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Астана

Жинаққа студенттердің, магистранттардың, докторанттардың және жас ғалымдардың жаратылыстану-техникалық және гуманитарлық ғылымдардың өзекті мәселелері бойынша баяндамалары енгізілген.

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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HIGH-QUALITY PROFESSIONAL DEVELOPMENT IS THE CRITICAL LEVERAGE POINT FOR IMPROVING STUDENTS LEARNING AND ACHIEVEMENT

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Introduction
According to the guidelines for teacher education, written in UNESCO (2005, p. 12), teacher education refers to social, economic, and environmental contexts to establish teacher education programs for both pre-service and in-service teachers which are relevant to the local context and culturally appropriate. Teacher education is given re-focus and has been a crucial research area in the field. Teacher education programmes usually consist of four institutional elements: development of the coach teachers' educational background; improvement of the content knowledge and better understanding of the related subject matter they teach; better understanding of pedagogy and in relation to the learning process of young learners; and the last one is the development of teaching skills and strategies. The balance between these four aspects varies widely (Perraton, 2007, p. 43). According to Richards and Farrell (2005, p. 3), "*two broad kinds of goals within the scope of teacher education are often identified, **training** and **development**"*, where teacher training addresses to activities which are related to teacher's present responsibilities and it usually short-term and have immediate outcomes. As the author mentions, occasionally it is a preparation for first teaching position or taking a new responsibility. The concept of teacher training includes basic information about teaching and principles of it, and implementation of those principles within the classroom (Richards & Farrell, 2005, p. 3).
Background of the study
Teacher professional development, on the other hand, refers to general growth and does not focus on specific goals (Richards & Farrell, 2005, p. 4). The necessarily of particular high-quality activities which focus on the teacher development and learning effectiveness, has always been welcomed among educators. If training takes short time, professional development, on the contrary, is supposed to be lifelong process, i.e. lasts whole professional life of a teacher. It facilitates teacher's understanding of their teaching and analyzing theirselves as teachers.
Teacher professional development is a main aspect of teacher performance and classroom instruction development and as a result, effectiveness of student learning (Ball & Cohen, 1999; Cohen & Hill, 2000; Elmore, 1997). Although, professional development is a continuous process, it includes some of the short-term programs such as: workshops, meetings, cascade training. Richards & Farrell (2005, p. 8) define workshop as "*an intensive, short-term learning activity that is designed to provide an opportunity to acquire specific knowledge and skills*". Workshops help to develop both institutional as well as individual improvement. In workshop, teachers could work as a team on the specific aspects of teaching, or rather, general ones which includes different materials of content of professional knowledge. While workshop session, teachers are supposed to participate

in discussions and ask questions for the presenter in regard to clarify it. It is a golden opportunity for both in-service and pre-service teachers to learn something from expert, or even from experienced teachers. Short-term activity, called workshop, should be provided by the headmaster of the particular institution. One of the most important benefits of it is the real-time discussion which could be supported by feedback to the presenter. In the literature, there is a critical view with respect to such somehow "time limited" workshops that usually, according to the educators, influence professional development as *"intellectually superficial, disconnected from deep issues if curriculum and learning, fragmented, and noncumulative"* (Ball & Cohen, 1999, p. 3-4). Specially, teacher high-quality professional development does not depend on the particular and regular fundament; hence, professional development addresses a *"patchwork of opportunities – formal and informal, mandatory and voluntary, serendipitous and planned"* (Wilson & Berne, 1999, p. 174).

However, in many ways teachers' high-quality professional development is the bridge between curriculum design and its implementation and the effectiveness of their students' learning within the classroom. The assessment of the efficacy of teaching practice depending on the students' achievement and their performance within the classroom, for instance, influence the curriculum implementation and instruction given in the classroom which on the other hand, help to work focusing on the students' real needs and encourage their engagement. Regarding to the examination of student achievement teachers need to be given feedback of their students with respect to the teaching performance, effectiveness and appropriateness of the methods and strategies that are used, usage of high-quality professional activities in addition to the good instructions. For example, some teachers may not be aware of their own teaching, so, feedback from colleagues or students is needed. Feedback may be oral or either written, depending on the teacher or student willingness. Both could be very useful if is not subjective.

How professional development does effect on students achievement?

Professional development shapes students' achievement through three steps. First, professional developments enhance teachers' knowledge, skills, and motivation. Second, better knowledge, skills, and motivation develop classroom teaching. Third, increase teaching raises student achievement. If one link is weak or missing, there is no expectation from batter learners of students. If an educator fails to ask new thoughts from professional development to the classroom training, for example, learners will not get benefit from the educator's professional development. The first step of professional development should have high quality of its theory, action, planning, design, and implementation.

✓ (Garet, 2001; Guskey, 2003) suggest that the professional development should be Intensive, sustained, content-focused, well defined, strongliy implemented and coherent firstly.

✓ (Cohen, Raudenbush, & Ball, 2002; Hiebert & Grouws, 2007) criticizes that the professional development should be offer effective curricular and the model of instructional or well-defined material based theory of action.

In the second step, educators should have the motivation, belief, and skills to utilize the professional development and classroom training (Broko, 2004).

In the third step, teaching- progressing by professional development- raises student achievement.

The power of professional improvement on student learning is thinkable through two interacting outcomes: *teachers' learning*, and *instruction in the classroom*.

Richards (2011) explores eight core elements for professional development program: the first one is language factor of proficiency, which is about how the teacher use language in the classroom and how they offer input to the learners; The second one is the position of content knowledge, the language teacher not only know how to use the target language but also should have some knowledge about pragmatics, sociolinguistics, phonology, and syntax. The third one is the teachers teaching skills, which is about how the teacher develop class room teaching and how he/ she use different teaching methods at the same time effectively; fourth one is the teachers background knowledge, teachers should know about the school curriculum and policies for disciplinary issues; fifth one is the language in the teachers identity, focus on learner- focused teaching, teacher

performance influenced by students learning teacher should familiar students behavior and keep students to engage in the lessons; sixth one the pedagogical reasoning skills, teacher can identify the specific linguistic goals, can analyze potential content, can anticipate the problems which occur in the classroom and can solve them; the seventh is the theorizing from practice; eighth is the teacher should belonging to a community of practice, the teacher should know how to work with community and learn from others at the same time.

Previous Studies

Some in-service teachers might be needed different types of activities in terms of development, support or even collaboration since there is no better way to teach and there is always someone who is better in teaching. Furthermore, both teaching performance and development activities should go hand and hand with student needs and their beliefs. Some researchers point that whenever the general high-quality teacher professional development programs, i.e. so-called single-shot events and workshops taking place within the institution, occasionally, they are limited by time and some researchers suggest to change them to long term activities, and also, educators emphasize the great opportunity for teachers to develop professionally by participating long-term activities (Yoon, Duncan, Wien-Yu Lee, Scarloss, Shapley, 2007, p. 14-16). In their research study, for example, over 1300 studies of professional development were examined, while only one study's findings showed the high achievement of the students. Importantly, in-service teachers have participated and spent 60-hours in different activities within 6 months. Another researches also showed positive results lasted within 14 hours. But the deference between long-term (60 hours) and short-term (14 hours) is still significant. Three other studies where participants were engaged involving very little time as from 5 to 14 hours, illustrates no significant contribution to the teacher professional development and not sufficient effect to the student achievement (Yoon, Duncan, Wien-Yu Lee, Scarloss, Shapley, 2007, p. 3). Therefore, according to the study results, in order to develop professionally, it's better to design activities which focus on high-quality development, as for long-term and organize them systematically.

Meanwhile, there are some challenges that teacher may encounter during the professional development process. One of such challenges is the lack of collegiality. Sometimes teachers underestimate the importance of the opportunity to learn from each other, particularly providing teacher-support groups and workshops with a presenter who works in the same institution or outside comer. Many of the teacher professional development activities such as workshops, seminars, teacher support groups, and peer observations show development in teachers' and their students' performance, but the main point of such activities is regularity. Teachers have to collaborate regularly working on the same goal with other colleagues and discussing with them the better strategies or methods for further teaching (DeMonte, 2013).

Accordingly, peer coaching is often considered as an important activity of teacher professional development programmes and the researchers in the field state that, it works better in collaboration with other features of teacher development. The more peer coaching is long in terms, the more in-service teachers work together on what they are learning from coaching; the more they observe each other and after that, discuss about the peer observation with a teacher trainer, getting a feedback from him/her so, and get some recommendations and constructive critique, if there are any, it would be more effective, rather than developing your knowledge in isolation. This feature lays on the expertise of the coach to do this work. If the coach is not an expert in teaching instructors, then it is unlikely possible that coaching will be effective (DeMonte, 2013, p. 8). In addition, peer coaching model allows teacher to be engaged in mutual collaboration (Gottesman, 2000; Showers & Joyce, 1996). Also, it is considered as a useful approach for supporting the transmission of teaching performance and strategies, and sharing materials among others, facilitating teaching skills improvement, encouraging the re-analyzing of a teacher's own teaching performance styles and strategies, and awareness rising of the supportive behaviours in professional collaboration.

Teacher professional development is also responsibility of the head of institution. Hence, there are some challenges of peer coaching. Second goal of this system might be more dominant

and demanding than first, at least in a way of genuinely develop their professional performance.

One main goal of the new evaluation systems is to collect data about teachers for human capital management- for instance selecting and letting teachers go who are ineffective – a crucial part of the system is to define the strong and weak points In instruction and assist teachers to develop their professional performance. Second goal of this system might be more dominant and demanding than the first, at least in a way of genuinely developing the nature of teaching and education as a whole for learners. While one goal of the new evaluation systems is to gather information about teachers for human-capital management decisions – such as identifying and dismissing teachers who are ineffective – an important aspect of the system is to specify strengths and weaknesses in instruction and help teachers to improve their professional performance (Yoon, Duncan, Wien-Yu Lee, Scarloss, Shapley, 2007). This second goal may be more powerful and critical than the first, at least in terms of truly improving the quality of teaching and overall education for all learners. For example, as Vacilotto & Cummings (2007) state, academic staffs as directors, supervisors, and coordinators have to guide teachers with their teaching, but in many cases, such administrative staffs are not likely to help teacher to grow professionally, rather, they try to find out and focus on a particular teacher's weak points and judge he/she toward it. In this case, teacher feels that her/his knowledge is being questioned, and he/she is being examined, rather than guided. Authors also mentions the benefits of peer coaching such as teacher awareness of his/her own teaching style; re-think and re-analyze the strategies that are used in the classroom; change ideas or beliefs toward teaching; and opportunity to experiment with new ideas. Collegiality, as a benefit of coaching is also mentioned (Vacilotto & Cummings, 2007, p. 154). Importantly, teacher should be very careful while giving feedback to each other, i.e. not touching a teacher's personality and teaching beliefs so, give comments is a very polite and at the same time, appropriate way without judging. Otherwise, it will lead to your peer's defensiveness and offense toward getting feedback, and as a result, that teacher will feel stressful of being observed further.

Peer observations could be a crucial feature of the professional development, but like other activities listed in this paper, it seems to be most useful activity of teacher professional development which includes some benefits for both the observer and the observe. Because it helps teacher to gain information about his/her teaching and how she/he behave in the classroom, how she/he solve the problems, etc. Teacher could also be given constructive critique and further recommendations toward teaching. Because it is not easy to see all the class at the same time, some of the students may not be active, or some of them may be silent, and the teacher could pay attention to the students, who participate more, rather he/she may not be aware of the fact that teacher does not engage silent students. Even though, most teachers prefer to not to push or force silent students to participate in discussions or answer the questions, but it may be helpful for teachers to search for ways how to get their students be interested and engaged. The main point is to be aware of the students' profile, their beliefs and cultural background in relations to increase their motivation. Often the observer analyzes the atmosphere of the classroom and may share his/her own experience for example, how to deal with different types of students and at the same time, not to insulting them.

The observer usually pays attention to the way how teacher behaves in the classroom. There stated behavior which stands for the way we think how we teach, and the actual behavior which stands for the real behavior. So, in order to be aware of our actual behavior the observation plays an important role. As the next point to be observed is the classroom management including teacher talk time and student talk time, problem-solving, managing classroom time and asking question. Even the way you use your body language may surprise you a lot. Teacher cannot think and manage all things happen in the class, so it is very natural that sometimes we make mistakes; we do not notice another students apart from the active ones; sometimes we talk too much not giving an opportunity to talk to our students, we may ask questions and provide too little time to wait for responses. Therefore, peer observation could be a good feature for professional development.

Some researchers in the field of ELT state that activities mentioned in the present paper, are seemed to be vital aspects of the teacher high-quality professional with respect to the subject matter

materials; level of the grade; atmosphere which take place in the classroom; type of the institution and or students' and teacher's cultural and linguistic background; and teacher and student beliefs. Context of the institution where the teacher works should be a main focus, "as high-quality professional-learning opportunities are put into place" (DeMonte, 2013, p. 12). Therefore, the teaching context does matter, because it does have an impact on students' learning achievement (Guskey & Yoon, 2009). It should be obvious that a teacher trainer who is an expert on teaching beginner-level students, for instance, is not likely to be effective as a teacher of advanced level students. So, the awareness of teachers of their own strengths and weaknesses should be taken into consideration and that teacher should work on his/her weak points within the emphases on strong points and improving them. In addition, as mentioned above, students' background and their needs toward learning should be taken into account.

Conclusion

But some people are tent to think that teaching performance is an innate ability. According to Forzani (2013), effective teaching is an activity that can be learned, and the notion that someone is born to teach is simply inaccurate (p. 135). Improving the practice of teaching and learning to teach better, does not necessarily come from teaching longer. Experience does not lead directly to better instruction. But what really matters is expertise of a particular teacher. Even though, years of teaching plays an important role in teacher's professional life. Experienced teachers approach their work differently from novice teachers because they know what typical classroom activities and expected problems and solutions are like (Berliner, 1987, as cited in Richards & Farrell, 2005, p. 8). Enhancing skills, knowing strategies, and understanding content and how to teach that content in ways that students can understand, these are the crucial aspects of teaching that can be learned and improved upon (DeMonte, 2013). Obviously, there is need to improve the quality of teaching further through the utilization of high-quality teacher professional development.

But in many parts of the world, there are none or less emphasis on teacher's professional development. As I have talked about the importance of the professional development, the government should promote such education programs to enhance teacher's professionality. Teachers should seize the golden opportunities that their state provides to them and attend any education program that is valid. Sometimes, teachers prefer not to attend any such program and ignore professional development. As teacher's stop developing them, they start being corrupted and ineffective. A teacher should be responsible for his/her own professional development and chase this programs to not to miss.

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THE WAYS OF USING KAZAKH FOLK FAIRY TALES IN ENGLISH AS A FOREIGN LANGUAGE SETTING

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In the "Kazakhstan 2050" Strategy, President of the Republic of Kazakhstan Nursultan Nazarbayev outlined the need in learning English as the main requirement of the modern society. The reasons for this announcement are clear: English became an international language of globalization, including economics, policy, education and other spheres of society. Every year, the number of people learning English and trying to learn English is growing radically. So the researchers are seeking for the innovative ways of learning English either intensively or creatively. The fairy tales, definitely, can be regarded as one of the ways of achieving this goal, because fairy tales as a main component of literature of any national folk is regarded as a valuable and reliable source in learning any foreign language. Even it is obvious that a love for the mother tongue starts from the fairy tales that the mothers tell their children in the childhood.

It is evident that the fairy tales facilitate the language learning by making it interesting and enthusiastic. There are different reasons for this: fairy tales create positive atmosphere in language learning, each fairy tale has its own moral which teaches us different lessons and supplies different emotions to the learner. Because of this, any foreign language learning process becomes easy and fast when the fairy tales are used as supplementary material.

Fairy tales have several benefits in making the language learning process more colorful and motivational. They enlarge the vocabulary skills of the learners, teach grammar in a creative way, they can be adapted according to the learners` age, their plot is simple and understandable and it teaches moral and values.

M.B. Bagg who had researched the use of fairy tales in the language learning claims that the fairy tales are not only useful in vocabulary enlargement or skill improvement, but they are useful in developing the critical literacy of the learners [1]. So by this way we can develop not only