

PEDAGOGY

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DEVELOPMENT OF SPEAKING SKILLS IN THE 7TH GRADE PUPILS THROUGH THE «TRAINING THROUGH ART» STRATEGY

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Abstract

This article promotes the certified teachers from transformation of school practice by means of coaching and mentoring into an activity of professional community on the basis of the ideas and principles of the Action Research programme. The given article facilitates a creation of the educational environment promoting formation of the 21st century skills at pupils such as skills of critical thinking, self-motivation, self-regulation and abilities to study. Moreover, the information about developing Russian language speaking skills by means of creative approaches to studying is also provided.

Keywords: Russian language, professional approach, speaking skills, research, improvement, intelligence test

**«Train the pupil, not the copy, but the creator
who will see more than you have seen
who will understand more deeply
than you have understood
and who will go further than you».**

Introduction

Each teacher of our school for implementation of the «Action Research» project, having chosen a subject and having defined the purpose of

professional development, annually conducts a research of the teaching technique. A subject of my «Action Research» is a topic «Whether the «Training through Art» strategy can develop speaking skills in lessons of Russian language at pupils of 7 «C» grade?», and a purpose is the development of speaking skills through the «Training through art» strategy [1].

For the research I have chosen 7 «C» grade with Kazakh-language learners in which at first I have carried out the «Multiple Intelligences Test - based on Howard Gardner's MI Model». By results of the carried-out test three groups were formed: A, B, C.

In group **A** the pupils liking to read, write, tell the stories, to enjoy word-plays, able to predict, classify, allocate important, possessing feeling of a sound and emotional ability to react to it, mentally seeing and representing visual and spatial ideas have gathered.

In group **B** the pupils liking to achieve the objectives deriving pleasure from projects and to study the ecology, the nature, who are able to see the interrelations in the world around and his/her own place in the Universe and those who can quickly distinguish and estimate moods and intentions have entered.

The group **C** is made by the pupils loving to count, work with numbers, to solve logical problems, puzzles, to play chess, to research, who are good at understanding conditions of mathematical tasks.

For carrying out of a research I have planned a series of lessons which I had conducted within the «LESSON STUDY» project.

Colleagues who observed the work of the certain pupils, pairs, groups have been invited to all lessons. A part of teachers observed the usage of methods and techniques at a lesson, time and teaching. Records on sheets of observations are used for introspection and will be used during the planning of the following lesson.

Research materials and methods

As an example I want to tell about one lesson. At the beginning of the lesson a presentation has been presented. On a slide 1 pupils are acquainted with the training purposes (C5-predict content of the text by keywords, C1-understand the main information of the message duration up to 2-4 minutes with a support of keywords). Having discussed the training purposes, we have come to a conclusion that they are quite achievable. On a slide 2 criteria of success are provided. The quantity of verbs corresponds to the number of points: C5-**defines** of keywords / phrases; **predicts** development of a plot (content of the text) on the basis of keywords / key phrases. C1-**defines** of keywords / phrases after listening of the text; **defines** a subject of the listened text, using keywords / phrases. 4 verbs - 4 points [2].

For definition of the lesson topic a game «Who wants to be a millionaire?» was held (Answers: image, teenager, what, important). With the

help of pupils' answers there have been made the sentence *Image of the teenager: what is important?*, which was the topic of the lesson [3].

A teacher watching after group 1 and a teacher watching after the pupil of A1 have noted an ability of pupils to predict, to mentally see and represent the visual and spatial ideas, to allocate important.

A colleague watching after group 2 and a colleague watching after pair of B1, C1 have noted an ability of pupils to concentrate over tasks and to react quickly to questions [4].

The head of Department watching after group 3 and a teacher-trainee watching after pair of B3, C3 have noted an ability of pupils to concentrate over tasks and to react quickly to questions.

Furthermore, at a call stage pupils have been united in groups by cards on which reverse side «**An interview with the teenager**», «**An interview with parents**», «**An interview with the psychologist**» are written. Pupils who had chosen identical tasks unite in one group. Having united in groups, pupils have elected the leader who has chosen a task for the group.

Assumed works in group and training dialogue at the beginning of a lesson have created a collaborative environment which is provided on the «New Approaches in Training and Teaching» module [5].

➤ **1 group.** Paint an illustration and prepare **an interview with the teenager** on the subject «Whether there has to be an image of the teenager?»



The interview questions formulated by pupils:

What does it mean «to have image»?

What is your image?

Whether the teenager has to have image?

What advice will you give to your peers?

➤ **2 group.** Paint an illustration and prepare **an interview with parents** on the subject «Whether there has to be an image of the teenager?»



The interview questions offered by pupils:

Whether there has to be an image the teenager?

Does your child have an image?

What role do you play in creation of image of the child?

What will you advise parents whose children can't create the image?

➤ **3 group.** Paint an illustration and prepare **an interview with the psychologist** on the subject «Whether there has to be an image of the teenager?»



The interview questions made by pupils:

Whether there has to be an image the teenager?

How do you help teenagers of your school with creation of image?

To what extent do parents interact with you in this question?

Why do parents and teenagers often disagree in this question?

F. Mutually estimation on descriptors.

Formulates 3 questions.	Uses keywords	Relies on 2 arguments

Reflection. «Pyaterochka»

Pupils are offered to lead round the hand on a leaf.

Each finger is a position on which it is necessary to express the opinion.

- A thumb – it is important and interesting to me;
- A forefinger - it was difficult for me (it was not pleasant);
- A middle finger – for me it was insufficiently;
- A ring finger – my mood;
- A little finger – my offers.

Feedback. The teacher who observed teaching has noted at this stage the integration of modules «New Approaches in Training and Teaching» (work in groups, dialogue training, discussion of tasks), «Estimation for training and training estimation» (observation of the teacher, mutually estimation on descriptors), «Teaching and training in compliance age features of pupils» (a lesson of the Integrated program for Russian language of the 7th grade), «Management and leadership in training» (the leader of group, a role of the teacher) promoted improvement of speaking skills [6].

The teacher observer of group 1 has emphasized the accurate organization of work in group. In group there were pupils of A1, B1, C1 A2. At the beginning of work the leader of group has been elected. The pupil of A1 became this leader; he has distributed the role of all members of the group: pupils of A1, A2 have made **an interview with the teenager** on the subject «Whether there has to be an image of the teenager? », and pupils of B1 and C1 have painted illustrations. Pupils of A1, A2 have shown abilities to clearly and precisely express a thought on the set subject in dialogue; to include keywords on a statement subject in the speech; ability to begin, to support and finish a conversation; to show a wide range of vocabulary; the volume of a statement is not less than 7-8 phrases. It should be noted that pupils of A1, A2 used a coloring of B1, C1 while drawing up the interview [7].

The colleague observer of group 2 has also specified the accurate organization of a work in group. In group there were pupils of A3, B2, C2, B3. The work was begun with the choice of the leader of group. The pupil of A3 was chosen and he distributed the role of all members of the group. Pupils of A3, B2 made **an interview with parents** on the subject «Whether there has to be an image of the teenager?», and pupils of B3 and C2 have painted illustrations. Using a coloring of B1, C1 while drawing up the interview, pupils of A3, B2 showed an ability to participate in dialogue inquiry, changing a position from «speaking» to «listening» taking into account the chosen role, to formulate questions on the set subject, to use keywords.

The teacher observer of group 3, on the contrary, has noted the indistinct organization of work in group. In group there were pupils of A4, B4, C3. In group there was no leader. Pupils of A4, B4, having united in pairs, have

begun to make questions for **an interview with the psychologist** on the subject «Whether there has to be an image of the teenager?», and a pupil of C3, quietly undertaken a role of the artist, painted an illustration to which no one has paid an attention neither by preparation of the interview, nor at a performance of groups [8].

Upon completion of the first task performance each group in turn presented to a class the completed interview. Before the performance I have distributed to pupils descriptors on which groups estimated answers of each other. By results of estimation it is necessary to mention that pupils coped with a task: the interview consisted of 3-4 questions, keywords from an illustration coloring were used, 2 arguments were adduced [9].

Formulates 3 questions.	Uses keywords	Relies on 2 arguments

Upon termination of work a reflection and feedback which had the stimulating character were carried out.

The teacher who observed teaching noticed an ability of the teacher to keep track of the involvement of each pupil, to offer pupils criteria and descriptors of estimation according to the training purposes, to provide constructive feedback to pupils. Style of oral estimation is correct, figurative, bright, and emotional.

Comprehension stage. Dividing into pairs by questions:

1. Do you agree that the image is a way of self-expression?
2. Does the appearance become the reason of a low self-assessment?
3. What does it mean «to have sense of style and measures»?
4. How do you think why it is difficult to teenagers to find the style?
5. What advices are offered by the author of the movie?

Before viewing of a video keywords for forecasting of content of the text were offered to pupils. Oral dictionary work was carried out during which knowledge and understanding of word meaning and phrases were found out.

Teenagers, way of self-expression, sense of style, image, suit, taste, combinations of flowers, accessories.

Then the following question was asked: How do you think what you are going to see in the video «Image of the teenager: what is important?». Answers were extended and closer to the main idea of the offered video [10].

After viewing of the video «Image of the teenager: what is important?» colleagues watched working in pairs.

1st pair – Do you agree that the image is a way of self-expression?

2nd pair- Does the appearance become the reason of a low self-assessment? When? Why?

3rd pair - What does it mean «to have sense of style and measures»?

4th pair- How do you think why it is difficult to teenagers to find the style?

5th pair- What advices are offered by the author of the movie?

F. Mutually estimation. Pairs make criterion of success with the help of descriptors which have been offered by the teacher.

Shows the corresponding lexicon	Connects with personal experience	Relies on 2 arguments

Teachers observers have noted abilities to adduce more than 2 arguments, to connect with life, to use key lexicon, coordination in work.

Reflection stage. At this stage each pupil has given an objective assessment to the work at a lesson.

1. What have you learned new when performing a task?
2. What tools helped you to find the solution?
3. Who was it most interesting to you to work in pair/group with?

Why?

4. Would you praise yourself at a lesson? What for?
5. What would you change in your actions at a lesson?
6. What would you change at a lesson in the subsequent stage?
7. What did you like at a lesson mostly?
8. What knowledge gained at a lesson will be necessary for you in the future?
9. At what moment of work did you feel yourself successful?
10. What ways and working methods did you use in work (made the table, drew the scheme, made theses, etc.)?
11. Who helped you at a lesson at the solution of tasks and how?
12. What knowledge which is already available for you was necessary in the solution of tasks?
13. Where will you apply the gained knowledge?

Upon termination of a lesson there was a discussion of the lesson where introspection and opinions of observers were listened. Observers after a series of lessons noted carrying out the dialogue and differentiated training, use of active methods of training, techniques of critical thinking technology. From lesson to lesson they promote achievement of a main goal, development of speaking skills, appropriate use of keywords and phrases, ability to support a conversation. All remarks and wishes were considered during the planning of the subsequent lessons [11].

In the third term by the Integrated Program pupils will study the section «Music in Our Life» where my purpose of professional development

«Whether it will be possible to develop speaking skills through the «Training through art» strategy» will be more deeply investigated.

	Criteria for lesson assessment	
1.	Quality of work on use of collaborative training	
	Instructions were accurate, clear for self-organization work and aimed at involvement of all participants taking into account their opportunities. Feedback in a case of understanding the given materials is carried out	
2	Accounting of specific and age features of pupils, inclusion of all	
	Vocabulary corresponds to age groups of pupils. The teacher focuses attention of pupils on new concepts and explains them with the help of available language. Quantity of new concepts, complexity of the speech are at the sufficient level for ensuring the development according to age	
3	Effective use of ICT on lessons	
	Used taking into account the valid need. Used for inclusion of pupils in process. ICT promotes more effective digestion of lesson materials.	
4	Development of pupils' critical thinking	
	Constantly formulates the questions promoting critical perception of material	
5	Formative assessment and stimulation of motivation of pupils	
	Formative assessment by each significant type of work is carried out	
6	Study training, formation of metaknowledge skills and a reflection	
	Trains in self-organization work.	
	Facilitates to distribute time for performance of tasks.	
	Stimulates a reflection in relation to the learning process.	
7	Possession of medium-term planning technology	
	The understanding of need for realization the maximum quantity of tasks is traced. The planned different types of works are thought out and rationally realize all modules.	
8	Lesson assessment	
	Methodically correctly constructed lesson	
	The aim and objectives of lesson are achieved	

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