



III International Research in Practice Conference
**Teaching, Educating, Loving:
THE YEAR OF CHILDREN IN
KAZAKHSTAN**

HOW DOES THE CHARACTER OF STUDENTS IN GRADES 9-10 INFLUENCE THE FORMATION OF HIGH THINKING SKILLS?

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Purpose of the study:

Determination of the influence of character on the formation of high thinking skills of students in grades 9-10

Number of participants: 24

Average age: 15 years old

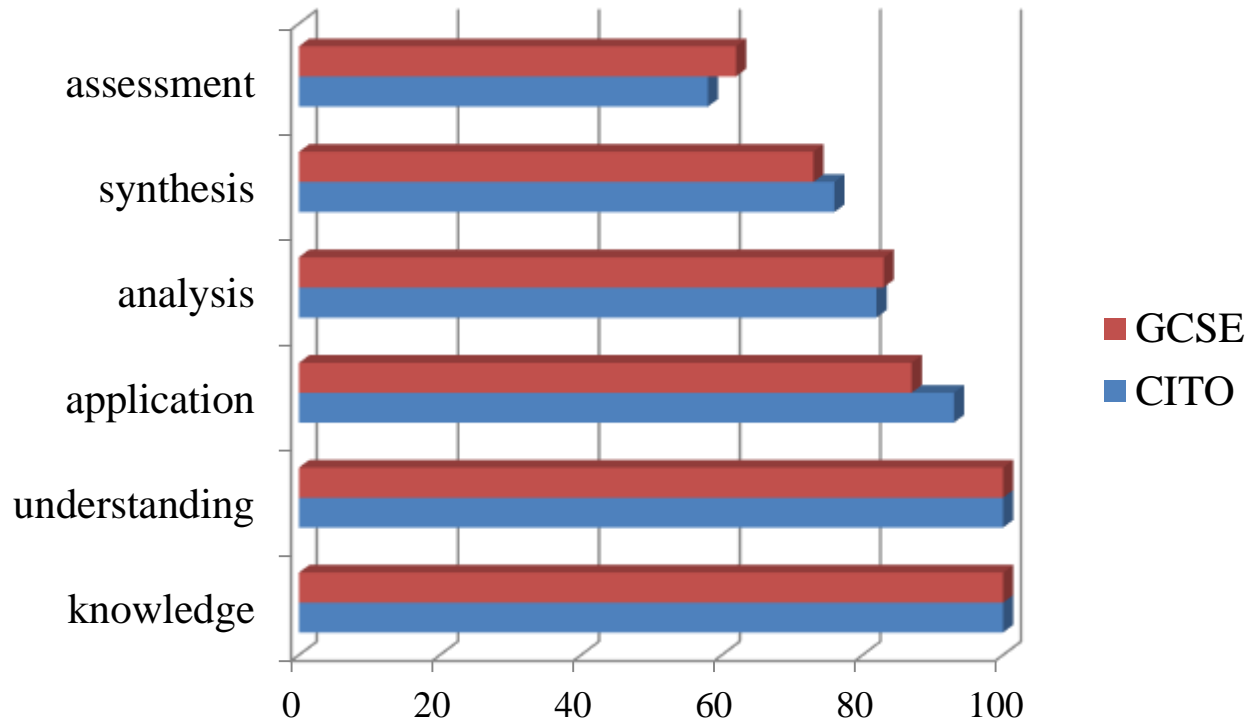
Research methods

Questionnaire,
Test

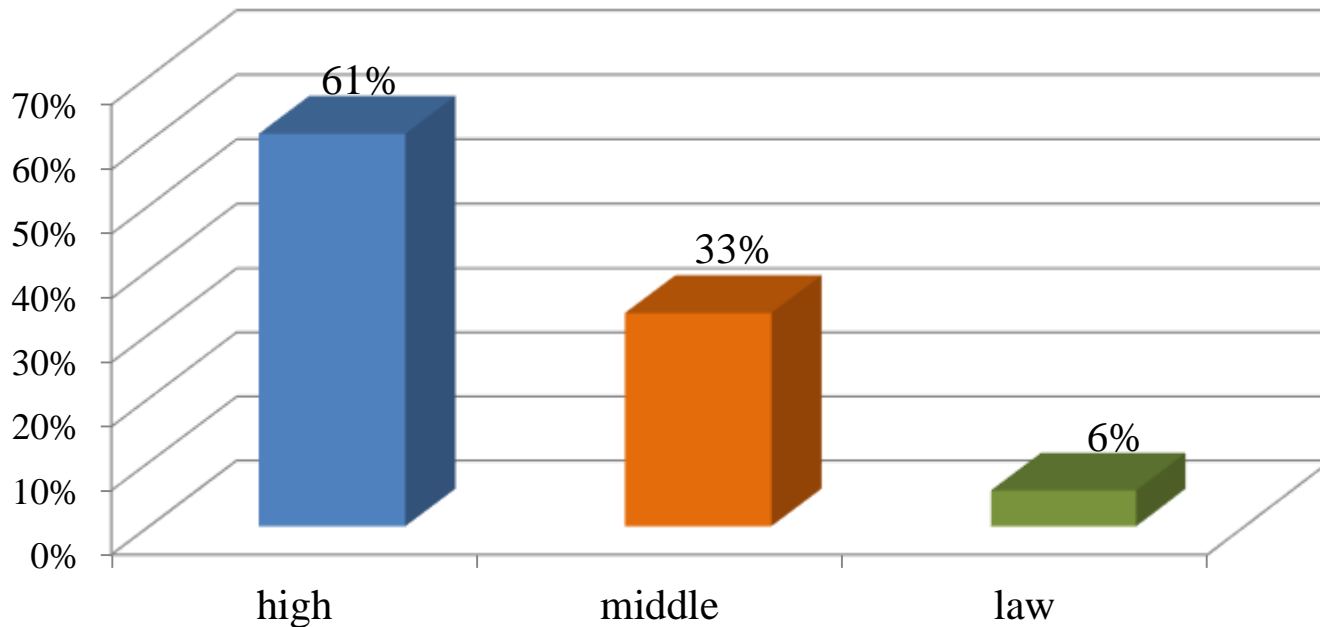
Lesson
Observations

Interview

CITO MONITORING RESULTS AND RESULTS OF GCSE (%)



DIAGNOSTICS ACCORDING TO THE METHOD OF PSYCHOLOGICAL LITERACY



Учащиеся способны выполнять сложные задания, грамотно общаться в парах и группах, влиять на положительные результаты и сопротивляться влиянию, что является очень необходимой способностью для современного учащегося.

NON-PARAMETRIC STATISTICAL KRUSKAL-WALLACE TEST

*Comparative analysis of indicators of emotional intelligence of students with different levels of temperament (Kruskal-Wallace test)

	UOE	MOE	IOI	UYE	MYE	EK	IEI	UE	ME	GEI
Chi-square	1,354	2,420	3,745	14,388	4,959	1,408	14,269	7,026	4,428	9,045
Asymptotic value	0,508	0,298	0,154	0,001	0,084	0,495	0,001	0,030	0,109	0,011

- understanding of one's emotional experience (14.388, $p=0.01$),
- intrapersonal emotional intelligence (14.269, $p=0.01$),
- understanding of emotions (7.026, $p<0.05$)
- general emotional intelligence (9.045, $p<0.05$).

PRE-LESSON ACTIVITIES

Share material for students to read


- Edmodo
- MS Teams
- School LMS
- Email.

SET UP DISCUSSION / FEEDBACK

- School LMS
- Padlet
- Google Doc
- Plickers cards

STRATEGIES


- Flipped classroom
- Fishbone diagram
- CLIL
- FILA diagram
- MS Forms



to study parameters of problems,
to determine their approach




generation of ideas and
alternatives



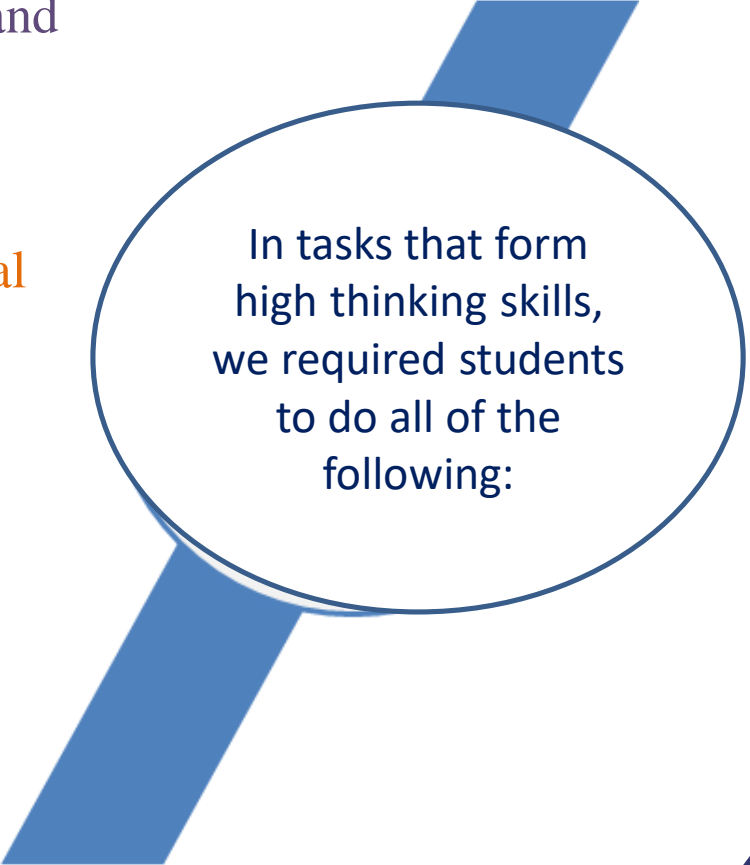
developing your own
approach or exploring several
possible procedures
depending on the situation



develop an agreed solution



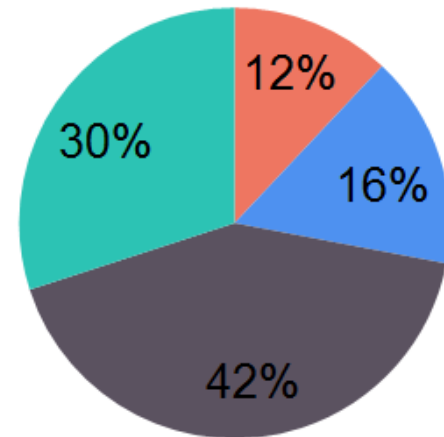
test the solution and iterate
improvements to meet the
requirements of the problem



In tasks that form
high thinking skills,
we required students
to do all of the
following:

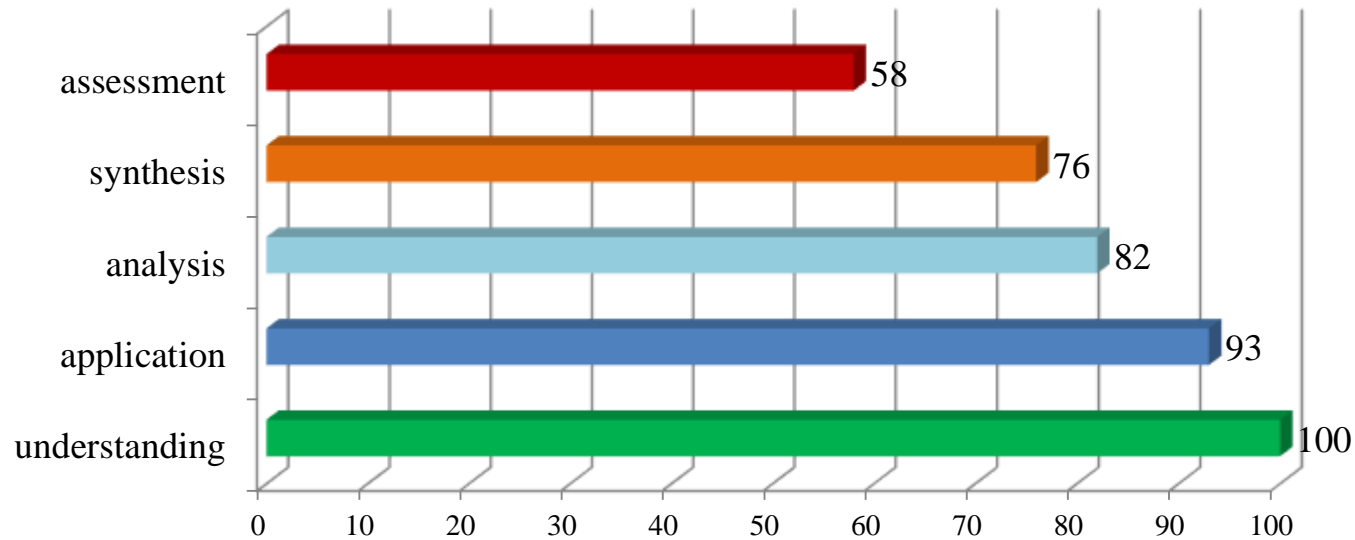
POST-RESEARCH SURVEY

1. Did solving problems based on class experiments affect your understanding of physics, chemistry, biology? Yes - 23/24



2. How would you like the teacher to present complex tasks to you during the lesson?

3. Show your level of substantiation and formulation of your opinion in tasks proposed for analysis and evaluation



RECOMMENDATIONS AFTER THE STUDY

Educational technologies

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graph TD; A([Educational technologies]) --> B(a set of different forms of information transfer); A --> C(variability of teaching methods and strategies); A --> D(small group training); A --> E(creating an emotionally favorable atmosphere); A --> F(use of visibility); A --> G(formation of positive motivation for learning); A --> H(optimal combination of static loads); A --> I(training at the optimal level of complexity);
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a set of different forms of information transfer

variability of teaching methods and strategies

small group training

creating an emotionally favorable atmosphere

use of visibility

formation of positive motivation for learning

optimal combination of static loads

training at the optimal level of complexity

THANK YOU FOR YOUR ATTENTION!

