

Tleubekova L.A., Atemova K.T., Bolsynova M., Kokanbayeva M.

NAZARBAYEV INTELLECTUAL SCHOOL IS A SPHERE OF CREATIVITY

**L. A. Tleubekova, Phd Candidate, Kazakh-Turkish University
named by H. A. Y.**

**K. T. Atemova, D.P.S.Professor, Kazakh-Turkish University
named by H. A. Y.**

**Maira Bolsynova, teachers of English language at NIS PhM,
Shymkent.**

**Meruert Kokanbayeva, teachers of English language at NIS PhM,
Shymkent.**

Abstract

This scientific research devotes to my one of my lessons where I tried to focus on my learners' creativity development in studying English language at Nazarbayev Intellectual School of Physics and Mathematic in Shymkent, South Kazakhstan, republic of Kazakhstan.

Working as a teacher at Intellectual school a teacher becomes definitely to be interested in teaching learners with high motivation and strong passion. To be more clearly, firstly, he will be working in the environment where it is possible to gain something new every moment of his teaching experience. Learners are here directed by high experienced teaching staff and surrounded by peers with interesting ideas and positive relationships. Secondly, Nazarbayev Intellectual schools aims to establish and introduce innovative educational model, which integrates the best Kazakhstani and international practices. Its one of the strategic tasks is to create learning environment that helps students to become functionally literate lifelong learners who are polylingual, patriotic, responsible citizens, creative and critical thinkers with a healthy lifestyle and able to enter prestigious national and international universities. To turn our strategic tasks into reality different activities and opportunities are offered to pedagogics. They are trained to use effective approaches and ways of teaching to let their learners think creatively and decide any tasks without a help of adults. It strengthens not only teacher's own

teaching experience, but also gives an opportunity to share advantageous teaching methods among themselves.

Keywords: learning objectives, creativity, critical thinking, teaching experience, effective methods, high motivation, innovative approach, challenging tasks, skills, opportunity.

Before start anything, learn how to finish it..... Everything comes with experience where you may strengthen skills and abilities to see an effective and successful outcome of your work.

As for creativity, I have searched loads of information about it from different sources. Having explored them, I understood that creativity starts from tiny things at invisible moments. The teacher's job is to be able to see it from students' activity on time and raise it by getting them involved in challenging works.

Why is “creativity” important for learners’ studying? How does it affect on their life itself?

Creative thinking or thinking critically is the major skill, which requires new generation to be able to see a thing from different sides. It leads to strong leadership that directs them to choose the right or appropriate way of solving any problems and tasks on their own. It helps them to be independently and loyal for their profession in the future. As a result, learners will gain high professionalism and efficient productivity in the performing their tasks in their future working sphere. Therefore, I would like to share with you one of my lessons where as a teacher tried to find effective approaches and methods to improve my learners creativity.

Planning a lesson is the most important tool for me. Having a detailed plan will make me more confident in the delivery and directs me on how I am going to teach. Certainly, this is not an easy job, but challenging. You need to clarify aims, set up time, activities and interactions to achieve the lesson objectives effectively. When I start planning, I try to visualize the whole lesson procedure and put them down on a paper. Then looking at it, I look for appropriate tasks for different levels of learners and to meet their needs.

Having had lessons with higher grade students, I have held interesting conversations on topics in the course plan. Certainly, I allocated all four skills in the teaching process and keep practicing and implementing them in a lively atmosphere.

The lesson, which I am going to describe, was devoted to Transport where I mainly focused on the improvement of speaking skills of students. My students learnt new words, expressions, and idioms related to the theme. As most of my students are gifted and talented I tried to implement interesting

tasks so they did not get bored. These were the learning objectives (they are given in the course programme):

12.S3 explain and justify own and others' point of view on a range of general and curricular topics, including some unfamiliar topics

12.S4 evaluate and comment on the views of others in a growing variety of talk contexts on a wide range of general and curricular topics, including some unfamiliar topics

12.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics, including some unfamiliar topics.

According to learning objectives, I put these lesson objectives as the main tool of this lesson:

- To be able to hold a discussion on the theme of Transport.

- To get acquainted with transport and travel idioms.

- To demonstrate or present the idioms in a specific task.

5mins. At the beginning of the lesson I announced that they would be working in a team and they would be assessed for each task.

I started my lesson by dividing students into three groups by giving three cards with types of transport such as, a coach, a helicopter and a double decker bus. As they chose their cards, they found their members of a group. Then I asked them to nominate a leader of their group. As soon as they found their leaders, I asked each leader to collect a sheet of paper where the lesson objectives were written.

5mins. They went into their groups and discussed what they were going to learn in this lesson. Within two minutes they had to discuss the aims and how they were going to achieve them. When the time was up, we started to discuss what they had understood from the sheet that I gave to the leader. The interesting thing was while they were giving their opinions; they were told they could not repeat anything said. They coped with this very well, because they were creative and competitive. I liked the answer of the double decker bus group - "By Learning transport idioms today, we will have a clear way for a discussion".

5mins. Then I allocated an idiom to each group and asked them to show me what they understood from each. Group assessment focused on using the most creative skill of explaining the following idioms:

Helicopter: **Drive up the wall**- if somebody or something drives you up the wall, they do something that greatly annoys or irritates you. *I can't concentrate with all the noise- it is driving me up the wall.*

Double decker bus: **Hitch wagon to a star**- Someone who *hitches their wagon to a star* has great ambitions and is very determined to reach their

goal. *At an early age she decided to hitch her wagon to a star and become famous.*

Coach: Fall off the back of a lorry- Goods that have *fallen off the back of a lorry* are stolen goods. *Judging by the price of that camera, it must have fallen off the back of a lorry!*

Time limit was only two minutes for preparation and demonstration of each group's task. I really enjoyed the work of the "coach" group who involved all members in a role-play.

Following up to the next stage, I provided my students with a sheet and allocated three idioms for each student. Their task was to explain to the others their own idioms and to write them down onto the empty sheet within fifteen minutes. As soon as they finished their work, I asked them to swap their work and to check these against the model answers on the board for accuracy.

After I was satisfied that they understood the meanings of these idioms I gave them the next activity which was on the application of these idioms. I gave different tasks to each group such as role-playing for Coach, making a story for Helicopter and Double Decker Bus drawing in a creative way. In order to know whether they achieved or not I had to explain the following success criteria with scores in order to manage the given tasks successfully:

Use at least 5 idioms and transport words from previous lessons- 10 points

Excellent creative imagination - 5 points

Grammar accuracy (nouns with verbs, linking words, prepositions)- 5 points

They were given a time limit of fifteen minutes for preparation and to demonstrate them for three minutes. While they were doing their tasks, I turned on lively music to make them feel relaxed and confident. In order to motivate them I added that if they achieved this task very well, they would also gain an Achieve in the formative assessment for speaking. While they were working on the task, I went around the groups checking that all students were involved and helped to explain concepts and ideas in English. I went to each leader of the group and handed in a group evaluation sheet with the written success criteria which I have mentioned above. I reminded leaders not to break the rule of academic honesty in terms of marking each other and to involve all members in the marking.

After fifteen minutes, they started to demonstrate their idioms. While they were presenting their work, I realized that most of them understood idioms and were able to use them naturally in their speaking. Moreover, I allowed them to look at the idioms on the sheet of paper, because I found them not easy to

learn by heart in a limited time. I know that if you repeat new words and keep using them often, you will definitely be able to implement them in any conversation. During their presentation all members of the group were evaluating their opponents using assessment sheet with the success criteria. There was a group assessment. According to their mark, all groups work was achieved the highest result.

As a homework task, I asked them to create interesting stories using all idioms that we learnt during the lesson.

At the end of the lesson, when they gave feedback for the lesson, I understood that they liked these idioms and would use them in the daily life. Also, they did not hide their feelings that there were too many tasks for one lesson and strict time limit was given by me. They were unhappy because of the time limit for the activity and therefore could not manage their task very well, and added if they had much more time they would have created more creative and productive work. When I finished my lesson, I wrote a feedback to this lesson. I put in there that I achieved all the goals which I had planned. I realized my strengths and weaknesses myself.

My strengths were I could involve all learners in the tasks and used appropriate styles of teaching for students who had different learning styles. Also, I could raise my learners' interest and desire by using interesting and interactive teaching methods. I kept reminding them about the time they had to finish their specific tasks and using the success criteria sheet to evaluate their work and to take into consideration one of our school values which was academic honesty.

I found my weaknesses too. In order not to get my students bored I gave them too many of tasks to do in a limited time. I was too strict in terms of timing and did not give extra time to finish their work properly. If I had given extra five or more minutes they would not have claimed about strict time limit.

In my further planning, I will minimize the number of activities I attempt in every lesson. As a result, I will spend more time on each activity which would ensure deeper rather surface learning. Another area that I am weak in is that I do not give students adequate time to write. If they were given time to write students will have an opportunity to think about the ideas in a logical manner. Sometimes I tend to spend too much time on questioning and waiting for students' responses. In the future, a better approach would be to allow students to find the information for themselves.

To conclude my article, I would like to add that being as a reflective teacher, I am improving all the time and this will impact on quality outcomes for my students. Our mission statement is "Raising the intellectual capacity of

Kazakh students”, and this is my goal as a teacher at Nazarbayev Intellectual School.

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