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LESSON STUDY AS A TOOL FOR IMPROVING PROFESSIONAL PRACTICES OF CLIL TEACHERS

Abstract

The article discusses the effectiveness of the Lesson Study (LS) approach for the formation of functional literacy of students through improving the teaching practice of teachers who implement programs or elements of CLIL-learning in high schools in Karaganda region.

The LS approach, which has successfully proved itself both in the national pedagogical community and abroad, is one of the most widespread practices of professional development of school teachers through "research into action". Lesson Study involves groups of teachers jointly planning, teaching, observing, analyzing learning and teaching, and documenting their findings.

The study included a questionnaire survey of CLIL teachers and high school students, diagnostics of learning outcomes on two measurable indicators: science literacy, reading literacy in a foreign (English) language, and assessment of the developmental potential of the LS approach for improving CLIL teachers' teaching practices. As a result of this work, the following empirical data were collected: minutes of teachers' creative group meetings on lesson planning, observation cards of A, B, C students, data of input/output questionnaires of high school students (n=84) and reflexive analysis of CLIL teachers' teaching activities (n=48) by SWOT method. The materials for analysis were collected on the basis of 13 schools of Karaganda city, implementing programs or elements of CLIL teaching.

The analysis of empirical data indicates the presence of fundamental methodological similarity, confirming the compatibility of the two approaches and their positive impact on the formation of functional literacy of high school students through the improvement of CLIL-teachers' professional practices. The results of students' self-assessment correlate with the results of output diagnostics conducted by teachers.

Key words: CLIL-learning, Lesson Study, functional literacy, SWOT method, questionnaires, Likert scale, pedagogical observation.

Introduction. The recently completed (2016-2020) transition to the updated content of secondary education of the Republic of Kazakhstan announced state programs focused on the formation of a fundamentally new for Kazakhstan system of assessment, selection of educational content, transformation of methods and approaches in teaching, continuous improvement of pedagogical practices.

Thus, one of the fundamental papers adopted in recent years is the Concept of Education Development of the Republic of Kazakhstan for 2023-2029, which proposes to take measures to "strengthen the intensity and quality of teaching in high school subjects of the natural-mathematical cycle and English language" [1, p.10]; as well as declared the announcement of the state programs oriented to the formation of a fundamentally new system of evaluation of the content of education, the transformation of methods and approaches to learning, and continuous improvement of teaching practices; and also announces not only the continuation of the study of subjects "Physics", "Chemistry", "Biology", "Informatics" in English at the request of students, readiness of educational organizations and teachers, but also the scaling of the institute of mentoring to "ensure effective methodological support for teachers in these subjects" [1, p. 9]

In turn, the State compulsory education standards of the Republic of Kazakhstan propose to make changes in the system of assessment of learning achievements in subjects of natural and mathematical direction, by introducing tasks aimed at "measuring functional literacy and competencies similar to PIRLS, PISA, ICILS and SAT" [2, p. 24]. At the same time, the document emphasizes the special role of strengthening the integration of science and foreign language subjects on the basis of interdisciplinary and integrated approaches to improve the level of functional literacy of students through "developing the ability to establish cause-and-effect relationships between facts,

work with information, extracting the main and fragmentary parts from foreign-language sources" [2, p 21].

Obviously, these norms prepare the ground for further improvement of CLIL learning programs taking into account the focus on the formation of functional literacy and introduction of their adapted versions in the educational process of Kazakhstani schools. However, the implementation of such programs requires the presence of highly competent teachers on the ground who are ready for continuous learning and constant improvement of their own pedagogical practices.

Given the following methodological similarities:

- LS and CLIL imply new ways to improve learning and teaching practices;
- LS and CLIL focus simultaneously on the learning process, tasks, and students' responses to shifting activities;
- LS and CLIL allow for active collaborative teaching and learning strategies;
- LS and CLIL involve the use of methodological supports (scaffolding).

The authors of this article suggest using the Lesson Study (LS) approach as a tool to improve the professional practices of CLIL teachers. As a form of "research in action", LS is characterized by the creation of a highly organized team of school teachers working in a unified educational direction and developing their own pedagogical practices to meet the educational needs of specific students.

The analysis of special expert literature shows that in Kazakhstan, on the one hand, a professional CLIL community has formed with its own culture of experience sharing, creative collaboration, and a system of ideas about the advantages of this teaching technology [3, 4, 5], and on the other hand, the LS approach is actively implemented through professional development programs for teaching staff and training at methodological events. This indicates the positive experience of Kazakhstani schools in differentiated application of LS and CLIL technologies in the learning process. At the same time, there are practically no scientific works, the subject of which is the integration of LS and CLIL in domestic and foreign literature [6].

Suppose, if CLIL-teaching practice is considered and improved in the process of realization of Lesson Study approach, then as a result of research it is possible to identify the factors of influence on the level of development of students' functional literacy as the didactic principles of systematicity, consistency, activity, theory-practice connection will be observed.

Therefore, the purpose of this study is to evaluate the developmental potential of Lesson Study approach for the formation of functional literacy of high school students through improving the teaching practices of CLIL teachers. **In order to achieve the purpose of the study**, it is necessary to:

1. To obtain expert opinion of CLIL educators on the compatibility of the two approaches (LS and CLIL) and the level of functional literacy development of students in classrooms where CLIL programs or elements are implemented;
2. To develop and implement a system of diagnostics of the level of functional literacy development in students;
3. Determine the degree of correlation between the data obtained by the expert evaluation method and the objective results of diagnostics;
4. To conduct a series of lessons on science subjects in English as part of LS;
5. To identify and evaluate the developmental potential of LS for improving CLIL teachers' teaching practices and shaping students' functional literacy.

Methods and materials. This article interprets the results of the research conducted with the participation of CLIL-teachers and students of the network community of Karaganda city schools implementing programs or separate elements of CLIL learning. They include the leading school of the network community Gymnasium named after K. Satpayev and 13 schools.

At the initial stage of the research in January 2022, a questionnaire survey of CLIL-teachers of Karaganda Province (n=64) was conducted to obtain an assessment of the current state of integrated learning in schools. The survey consisted of 22 open and closed questions aimed both at collecting statistical information about CLIL teachers (age, length of service, qualification category, level of English language proficiency, language course certificates, etc.) and at obtaining expert opinion on

the availability and quality of resource support for CLIL-learning, combinability of LS and CLIL, interest of school administration, parent community and students themselves in integrated learning, the level of functional literacy of students with whom they work.

Coaching on the topic: "Lesson Study as an Effective Tool for Improving School Practice", conducted on the ZOOM platform for CLIL educators in Karaganda Oblast, kicked off our field research. Teachers were invited to talk about how we teach and how we improve our teaching methodology, in groups to consider such concepts as: "CLIL-lesson", "tools of functional literacy formation", "translation of pedagogical experience", "successful integrated lesson", etc. The reflection of the coaching showed that 12 educators were willing to participate in the study as it provided an opportunity for professional development.

After receiving CLIL teachers' expert assessment of the state of integrated learning and forming a focus group, an entrance diagnostics of senior grade students of Municipal public institution "Secondary School # 62" (n=65) was carried out, which criterial assessed the level of functional literacy formation (science literacy and reading literacy) on the example of 15 contextual tasks in informatics, physics, chemistry, and biology in English. According to the diagnostic results, the students were divided into 2 groups: control (n=32), and experimental (n=33), formed by randomization method. Pupils of both groups worked for 6 months within the framework of author's elective courses of physics, computer science, chemistry, biology and English language teachers (3 electives per week, 51 lessons per half-year).

The work of the control group was non-collaborative, using traditional methods, while in the experimental group all the hours of the invariant component (3 electives per week, 51 lessons per semester) were divided between a creative group consisting of science and mathematics disciplines and English, which conducted the Lesson Study. There were 51 LS sessions, the priorities of which were joint lesson planning by the creative group, joint achievement of objectives, organization of direct pedagogical observation, feedback from observers and observed, systematic documentation, recognition of problems and errors in the planning process, and selection of effective strategies for problem solving.

At the final stage of the study, exit diagnostic tests and repeated questionnaire survey of teachers (11 questions of expert nature) were conducted. A questionnaire survey of students of the control and experimental groups was also conducted, the purpose of which was to get an idea of the degree of their satisfaction with the work within the framework of elective courses, as well as to obtain data on self-assessment of the level of formation of functional literacy, the answers were evaluated on a 5-point Likert scale from "completely agree" to "completely disagree". Teachers, in their turn, performed a reflexive analysis of their own teaching activity for the specified period using the SWOT method, which was aimed at identifying the strengths and weaknesses of teaching activity, as well as opportunities for further development and threats.

Results and discussion. Having analyzed the qualitative composition of surveyed teachers implementing CLIL programs or elements of CLIL-teaching in schools of Karaganda Oblast, we received the following data. The main part of the representative composition of CLIL-teachers includes experienced teachers (average teaching experience of more than 17 years), who connect their history of turning to the technology with the state campaign on the development of trilingual education in Kazakhstan, during which teachers took language courses and received certificates of English language proficiency according to the CEFR scale (B1-65% of teachers, B2-17.5%, C1-17.5%). In spite of sufficient pedagogical experience and qualification categories (among the surveyed teachers-researchers-50%, teachers-experts-33%, teachers-moderators-17%; without category-0%) about 75% of respondents expressed interest in improving their own pedagogical practices through work in creative collaborations such as LS. They noted the following methodological similarities between LS and CLIL (table 1).

Table 1. Methodological similarities between LS and CLIL

Assertion	Input survey, %	Output survey, %
LS and CLIL imply new ways to improve learning and teaching practices;	67	78
LS and CLIL focus simultaneously on the learning process, tasks, and students' responses to shifting activities;	52	68
LS and CLIL enable active collaborative teaching and learning strategies;	68	80
LS and CLIL involve the use of scaffolding.	77	77

Source: developed by the author

The survey also made it possible to form an expert opinion of science teachers about the degree of development of functional (science, reading literacy in a foreign language) literacy of students who study in CLIL programs or elements of CLIL programs.

The level of development of functional literacy of a graduate is one of the key factors of his/her adaptation to real life. Functional literacy implies the ability to solve practical tasks of everyday life based on the knowledge and skills acquired at school, to interact with the environment, people, establish business contacts, work in a team, and be a responsible citizen of their country.

According to teachers' assessment, about one third of high school students have difficulties in understanding the main features of natural science phenomena, interpreting them and using them to draw conclusions in real-life situations. Although it is precisely such tasks, organized in thematic blocks, that constitute the measuring tools of many international studies designed to assess the quality of education in the region, such as PISA.

In the generalized view of English teachers, reading literacy in a foreign language consists in the ability to identify topics, subtopics and main ideas of a text; to determine its emotional and semantic character; to predict the subsequent content of what is read, to work with headings, footnotes, to extract the meaning of unfamiliar words from the context, to use an explanatory (monolingual) dictionary if necessary. According to English teachers' assessments, about 35% of high school students have significant difficulties when working with foreign language texts, while 29% of respondents noted that their students show a high level of functional literacy when working with authentic materials.

The data obtained as a result of analyzing the CLIL-teachers' expert opinion about the level of development of functional literacy of high school students correlate with the results of the input diagnostics of the control and experimental group on the following measurable parameters: science literacy, reading literacy.

At the practical stage of the study, a series of CLIL classes were planned and conducted in the control and experimental groups as part of elective courses. Taking into account that the formation of functional literacy is a complex, multidimensional task that cannot be solved by a single teacher, but highly organized school teams of teachers working in a unified direction are needed, the focus group was represented by 4 teachers and covered 6 subject disciplines.

Each stage of the six-month study was deeply analyzed, the focus of observation of pupils of the experimental group was periodically shifted, the most significant fragments of the lesson were constantly discussed in the creative group of CLIL-teachers and at the meetings of methodological associations, the data of lesson planning and observations of pupils A, B, C were logged (table 2).

Table 2. The record of the lesson discussion (physics)

Question under discussion	Student A	Student B	Student C
What was the progress each of the students? Was it optimal?	The group members address the student in view of his/her role as a time manager. The	She is working at her best, showing creativity, and her opinion is listened to	Became active in helping classmates, supporting them, takes the initiative to work in the group

	student shows a low level of interest in the lesson, demonstrates a low level of analytical ability and language competence.	The pupil has become more active, attentively follows the answers of her classmates, helps the group leader by systematizing and analyzing the material.	Traces joint work in groups, the pupil exchanges ideas, engages in dialog when discussing a problem. Demonstrates a high level of critical thinking development
How did the learners interact in a group?	When working in a group was a time manager, coped with this work well and responsibly.	When working in a group, he controls the situation, freely conducts a conversation on the issues of thematic content of the studied material.	He is a leader and initiator of the distribution of roles in the group. Provides support to his/her group members.
What were surprises?	When conducting self-assessment, rated all group works "excellent".	At the initial stage of the lesson, she failed to cope with an uncomplicated contextual task.	At the main stage of the lesson, he resigned as a speaker, prepared a student of level B.
How did it help or hinder?	The student realized his role and responsibility in group work, but was distracted by the members of the research group.	The student did not repeat the mistakes of the previous lesson and used English as the working language.	The research helped the student to become the initiator of the tasks in the group.
What aspect(s) of the teaching method needs to be subsequent adjustments to improve each student's performance	Teach how to assign roles in the group correctly, involving all members of the group in the learning process Include individual, differentiated tasks in the content of the lesson Define a mandatory role in the group for each student.		

Source: developed by the author

During half a year the content of training of elective courses was determined in accordance with the requirements of the competence approach, according to which the results of education should be recognized as valid outside the education system itself.

The expected educational outcomes correlated with the learning outcomes in the context of Kazakhstan's accession to the Bologna Process, where "professional preparedness of graduates for the labor market" is understood as "the use of a set of knowledge, skills, competencies, as well as personal characteristics for the successful growth of graduates in the chosen profession and to expand the prospects for their further employment, in which both graduates themselves and society, the economy as a whole and employers, in particular, are interested" [7] and were presented as: improvement of functional literacy and research culture of students, formation of universal learning skills, the ability to interpersonal and social interaction in the sphere of educational and professional communication (social competencies), as well as the ability to analyze and evaluate personal educational achievements in the development of programs for further personal improvement (meta competencies).

During the study, special attention was paid to the reflexive analysis of CLIL teachers' own activities, including the SWOT method (strengths, weaknesses of pedagogical activities, opportunities and threats) - (table 3).

Table 3. Reflexive analysis of teaching activity of CLIL teachers (n= 12) by SWOT method (summarized)

<p>S - (What forms, techniques and methods of work at the conducted lessons were the most effective?)</p> <p>1. The use of interactive teaching methods such as project, debates, case method, incident method, etc. help to involve all students in the learning process;</p>	<p>W - (What forms, techniques and methods of work at the conducted lessons were not effective enough? Why?)</p> <p>1. The use of mutual evaluation at lessons was not effective enough due to excessive loyalty of pupils to each other;</p>
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<p>2. the use of multilevel and differentiated tasks allows to create "situations of success" for each student;</p> <p>3. The use of formative assessment to compare a student's current results with his/her previous successes increases motivation in the learning process;</p> <p>4. Composing open and closed questions by students in a foreign language is aimed at developing functional literacy and practicing question structures;</p> <p>5. Experimental activities in the learning process increase students' interest in the content of the subject and the process of its study.</p>	<p>2. the use of group form of work (more than 4 persons in a group) did not always give each pupil an opportunity to make a valid contribution to the common cause;</p> <p>3. The use of some teaching methods (role-playing and business games, modular learning), which required serious preparation from the teacher, did not help students to reach the goal of the lesson;</p> <p>4. The chosen ratio of using mother tongue and foreign language sometimes required adjustment in the process of the lesson.</p>
<p>O - (What additional possibilities does the LS approach involve?)</p> <p>1. Development of creative, associative, logical thinking;</p> <p>2. Development of oral and written speech in English;</p> <p>3. Creating an atmosphere of trust and goodwill;</p> <p>4. Interest in the content of the lesson and the learning process;</p> <p style="text-align: center;">↓</p> <p>Development of functional literacy</p>	<p>T - (What are the threats and what needs to be changed in conducting Lesson Study for next year?)</p> <p>1. Receiving unreliable (formal) answers of students when conducting lesson reflection - supplement the student's reflection card with questions aimed at detailed analysis of his/her own activity within the framework of the lesson;</p> <p>2. Obtaining insufficiently exhaustive data of pedagogical observation of A, B, C pupils - adapt the teacher's reflexive map, pupil observation map for a certain class and the purpose of the research.</p>

Source: developed by the author

Teachers' reflective notes showing the level of immersion of the educator in the observation made it possible to identify influencing factors on the development of student's functional literacy during the sessions, which ultimately allowed us to evaluate the developmental potential of LS to improve the teaching practices of CLIL teachers (table 4).

Table 4. Teachers' perception about CLIL and LS

Characterization	Expert mention, %	Rating
Improving the quality of CLIL-teachers' teaching through "research in action" has a positive impact on the level of students' functional literacy.	87%	1
LS approach allows organizing professional communication of CLIL-teachers on equal positions, without taking into account the status of teachers by experience and qualification level, i.e. it ensures democracy.	87%	1
The possibility of joint development of mid-term and short-term planning creates the necessary environment for professional development and establishment of strong cross-curricular links.	82%	2
Improving one's collaborative skills and participating in the design, management and planning of learning environments for students with different levels of motivation and subject matter expertise are important aspects in the practice of building students' functional literacy in CLIL classes.	80%	3
Working in a creative LS group reduces the psychological tension and anxiety of an educator conducting a CLIL demonstration session for colleagues.	80%	3
Creation of school creative collaborations of CLIL-teachers increases the possibilities of modeling non-linear educational trajectories for students	75%	4
Implementation of the LS approach allows to distribute the responsibility for the development of a functionally literate person among a group of CLIL-teachers through jointly organized activities.	75%	4

Source: developed by the author

Undoubtedly, changes in the teachers' activity entail dynamics in development and learning. Analysis of educational achievements in the control and experimental groups after six months of experimental training showed a decrease in the number of students with a low level of development of science literacy by 14%, with a low level of development of reading literacy in a foreign language

by 13%. Comparison of students' answers to 5 closed questions concerning self-assessment of the level of functional literacy development by two measurable indicators and the degree of satisfaction with their own achievements in the control and experimental groups made it possible to assess the effectiveness of the LS tool for the development of students' functional literacy through the improvement of CLIL-teachers' teaching practice.

Analysis of the results showed that after the lesson study, the proportion of "Absolutely agree" and "agree" responses in the experimental group increased statistically significantly (by 22%), while the proportion of "not sure" responses decreased by 12%, which may indicate the effectiveness of the chosen strategy (table 5).

Table 5. Results of the output questionnaire processed with a Likert scale

Question 1. Knowledge acquired at school helps to solve practical problems in everyday life.		Control group (January)	Expert group (January)	Control group (May)	Expert group (May)
	Absolutely agree	38%	36%	42%	56%
	Agree	28%	28%	30%	32%
	Not sure	20%	23%	20%	7%
	Disagree	11%	9%	6%	3%
	Absolutely disagree	3%	4%	2%	2%
Question 2. I can identify the main idea and theme of English-language texts, extract details from what I read or listen to by applying basic reading and listening strategies.		Control group (January)	Expert group (January)	Control group (May)	Expert group (May)
	Absolutely agree	28%	26%	42%	46%
	Agree	28%	28%	30%	38%
	Not sure	15%	17%	13%	10%
	Disagree	11%	19%	7%	3%
	Absolutely disagree	8%	10%	8%	3%
Question 3. Authentic texts offered by the teacher for independent work match my interests and needs.		Control group (January)	Expert group (January)	Control group (May)	Expert group (May)
	Absolutely agree	18%	16%	24%	42%
	Agree	38%	28%	30%	38%
	Not sure	25%	27%	23%	10%
	Disagree	11%	21%	10%	7%
	Absolutely disagree	8%	8%	13%	3%
Question 4. Studying other academic disciplines in English is necessary for my future profession.		Control group (January)	Expert group (January)	Control group (May)	Expert group (May)
	Absolutely agree	28%	26%	34%	44%
	Agree	18%	18%	18%	28%
	Not sure	25%	27%	25%	13%
	Disagree	11%	11%	10%	7%
	Absolutely disagree	18%	18%	13%	8%
Question 5. I can converse about practical work in English, understand printed and listening instructions, and make short reports on the progress of my own work.		Control group (January)	Expert group (January)	Control group (May)	Expert group (May)
	Absolutely agree	38%	39%	34%	44%
	Agree	28%	29%	28%	34%
	Not sure	25%	21%	25%	13%
	Disagree	7%	9%	10%	8%
	Absolutely disagree	1%	2%	3%	1%

Source: developed by the author

Conclusion. At the final stage of the study, the focus group of teachers concluded that implementation of the LS approach allows improving CLIL teachers' teaching practice through competent selection of teaching forms and methods, creation of collaborative environment, use of "methodological supports", which contributes to the development of students' functional literacy, relieves anxiety and increases motivation to use L2 in science subjects. One of the unexpected results was the following changes in the focus group itself: change of attitude towards specific pupils, transition to a new stage of development of relations with colleagues (trust), readiness to share experience, democratization of pedagogical communication.

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LESSON STUDY CLIL МҰҒАЛІМДЕРІНІҢ ОҚЫТУ ПРАКТИКАСЫН ЖЕТІЛДІРУ ҚҰРАЛЫ РЕТІНДЕ

Аннотация

Мақалада Қарағанды облысының жалпы білім беретін мектептерінде CLIL оқытуды немесе оның элементтерін іске асыратын мұғалімдердің оқыту тәжірибесін жетілдіру арқылы оқушылардың функционалдық сауаттылығын дамыту үшін Lesson Study (LS) әдісін қолданудың тиімділігіне байланысты мәселелері қарастырылады.

LS тәсілі өзінің табыстылығын отандық және шетелдік педагогикалық қауымдастықта дәлелдеген мектеп мұғалімдерінің «іс-әрекетке зерттеу» арқылы кәсіби дамуларының кең тараған тәжірибелердің бірі болып табылады. LS жоспарлау, оқыту, бақылау, оқу мен оқытуды талдау және олардың нәтижелерін құжаттау үшін бірлесіп жұмыс істейтін мұғалімдер топтарын қамтиды.

Зерттеу аясында CLIL мұғалімдері мен жоғары сынып оқушылары арасында сауалнама жүргізілді, екі өлшенетін көрсеткіш бойынша оқыту нәтижелерінің диагностикасы жүргізілді: жаратылыстану сауаттылығы, шетел (ағылшын) тілінде оқу сауаттылығы және CLIL мұғалімдерінің оқыту тәжірибесін жетілдіруге арналған LS әдісінің даму әлеуеті бағаланды. Осы жұмыстың нәтижесінде келесі эмпирикалық деректер жиналды: сабақты жоспарлау бойынша мұғалімдердің шығармашылық топтарының отырыстарының хаттамалары, қысқа мерзімді жоспарлары, А, В, С оқушыларының бақылау карталары, жоғары сынып оқушыларының кіріс/шығыс сауалнамасының деректері (n=84) және SWOT әдісін қолдану арқылы CLIL мұғалімдерінің (n=48) оқыту іс-әрекетіне рефлексиялық талдау. Талдау материалдары CLIL оқытуды немесе оның элементтерін жүзеге асыратын Қарағанды қаласының 13 мектеп базасында жиналды.

Эмпирикалық деректерді талдау екі тәсілдің үйлесімділігін және олардың CLIL мұғалімдерінің оқыту тәжірибесін жетілдіру арқылы жоғары сынып оқушыларының функционалдық сауаттылығын қалыптастыруға оң әсерін растайтын іргелі әдістемелік ұқсастықтардың бар екендігін көрсетеді. Оқушылардың өзін-өзі бағалау нәтижелері мұғалімдер жүргізген қорытынды диагностиканың нәтижелерімен сәйкес келеді.

Түйін сөздер: CLIL-тренинг, Lesson Study, функционалдық сауаттылық, педагогикалық тәсілдер, сұрақ қою, оқыту нәтижелерін диагностикалау, педагогикалық бақылау.

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LESSON STUDY КАК ИНСТРУМЕНТ СОВЕРШЕНСТВОВАНИЯ ПРАКТИКИ ПРЕПОДАВАНИЯ CLIL УЧИТЕЛЕЙ

Аннотация

В статье рассматривается вопрос об эффективности применения подхода Lesson Study (LS) для формирования функциональной грамотности учащихся через улучшение практики преподавания педагогов, реализующих программы или элементы CLIL-обучения в старших классах средних школ Карагандинской области.

Подход LS, успешно зарекомендовавший себя, как в отечественном педагогическом сообществе, так и за рубежом, является одним из наиболее распространенных практик профессионального развития школьных учителей через «исследование в действии». В LS принимают участие группы педагогов, совместно осуществляющие планирование, преподавание, наблюдение, анализ обучения и преподавания и документирующие свои выводы.

В рамках исследования был проведен анкетный опрос CLIL педагогов и учащихся старших классов, выполнена диагностика результатов обучения по двум измеряемым показателям: естественно-научная грамотность, грамотность чтения на иностранном (английском) языке, оценен развивающий потенциал подхода

LS для совершенствования практики преподавания CLIL педагогов. В результате этой работы собраны следующие эмпирические данные: протоколы заседаний творческих групп педагогов по планированию уроков, образцы краткосрочного планирования, карты наблюдений за учащимися А, В, С, данные входного/ выходного анкетирования старшеклассников (n=84) и рефлексивный анализ преподавательской деятельности CLIL-педагогов (n=48) методом SWOT. Сбор материалов для анализа осуществлялся на базе 13 школ г. Караганды, реализующих программы или элементы CLIL обучения.

Анализ эмпирических данных свидетельствуют о наличии принципиального методологического сходства, подтверждающего совместимость двух подходов и их положительное влияние на формирование функциональной грамотности учащихся старших классов через улучшение практики преподавания CLIL-педагогов. Результаты самооценки школьников коррелируют с результатами выходной диагностики, проводимой педагогами.

Ключевые слова: CLIL–обучение, Lesson Study, функциональная грамотность, педагогические подходы, анкетирование, диагностика результатов обучения, педагогическое наблюдение.