying, if possible, either not to interfere in the dialog, or to direct the dialog in the necessary direction. At this stage, dictionary work is used as one of the types of independent work: pupils, working independently, search English dictionaries for lexical units which, in their opinion, can be used in this task. Next, a task aimed at developing speech skills and imagination is proposed. The students should assume that they are going on vacation to the country of the target language. According to the generally accepted methodology, we have distinguished three stages of work on the project:

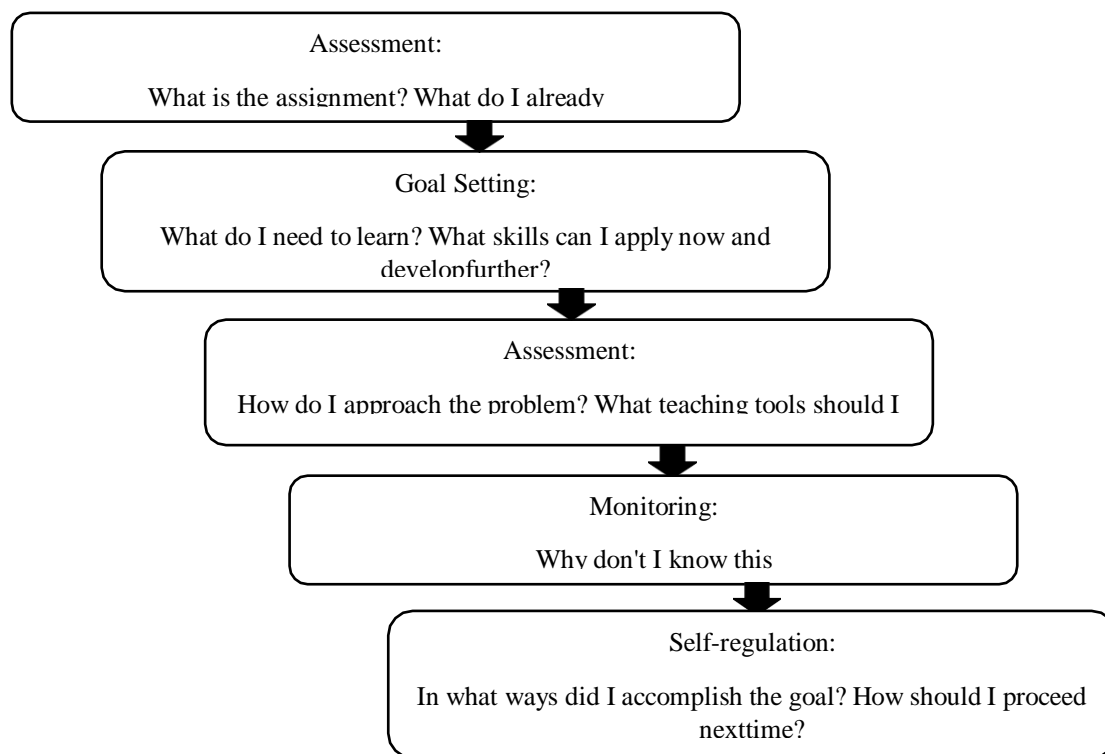
- first stage. Selection of the problem/problem (topic) of the project. This stage is designed to interest each student in the realization of the project. The choice of project topics depends on the specific situation. The topics can be proposed either within the framework of the textbook or they can relate to some theoretical issue in order to deepen the knowledge of high school students. The topic can also be suggested by the high school students themselves;

- at the second stage, the general line of project development is agreed upon. Creative teams are formed. It is advisable to work in pairs. After that, the participants make detailed plans, discuss ways of obtaining information, search activity was carried out, which took place using the Internet, textbook, dictionaries. The necessary conditions were created at the lesson for the successful implementation of the project. Pair work helped to develop mutual understanding between the students and the teacher, to increase the level of skills. This work stimulated students to apply English in practice, preparing for the presentation;

- at the third stage, the pupils started to design the project. Each microgroup presented its presentation. There was a discussion of the presentation and the project itself and its results. This stage is interesting and important for self-awareness of the participants. It is important for each student to hear the opinion of others, praise and approval. The use of this method allows to form an individual perception of the world, the possibility of its creative transformation, wide application of subjective experience in the interpretation and evaluation of facts and events on the basis of personally significant values and internal attitudes.

Thus, work on the project not only gives the opportunity to use English at the level of real communication in discussion, but also allows to improve certain aspects of the language, to teach speech etiquette. It can be concluded that the project method is the most adequate technology of individual education, which gives the opportunity to use modern approaches to education, activate pedagogical support, socialization. After the preparatory work, the students were given the task of independent preparation of projects, the purpose of which is to compose a tourist advertisement telling about the country chosen by high school students. In conceptual terms, the model of self-regulated learning in English classes developed by F. Peralta-Castro was chosen (figure 1). The developers of the model believe that the basis of «self-regulated learning», i.e. learning independence according to the English terminology, is metacognitive skills. It is metacognitive skills that allow analyzing and correcting the process of one's own learning, as well as the process of one's own thinking activity in general.

Learning activity in English classes traditionally involves the student's work in class, but the organization of this activity also includes, along with class work, home, extracurricular and independent work on the subject. The least studied and at the same time of interest in terms of psychological analysis of learning activity is the independent work of a schoolchild. It is in it that his motivation, purposefulness, as well as self-organization, independence, self-control and other cognitive personal qualities can manifest themselves most of all. A student's independent work can serve as a basis for restructuring his/her cognition, positions in the learning process.



**Figure 1** Model of self-regulated learning [5]

### Conclusion

In conclusion, it should be noted that the idea of independent work had a certain place in one or another concept of teaching, and some authors and periods recognized its importance. The concept of «learning independence» is not new for pedagogical science, but the methods and techniques of its formation vary depending on the scientific and pedagogical paradigm established in this or that historical period. Nowadays, with the transition to competency-based educational models, the centered approach, concepts of developmental learning, as well as «borderline» forms of assessment, which are not only a tool of pedagogical measurement, but also a didactic means of achieving planned educational outcomes, come to the fore. The factor contributing to better mobilization of attention during independent work is setting a motivated cognitive task for students. It is important to connect the tasks given to students for independent work with creative work aimed at active thinking activity, as any learning is always a product of the learner's own action.

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## **THE POTENTIAL USE OF TEDx TALKS IN DEVELOPING ORAL COMMUNICATION SKILLS OF MIDDLE SCHOOL STUDENTS**

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### **Introduction**

Oral communication reflects the persistent and powerful role of language and communication in human society. Oral communication includes the abilities to speak and listen effectively for the purposes of informing, persuading, and/or relating [1]. Strong oral communication skills contribute significantly to academic success, fostering active participation in class discussions, clear presentation delivery, and insightful analysis of written materials. Beyond the classroom, these skills translate into confident self-expression in social settings, effective collaboration in future careers, and impactful engagement with the world around them [2;3].

The ability to communicate effectively through spoken language is an essential skill for students at all levels, but especially for those in the B2 level. The Kazakhstani government requires middle school students, particularly those in 9th grade, to achieve a B2 (Upper Intermediate) level of English proficiency according to the State Compulsory Education Standard. This standard was approved by the government on August 19<sup>th</sup>, 2022, through decree № 581. The B1 to B2 leap is significant because it signifies a shift from basic communication to a more nuanced understanding of the language. At B1, you can handle everyday situations and conversations, but your vocabulary and grammar may be limited. B2, however, demands a wider range of expression, the ability to grasp complex ideas, and the confidence to discuss abstract topics [4].

Students who find communication challenging might exhibit signs like hesitation, using filler words ("um," "uh") to pause, and repeating themselves. This difficulty finding the right words to say can stem from various factors. These include a lack of interest in the topic, insufficient listening practice, and a limited vocabulary, which can ultimately lead to anxiety, lack of confidence when speaking [5].

This is where TEDx Talks emerge as a powerful and engaging tool to support the development of oral communications skills. Starting out in 1984, TEDx Talks was a conference focused on the intersection of technology, entertainment, and design. Today, it has grown into a massive platform covering a huge range of topics – everything from science and business to global challenges – all delivered in over 100 languages [6]. TEDx Talks, renowned for their captivating presentations tackling diverse and thought-provoking topics, offer a treasure trove of learning opportunities for B2 students. By the engaging content that sparks curiosity and ignites discussion TEDx Talks hold the key to unlocking several vital aspects of oral communication:

1. Exposure to authentic language: Students immerse themselves in real-world English, encountering diverse accents, natural vocabulary use, and varied sentence structures.
2. Enhanced listening comprehension: The captivating presentations and compelling visuals encourage active listening, improving students' ability to follow complex ideas and key points.