

«Nazarbayev Intellectual School of Physics and Mathematics of  
Kostanay »

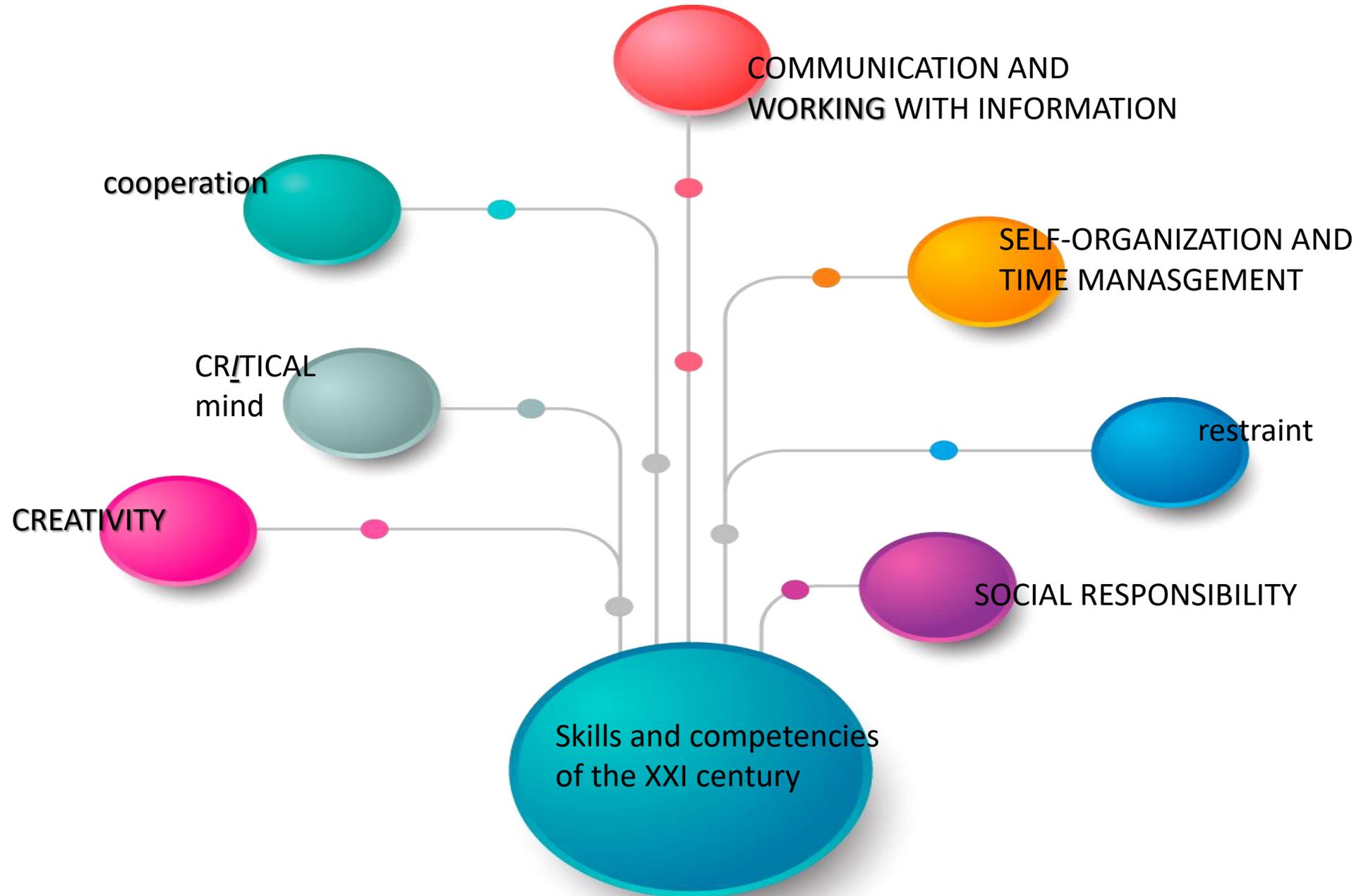
**«Methods of developing skills of independent  
work with text through Kaplan icons in the  
history lessons of Kazakhstan».**

Teacher of the history of Kazakhstan: M.S. Alikulova



What associations do you have when you hear about «Kaplan method?»

# What is the relevance of the research?



## Purpose of the research:

Implementation of students' independent work with the text through the "Kaplan icons" methodology aimed at developing analysis skills



## Research objectives:

Familiarity with the features of Kaplan's methods;

Study of the class map of the selected group, taking into account the individual abilities of students in the preparation of tasks

Survey of students participating in the study ;

Draw conclusions and make a list of suggestions on the topic under study.

**In Nazarbayev Intellectual Schools, an external summative assessment is conducted in the main subjects as an indicator of knowledge**

**External evaluation work on the subject "History of Kazakhstan" is aimed at testing the skills of comprehensive analysis and evaluation of information.**

According to the results of the external summative assessment over the past two years, it was found that students of grades 10-12 need to carry out work that is aimed at improving the skills of text analysis, assessing the reliability of information .

- « Development of analysis skills using diagrams and signs when working with historical data»

**OPD**

**Action Research**

- Development of students' analysis skills in the process of working with text using Kaplan signs.

- Students working with text using Kaplan icons will learn to treat the text as from the point of view of an expert.

**EXPECTED RESULT**

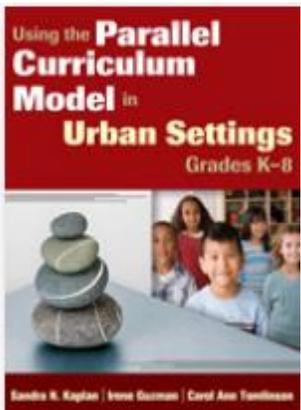
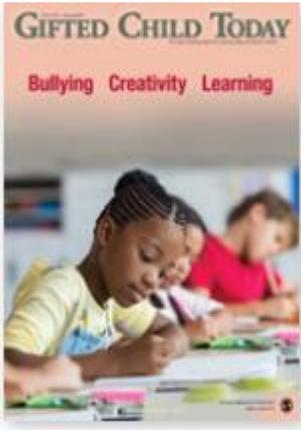
## What was the reason for the choice of the research topic? GAP - analysis

<b>Goal</b>	<b>Available result</b>	<b>Difference (GAP)</b>	<b>Reasons for the difference</b>	<b>Ways to eliminate the difference</b>
100% completion of the exam results with the improvement of work with the text.	Results of preliminary trial work 66.7 %	33,3 %	The presence of difficulties for students in memorizing terminology, its correct use, understanding the meaning of the task in working with the text, as well as in analyzing with the help of detailed arguments	Find the most effective methods when working with text and analyzing it

effective methods and techniques of working with the text and its analysis are considered

In the development of analysis skills, it was concluded that Kaplan icons are the best way to achieve the goal

Sandra **Kaplan** is a doctor from the University of Southern California, author of articles and books on differentiated educational programs for gifted children.

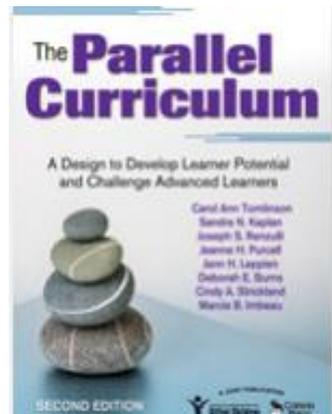
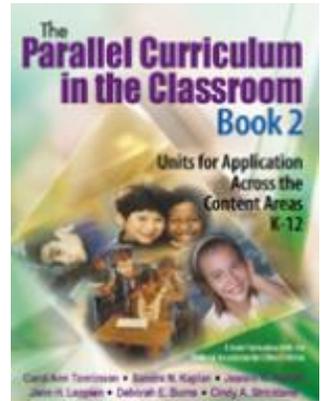


The method was introduced in 1996

Develops critical thinking and analysis skills

children

Trains to look at a topic/problem from a new point of view



# Иконки Каплана :



Big Idea

«**Big Idea**» What theory or general statement applies to these ideas? How do these ideas relate to broad concepts such as change, systems, chaos vs. order, etc?



Details

«**Details**»  
*What are the defining features or characteristics? Find examples and evidence to support your ideas and ideas*



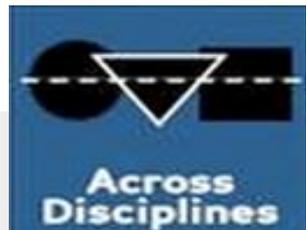
Relate Over Time

«**Changes over Time**»  
How are elements related in terms of the past, present, and future?  
What does not change?



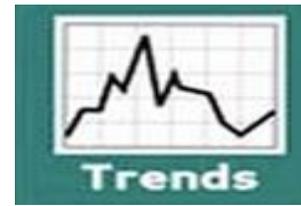
Unanswered Questions

«**Questions**»  
What information is unclear, missing, or unavailable? What evidence do you need? What has not yet been proven?



Across Disciplines

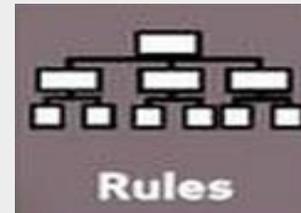
«**Across the Disciplines**»  
Relate the area of study to other subjects within, between and across disciplines



Trends

«**Trends**»

Note factors (Social Economic, Political, Geographic) that cause events to patterns of change over time



Rules

«**Rules**»

What structure underlies this subject?  
What guidelines or regulations affect it? What hierarchy or ordering principle is at work?



Multiple Perspectives

«**Multiple Perspectives**»

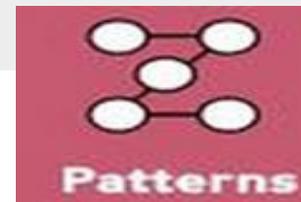
How would others see the situation differently?



Ethics

«**Ethics**»

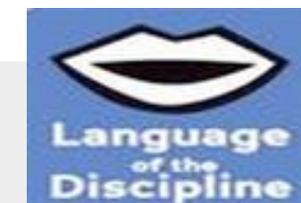
What moral principles are involved in this subject? What controversies exist? What arguments could emerge from a study of this topic?



Patterns

«**Patterns**»

What elements reoccur? What is the sequence or order of events? Make predictions based on past events.



Language of the Discipline

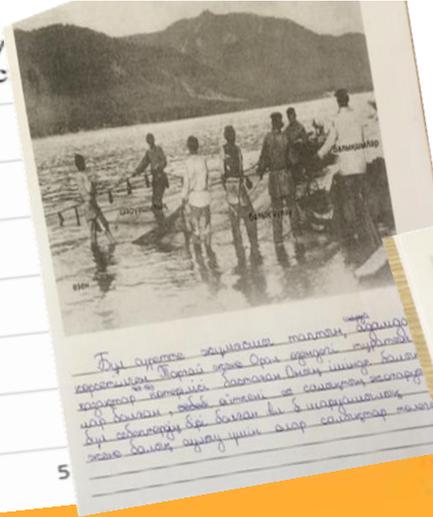
«**Language of the Discipline**»

What vocabulary terms are specific to the content or discipline?

# What is the methodology of the study?



7 — Схемалар мен белгілер аркылы талдау жасау мәтінмен жұмыс жасауды жеңілдетеді деп ойлайсыз



For the study, 10 "e" class were selected, mastering the subject in a second language.

Because although the students in this class had good knowledge and understanding skills, the survey found that students face difficulties and obstacles when analyzing a particular event

In the course of the study, the original written work was taken to find out the level of the student

# How was the verification of the application of Kaplan's methods in practice ?

Зерттеу мәселелері:	
 <b>Сабақ мақсаттары</b>	Кеңестік үкіметтің дінді қудалаудың себеп – салдарын талдайды. 20 – 30 жж. әміршіл-әкімшіл жүйе саясатының зардаптарын анықтау.
<b>Бағалау терийлері</b>	<p>Білу мен түсіну: Атеизм, идеология, социалистік реализм ұғымдарының мағынасын дұрыс түсіндіреді.</p> <p>Талдау: Кеңес дәуіріндегі дінді қудалаудың себепін, халықтардың депортациясы, бір партиялы жүйе тақырыбындағы деректерге топпен зерттеу жүргізеді</p> <p>   </p> <p>Қолдану :20 – 30 жж. әміршіл-әкімшіл жүйе саясатының саяси, экономикалық дамуға, рухани өмірге әкелген зардаптарын таллайды.</p>  

**For example: on the topic "Did the Soviet ideology correspond to democratic positions?" the students completed the task by joining the group. (excerpt from the lesson plan)**



# How was the verification of the application of Kaplan's methods in practice?

вывод: сформулируйте свою точку зрения в связи с событием.

Evaluation tasks in the test specification of external summative evaluation::

<b>Білу және түсіну</b> Оқушылар пән бағдарламасының мазмұнын түсініп, іріктеп, білімін көрсете білуі тиіс.	✓
<b>Талдау және талдау</b> Оқушылар тарихи оқиғалардың себеп-салдарын, өзгерістер мен үздіксіз сабақтастықтарын, ұқсастықтар мен айырмашылықтарын; өткен замандағы адамдардың дәлелдерін, пікірлерін, көзқарастары мен нанымдарын білуі тиіс.	✓
<b>Пайымдау және шешім қабылдау</b> Оқушылар тарихи контекст бойынша дереккөздерді кең қолданып, бағалап, үсіндіре білуі тиіс.	

**Жалпы балл қою кестесінің мазмұны**

<b>Талдау және талдау</b>	<b>3-5М Пайымдау және шешім қабылдау</b>
<b>5-6 балл</b> Талданған мазмұнды тиімді талдау және бағалау.	<b>5-6 балл</b> Дереккөздерді сыни тұрғыда тиімді пайдалану.
<b>3-4 балл</b> Талданған мазмұнды тиісті түрде талдау және бағалау.	<b>3-4 балл</b> Дереккөздерді сыни тұрғыда тиісті түрде пайдалану.
<b>1-2 балл</b> Анықталған мазмұнды аздап талдау және бағалау.	<b>1-2 балл</b> Дереккөздерді сыни тұрғыда аздап пайдалану.
<b>0 балл</b> Анықталған мазмұнды талдамау және бағаламау.	<b>0 балл</b> Дереккөздерді сыни тұрғыда пайдаланбау.

The results of the trial exam No. 1 showed incomplete achievement of the intended goal

# What has been achieved according to the results of the study?



	1 компонент		2 компонент		Барлығы	
	Жинаған ұпайы	% орындалды	Жинаған ұпайы	% орындалды	Жинаған ұпайы	% орындалды
	31		31	77,5	62	62
Әміллі	32	51,7	37	92,5	69	69
Аур	31	51,7	27	67,5	58	58
Ас	46	76,7	39	97,5	85	85
	27	35	30	75	57	57
Тория	26	43,3	30	75	56	56
	30	50	28	70	58	58
Ана	27	45	36	90	63	63
Али	40	66,7	33	82,5	73	73
	29	48,3	36	90	65	65
Ана	27	45	30	75	57	57
Аралы	37	61,7	30	75	67	67




Through interviews with students, it was found that Kaplan icons are convenient for a comprehensive analysis of the text and help to quickly understand the essence of the topic

# What are the advantages of this method?

Allows students to develop comprehensive analysis skills through working with text

01

The system of differentiated training is implemented in the work through icons

02

it helps to achieve in-depth assimilation of information in the text and easy understanding of the topic..

03

04

The true obstacles of the student in the course of performing a structural task are revealed.

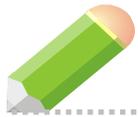
# What difficulties did you have to face when using Kaplan icons?



Not every lesson allows you to use this method, so how 30-40 percent of the lesson time is devoted to working with this task;



There are times when students get bored



Students with low abilities can only use certain types of icons

## Research results:



During the analysis of the works performed by the students and interviews, it was found that Kaplan icons are convenient for a comprehensive analysis of the text and help to quickly understand the essence of the topic;



Noticed that the activity of students increased during the oral analysis of the text.;



It was concluded that "Kaplan icons are the most rational way to achieve optimal results."л.

## Recommendations aimed at improving the practice:

1

When preparing text information, it is necessary to pay attention to the level of abilities, since the quality of information affects the effectiveness of tasks

2

When presenting text information to students with disabilities, it is necessary to highlight keywords and phrases

3

In order to get acquainted with the information based on the principle of "inverted lesson", it is better to provide the texts to the students in advance

4

In developing the skills of analysis in working with text, it is better to use these Kaplan icons:



## **Future plans related to the research topic:**

- Development of an author's program based on this technique with the addition of Kazakhstani components, complementing and improving Kaplan's methods

**Thank you for your  
attention!**