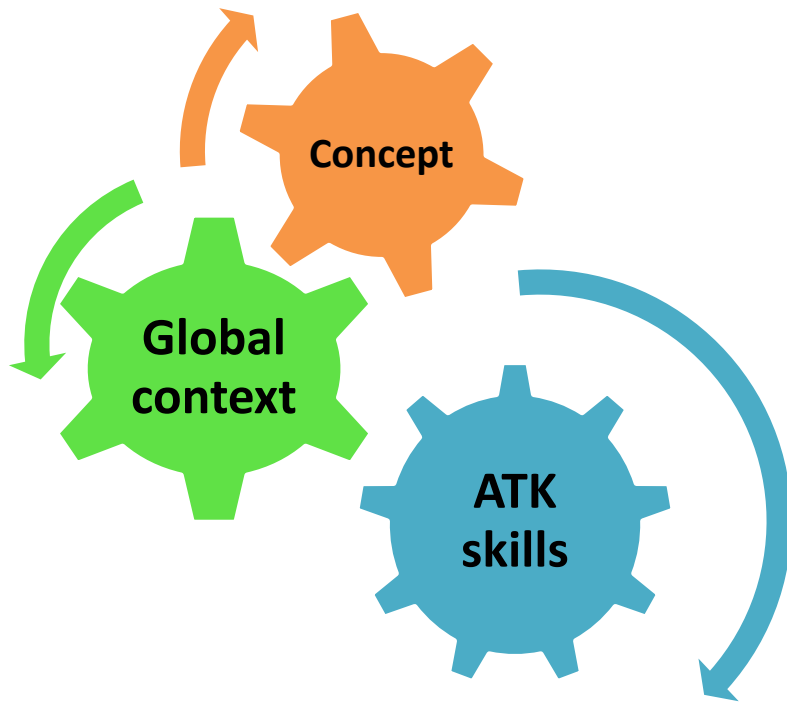


HOW TO COMPREHENSIVELY IMPLEMENT UNIT COMPONENTS DURING A LESSON?



- **What does it mean?**
- **Why do we need it?**
- **How to use it?**
- **What do expect to achieve ?**



What does a concept mean?

Concept is an organising idea, a mental construction, which exists beyond time and space, it is universal, abstract, it can be defined with one or two words

IB MYP Guide Language A, Sciences

A concept-driven curriculum framework works, when teachers see that academic disciplines have a conceptual structure.

MYP: From principles into practice



**A Concept widens
thinking, covers the broad
spectre of knowledge,
and provides deeper
understanding**

Лин Эриксон (2007)

IMPLEMENTATION IN THE LESSON

9th grade. Unit «Tradition and society»
Lesson topic: Images of Knurov, Vozhevatorov and
Paradov in Ostrovsky's play "Without a Dowry"

Key concept:
View

Subject
concepts:
Character
Speech styles



Approaches to learning

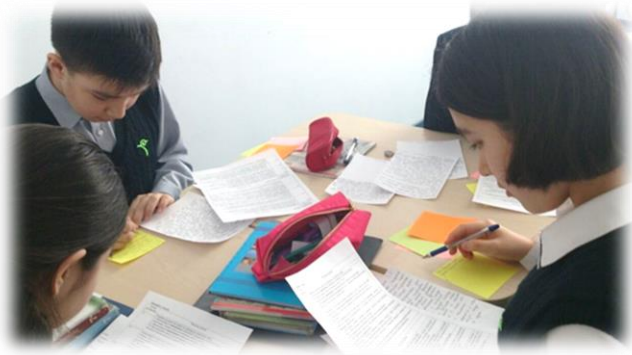
To formulate conceptual, topical and
factual questions

Task

To formulate two factual and two
conceptual questions concerning the
topic, using the unit concept

CONCEPTUAL QUESTIONS

How the position of author is reflected through the character of Larisa Ogudalova?
How real is the attitude of Larisa for the happened life situation?
How do the characters of merchants disclose through their attitude to Larisa Ogudalova?



FACTUAL QUESTIONS

What categories of heroes can be defined based on their speech styles?



How to develop conceptual understanding in a Russian lesson ?

01 To form conceptual, factual, and debatable questions.

02 To search for links , in the text ,connected with a concept (in the plot, artistic features etc.)

03 Analysis of the text (s) can be done using a key concept

04 To use concepts in creating texts.

05 To use conceptual questions in essays and mini projects.

КАК ИСТОРИЧЕСКИЙ КОНТЕКСТ ОТРАЖАЕТСЯ ЧЕРЕЗ СИСТЕМУ ОБРАЗОВ В ПОВЕСТИ М. БУЛГАКОВА «СОБАЧЬЕ СЕРДЦЕ» 1925 г.

Исторический контекст:

- Воспитанности
- Отношение к
- Разруше:
- Террору:
- Социальной справедливости

Персонажи:

- Паша Пашинкин (президент)
- Шарик (собака)
- Шариков (человек)
- Шариковы (семья)
- Шариковы (революционеры)
- Негативные черты образа

Символика:

- Собака за «живные права»
- Собака за «живные права»
- Собака за «живные права»

КАК ЧЕРЕЗ ОБРАЗ ЖИЗНИ ГЛАВНОГО ГЕРОЯ РОМАНА «ЕВГЕНИЙ ОЧЕГИН» АВТОР ОТРАЗИЛ СВОИ ВЗГЛЯДЫ НА ДВОРЯНСКУЮ ЖИЗНЬ В XIX ВЕКЕ?

«Евгений Очегин» — это роман, в котором автор описывает жизнь дворянина в XIX веке. Через образ жизни главного героя, Евгений Очегин, автор отражает свои взгляды на дворянскую жизнь в XIX веке.

В романе Очегин — это дворянин, который живет в XIX веке. Он живет в дворянском доме, где есть все удобства. Он имеет много денег и много слуг. Он любит охотиться и играть в карты. Он женится на богатой девушке. Но в конце концов он понимает, что его жизнь — это только игра. Он умирает, и его наследство уходит к государству.

Через образ жизни Очегина автор показывает, что дворянская жизнь в XIX веке была очень тяжелой. Дворяне были обременены большими расходами. Им приходилось содержать большие дома, содержать много слуг, ездить на охоту и в гости. Кроме того, они были обременены большими налогами. В итоге многие дворяне разорялись. Автор показывает, что жизнь Очегина — это только игра, которая заканчивается проигрышем.



КАК ЧЕРЕЗ КОНТЕКСТ ЭПОХИ 19 ВЕКА ХАРАКТЕР ГЕРОЯ РОМАНА «ЕВГЕНИЙ ОЧЕГИН» РАСКРЫВАЮТСЯ И ПОЗИЦИЮ ГЛАВНОГО ОЧЕГИНА?

КАК ЧЕРЕЗ КОНТЕКСТ ЭПОХИ 19 ВЕКА ХАРАКТЕР ГЕРОЯ РОМАНА «ЕВГЕНИЙ ОЧЕГИН» РАСКРЫВАЮТСЯ И ПОЗИЦИЮ ГЛАВНОГО ОЧЕГИНА?

Эпоха 19 века — это время больших перемен. В это время происходит промышленная революция, которая меняет жизнь людей. В это время появляются новые социальные классы — буржуазия и пролетариат. В это время происходит становление демократии. В это время происходит становление науки. В это время происходит становление искусства.

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КАК ЧЕРЕЗ ПРИНЦИП СИММЕТРИИ В КОМПОЗИЦИИ РОМАНА РАСКРЫВАЕТСЯ ХАРАКТЕР ЕВГЕНИЯ И ТАТЬЯНЫ?

КАК ЧЕРЕЗ ПРИНЦИП СИММЕТРИИ В КОМПОЗИЦИИ РОМАНА РАСКРЫВАЕТСЯ ХАРАКТЕР ЕВГЕНИЯ И ТАТЬЯНЫ?

Симметрия — это принцип, который используется в искусстве и архитектуре. Симметрия — это принцип, который используется в искусстве и архитектуре. Симметрия — это принцип, который используется в искусстве и архитектуре.

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«Я люблю ее, как ты любишь?»
«Я люблю ее, как ты любишь?»
«Я люблю ее, как ты любишь?»

Excerpt from the student essay under the theme: «What is the author attitude to the problem of vulgarity and *meschanstvo* in Chekhov's story "Ionych"»?

"*Meschane* are narrow-minded people, who stop thinking long ago. The problem of *meschanstvo* had been raised in Chekhov's pieces as the writer during the harsh years of his youth, when he was working as a doctor in a local hospital, had often evidenced *meschanstvo* or the demoralisation of the society.

In "Ionych", Chekhov, when creating deep images of heroes, expressed his negative attitude to *meschanstvo*, pointing out that it leads to the degradation of an individual, and hinders to his happiness"

CONCLUSIONS

Not all lessons should be conceptual, as sometimes there is a need to acquire knowledge not through concepts, but through concrete discipline perspectives

In order to get conceptual understanding, you need *facts* , which can be gathered during the lesson that does based on non-conceptual learning.

The optimal choice is the *combination of lessons with conceptual and non-conceptual learning*



GLOBAL CONTEXTS

2

Action Research «How to implement Global Context in the lessons?»



WHAT IS CONTEXTUAL LEARNING?

Context of learning – it's a case, event, some circumstances, the task is to make knowledge relevant and useful for students.

Context should meet audience's personal interests and have a connection with its future.

Contextual learning not only connects knowledge with the real life but it actively promotes the practical application of teaching in life.

MYP: From Principles into Practice

REALIZATION ON THE LESSON

Interpretation of concepts through GC using the content of literary work.

Research questions:

- How to study a literary work through different global contexts?
- Which new knowledge can you develop through this?
- How to apply it in life?

Unit «Save language – save culture».

Theme of the lesson: “Studying the novel by B. Momysuly “Our Family” through the Global Context”

Reflection. Essay: Which new skill you did you attain when studying the content of the novel through the prism of global contexts? (What did I see? What did I understand? What was surprising?)

Identities and relationships

Personal and cultural expression

Fairness and development

Scientific and technical innovation

Globalization and sustainability

Orientation in time and space

Global context: Identity and relationships (lifestyle choices). Key concept: culture

Questions:

How are family relationships built in the story? How to connect it with the present?

What is close to me? What can I apply in the future? Why?

What do you like? What do not like? Examples, arguments. Make a conclusion.

Global Context: Orientation in Time and Space: Heritage

How relevant are the traditions depicted in the story? If outdated, why? What new traditions have appeared in our time? What traditions have arisen under the influence of other traditions.

Offer your new traditions. Examples, arguments. Make a conclusion.

Global Context: Scientific and technical innovation (Implications and Responsibilities.)

How does scientific and technological progress affect folk traditions?

To give an example of how scientific and technological discoveries affect folk traditions. (Entourage is changing. Educational and literary aspect). Examples, arguments. Make a conclusion.

Global context: Globalization and Sustainability: conservation. Loss of identity.

How does globalization affect the customs and traditions depicted in the story?

How have the traditions changed? Is it good or bad? Is it necessary to maintain national identity?

Examples, arguments. Make a conclusion.

Global Context: Fairness and Development: Potential and Development

Relation to nationalities. Do representatives of different nationalities have equal rights?

And how is this depicted in the story? Examples, arguments. Make a conclusion.

Global context: Personal and cultural expression: belief system

How was the national identity expressed in the story? How was hospitality shown? Compare with modernity.

Examples, arguments. Make a conclusion.

What new understanding did you get in connection with the fact that we examined the content of the story through various Global contexts?

(What did I notice? What did I understand? What was surprising for me?)

1. Gives a deep understanding of the author's intention and the meaning of the global contexts .
2. Develops critical thinking and communication skills.
3. Helps to navigate in time and space, makes it possible to see the relevance of the work in our time.
4. In one story, you can find episodes associated simultaneously with science, technology and culture.
5. Helps to find out the forgotten traditions of the Kazakh people, which are relevant in the modern world for the harmonious development of the young generation in the age of «Рухани жаңғыру».





How did you see a new topic through the interpretation of various concepts?

- 1. GC trends are selected according to important issues that are considered in the studied works. They focus students' attention on important issues and allow us to see new perspectives in the work and the connection of reality with a new understanding.**
- 2. The GC in conjunction with the Concepts, allows us to develop a new understanding of the work and its connection with modernity, which will allow us to solve real problems through the prism of the developed new values.**
- 3. Interpretation of concepts through the GC trends develops a deep understanding of the important problems of our time raised in the work.**
- 4. Ideas outside of time and outside space can be associated with pressing problems of our time through the GC strands.**

IMPLICATIONS OF ACTION RESEARCH ON GC

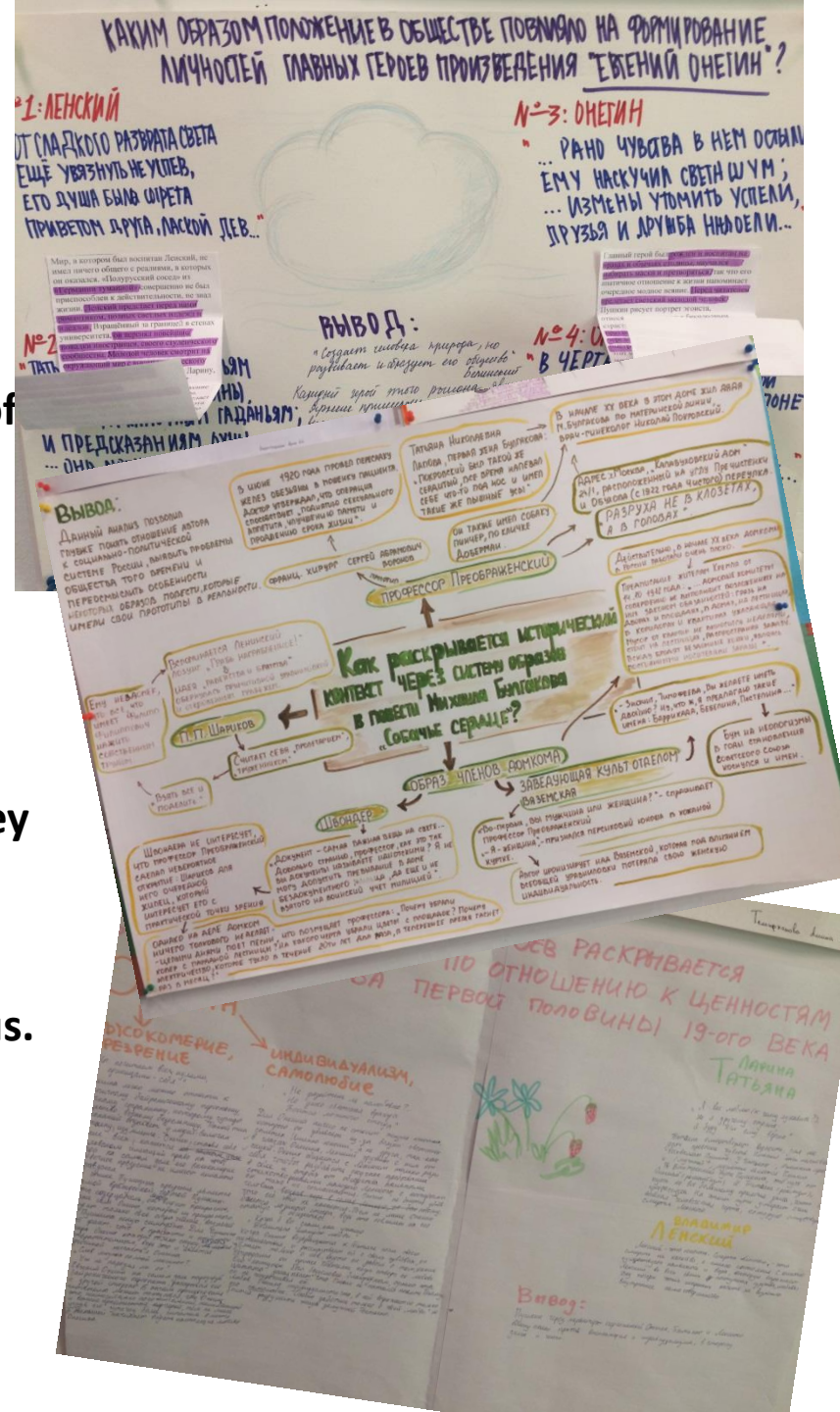
Teachers need to find new information, old information does not count, this is the essence of the GC.

Methods and strategies are not important in GC, only ideas that develop critical thinking.

GC helps students to be more focused, and determine the place in the world. Previously, they only analyzed the topic.

GC enables ss to develop conceptual understanding and thinking with a different focus.

GC enables ss to consider that there are other opinions in the world that may also be correct.



3

Action Research

“How to use ATL-skills effectively in the classroom?”





TASKS

01 What role do ATL-skills play in the unit?

02 What does a trained skill and an applied skill mean?

03 How to select skills, which need to be developed in a subject (analysis)?

04 How can skills should be practiced each year?

05 How often do you need to apply skills in class?

06 How to teach skills holistically in combination with other components of the unit?

ATL-SKILLS ARE ONE OF THE MOST IMPORTANT COMPONENT IN THE IB PROG.

Skills are not related to objects, they are necessary in life.

In the lesson, some skills are taught, other skills are used by default.

1/ What does it mean to train a skill and apply a skill?

The skill which is taught in the lesson must be discussed, the meanings of in the sub-skills should be interpreted;

Focus on the trained skill through the questions of reflection and a visual table.

It is better to show /in practice / what students have learned.

2/ What determines the choice of skills in the lesson

The choice of skills throughout the unit depends on the SW

The choice of skills for one lesson is related to the topic and content of the lesson.

3/ When does teaching of skills end?

Skills should be developed in the future . Skills need to be constantly improved.

Unit: "Global problems of our time"

Topic: My carbon footprint

Skill: Communication

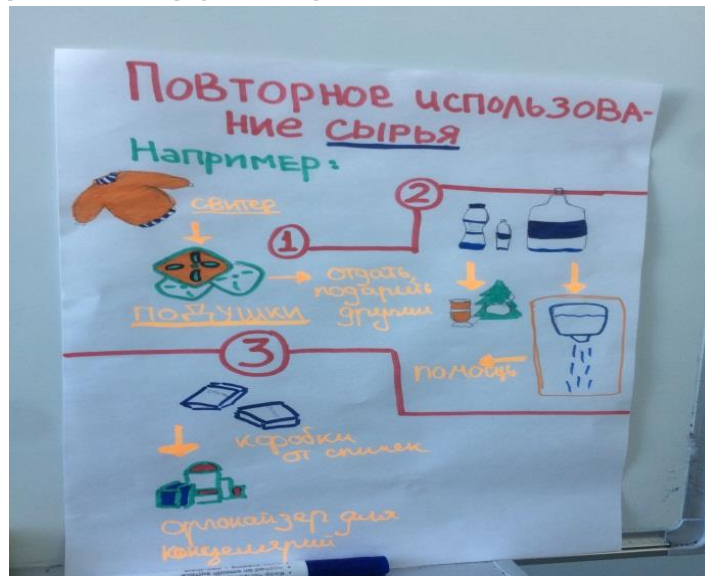
Learning Approach (sub-skill): read and listen actively, adapt information to your needs and life experience.

Assignment: Read the text "Reuse of Raw Materials" and compose questions based on the text you read.

Your answer should be adapted to your needs and based on life experience. What information from the text can be used in the future?

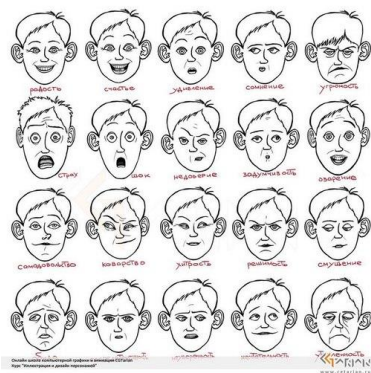
How do you know that students have learned the skill?

- students will compose and answer questions related to their life experience in the lesson;
- SS create a cluster on the topic “Reuse of raw materials in our real life”;
- SS will also write a Memo “Environmental Culture of Students”, which can be used later in real life.



The topic of the lesson: J. London "The Legend of Kish".

Learning Approach (Skill): Communicate using various methods of transmission, including verbal and non-verbal means of communication.



What will they learn?

- They will learn to use the skills of verbal and non-verbal communication, based on the text itself, and illustrations

How do we know that students have learned the skill?

- Show knowledge of non-verbal communication techniques, which helps to understand the author's intention through role-playing, dramatization, gestures, facial expressions.

Pantomime sketches.

1. Show NIS students in a good mood;
2. Show a teacher who received the award;
3. Show a tired student in the last lesson

A Role play

Division into 2 groups. Prepare a stage adaptation, using verbal and non-verbal means. Introduce your lit .character, so that the students demonstrate awareness: about behavior, inner world, moral traits.

1st group - Kish at the council of elders.

2nd group - Kish goes to the first hunt.

Reflection.

What skill have I learnt today?

What is the importance of this skill?

Where can I apply it?

АТЛ	ЮНИТ 1			ЮНИТ 2			ЮНИТ 3		
	ПВ	СР	СР	ПВ	СР	СР	ПВ	СР	СР
1 Атигамы Карина	ПВ	СР	СР	ПВ	СР	СР	ПВ	СР	СР
2 Чувицова Айгерим	СР	СР	ВС	ПВ	СР	СР	ПВ	СР	СР
3 Байрбек Аиша	ПВ	СР	СР	ПВ	ПВ	ПВ	ПВ	ПВ	СР
4 Ким Екатерина	ПВ	СР	СР	ПВ	ВС	ВС	ПВ	СР	ВС
5 Мурат Жанар	ПВ	СР	СР	ПВ	ПВ	ПВ	ПВ	ПВ	СР
6 Тасмаханов Арман	С								
7 Солтанбекова Аиша	П								
8 Тлохтарова Айганай	С								
9 Утегенова Инкар	П								
10 Ешкеева Кургану	С								
11 Жумагул Жылмухамед	П								

Сем 2 Навыки коллаборации 10 G

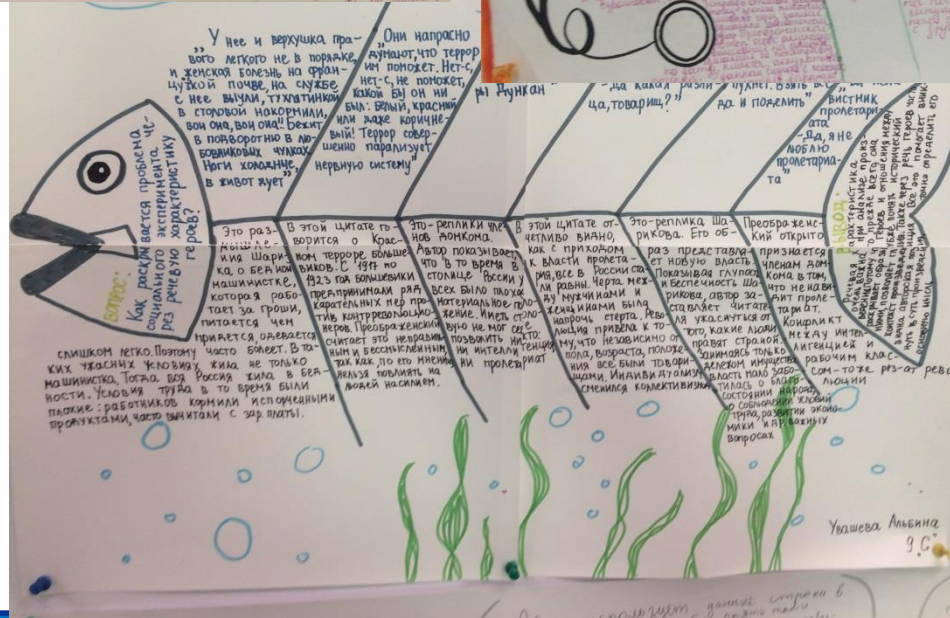
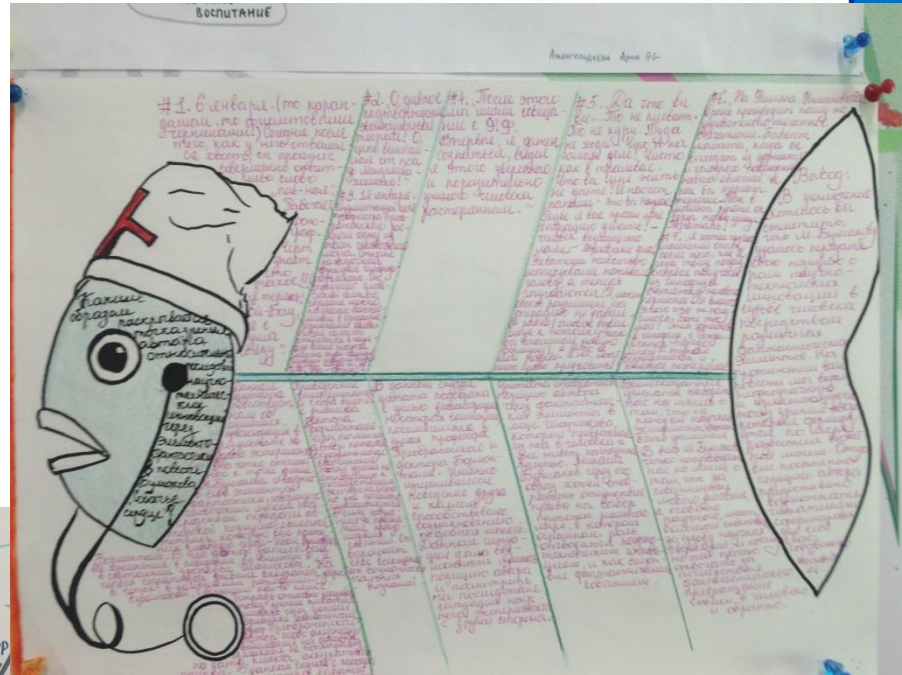
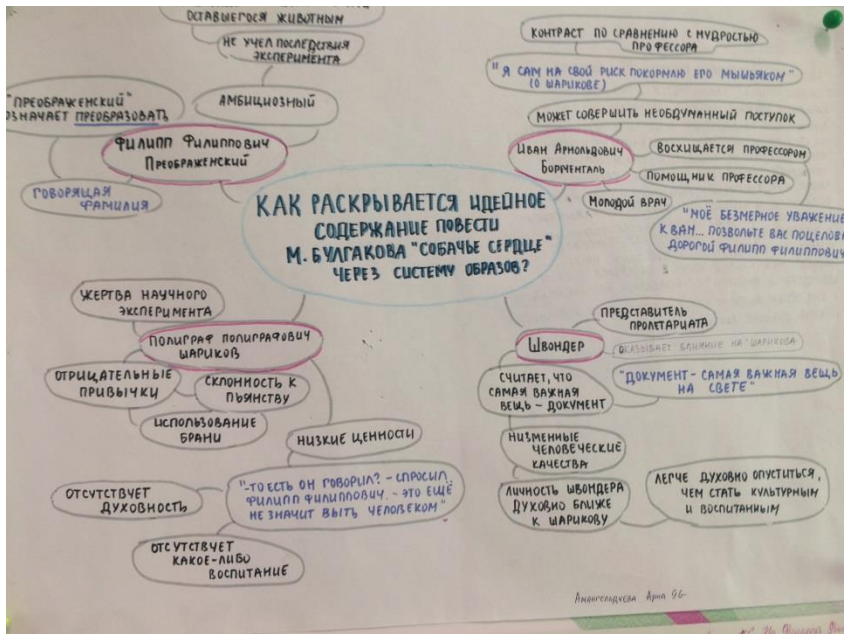
Ф И О	ЮНИТ 1			ЮНИТ 2			ЮНИТ 3		
	ПВ	СР	СР	ПВ	ПВ	ПВ	ПВ	СР	СР
1 ИМАМБЕКОВА ДИАНА	ПВ	СР	СР	ПВ	ПВ	ПВ	ПВ	СР	СР
2 КЕЛИМБЕТОВА ДИАНА	ПВ	ПВ	ПВ	ПВ	ПВ	ПВ	ПВ	ПВ	ПВ
3 КИМ РОБЕРТ	ПВ	СР	ВС	ПВ	СР	ВС	ПВ	СР	ВС
4 МУХАНОВ ЗЕИН	ПВ	СР	ВС	ПВ	ВС	ВС	ПВ	ВС	ВС
5 МУСИН ДИАС	ПВ	СР	СР	ПВ	СР	ВС	ПВ	СР	ВС
6 РАЙМАГАМБЕТ АЙША	ПВ	СР	ВС	ПВ	ВС	ВС	ПВ	ВС	ВС
7 УРГУМБАЕВ ЭЛЬДАР	ВС	ВС	ВС	ПВ	ВС	ВС	ПВ	ВС	ВС
8 УВАШЕВА АЛЬБИНА	СР	ВС	ВС	ПВ	ВС	ВС	ПВ	ВС	ВС
9 ЖАНЫБЕКОВА ДИАНА	ВС	ВС	ВС	ПВ	СР	ВС	ПВ	ВС	ВС
10 ЖУМАНОВА АРЕНА	СР	ВС	ВС	ПВ	СР	ВС	ПВ	ВС	ВС
11 ЖУМАТАЕВ ДАМИР	ПВ	СР	СР	ПВ	СР	СР	ПВ	СР	СР

Сем 2 Навык коллаборации 9.D

АТЛ	ЮНИТ 1	ЮНИТ 2	ЮНИТ 3
1 Атигамы Карина	ПВ СР СР	ПВ СР СР	ПВ СР СР
2 Чувицова Айгерим	СР СР ВС	ПВ СР СР	ПВ СР СР
3 Байрбек Аиша	ПВ СР СР	ПВ ПВ ПВ	ПВ СР СР
4 Ким Екатерина	ПВ СР СР	ПВ ВС ВС	ПВ СР ВС
5 Мурат Жанар	ПВ СР СР	ПВ ПВ ПВ	ПВ ПВ СР
6 Тасмаханов Арман	С		
7 Солтанбекова Аиша	П		
8 Тлохтарова Айганай	С		
9 Утегенова Инкар	П		
10 Ешкеева Кургану	С		
11 Жумагул Жылмухамед	П		

Сем 2 НАВЫК КОЛЛАБОРАЦИИ 9.F

АТЛ	ЮНИТ 1	ЮНИТ 2	ЮНИТ 3
1 ИМАМБЕКОВА ДИАНА	ПВ СР СР	ПВ ПВ ПВ	ПВ СР СР
2 КЕЛИМБЕТОВА ДИАНА	ПВ ПВ ПВ	ПВ ПВ ПВ	ПВ ПВ ПВ
3 КИМ РОБЕРТ	ПВ СР ВС	ПВ СР ВС	ПВ СР ВС
4 МУХАНОВ ЗЕИН	ПВ СР ВС	ПВ ВС ВС	ПВ ВС ВС
5 МУСИН ДИАС	ПВ СР СР	ПВ СР ВС	ПВ СР ВС
6 РАЙМАГАМБЕТ АЙША	ПВ СР ВС	ПВ ВС ВС	ПВ ВС ВС
7 УРГУМБАЕВ ЭЛЬДАР	ВС ВС ВС	ПВ ВС ВС	ПВ ВС ВС
8 УВАШЕВА АЛЬБИНА	СР ВС ВС	ПВ ВС ВС	ПВ ВС ВС
9 ЖАНЫБЕКОВА ДИАНА	ВС ВС ВС	ПВ СР ВС	ПВ ВС ВС
10 ЖУМАНОВА АРЕНА	СР ВС ВС	ПВ СР ВС	ПВ ВС ВС
11 ЖУМАТАЕВ ДАМИР	ПВ СР СР	ПВ СР СР	ПВ СР СР



MAIN EXAMPLES OF COMPREHENSIVE IMPLEMENTATION OF THE UNIT COMPONENTS AT THE LESSON

1. Implementation of the components in group work on mini project ,like : eidos-outline, fishbone, intellectual map etc. All components are evaluated through formative assessment

2. The use of concepts and the global context in the formulation of a research question during the lessons for preparing to write essays through academic writing (How do female images influence the change in the life values of heroes? (based on two texts)
Assessment of work using evaluation criteria

3. Analysis of the text using terminology and unit components

4. A written answer to the question: students answer questions in a written form and apply the GC trends and concepts in their reasoning, use an academic letter

5. Any type of activity in the lesson can contribute to the use of unit components ,if teachers and students are familiar with their use



HOW OFTEN DO WE NEED TO IMPLEMENT COMPREHENSIVELY THE UNIT'S COMPONENTS?

In practice, we combine lessons, where we use complex components, and where there are only one or two components

HOW DOES THE COMPREHENSIVE IMPLEMENTATION OF UNIT'S COMPONENTS INFLUENCE ON FURTHER STUDENTS LEARNING?

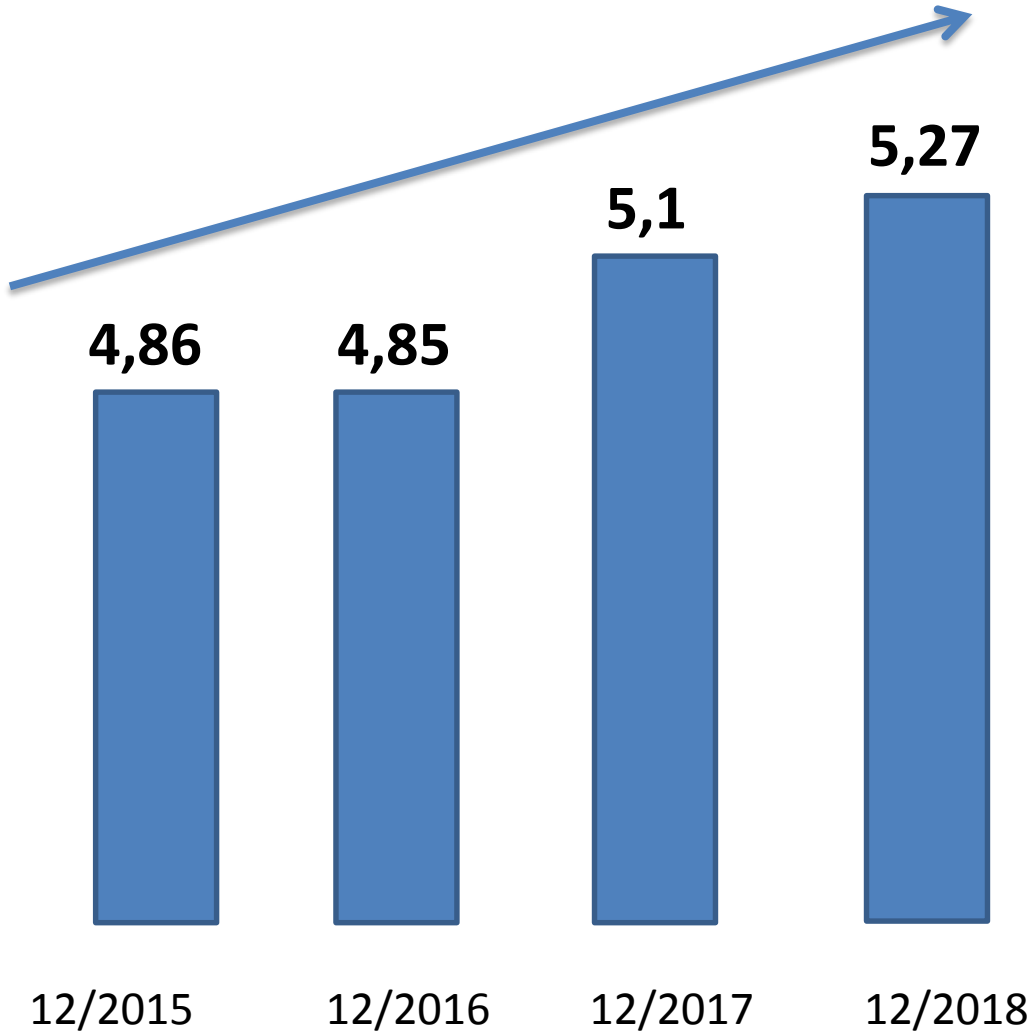
The implementation of concepts, GC and ATL skills allow you to achieve **high academic outcomes and prepare for the immersion to the DP Program**

All unit components have a **direct connection with program components**. For example, a personal project is the result of learning of all components of a unit by MYP student.

Student profiles are very closely -related to the components of the unit and lead to the **mission of IB**

Learning the components of the unit, students seek to **implement the philosophy of IB and deeply understand the surrounding reality**.

INTERIM MYP ACADEMIC PERFORMANCE OF STUDENTS RUSSIAN AND RUSSIAN LEATERATURE



STUDENTS ACADEMIC PERFORMANCE 2016-2018

X – Student with low abilities
Y – student with medium abilities
Z – Student with strong abilities

Student X	A	B	C	D	IB	KZ
2016	4	3	4	4	4	4
2018	5	5	4	4	4	4

Student Y						
2016	5	6	5	4	5	4
2018	5	5	5	5	5	4

Student Z						
2016	5	6	5	5	5	4
2018	7	6	7	6	6	5

Thanks for your attention!