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МАЗМҰНЫ
СОДЕРЖАНИЕ
CONTENT

ТІЛ БІЛІМІ
ЛИНГВИСТИКА
LINGUISTICS

Алиева Б.З. Переходность, вариативность и концептуальные признаки аффиксальных морфем..... 5
Алиева Б.З. Аффиксальдық морфемалардың өтпелілігі, өзгергіштігі және концептуалды ерекшеліктері
Aliyeva B.Z. Transitionality, variability and conceptual features of affixal morphemes

Saurbayev R.Zh., Yerekhanova F.T. Gender-related challenges in the modern English language..... 13
Саурбаев Р.Ж., Ереханова Ф.Т. Қазіргі ағылшын тіліндегі гендерге байланысты қиындықтар
Саурбаев Р.Ж., Ереханова Ф.Т. Гендерные проблемы в современном английском языке

Сладкевич Ж.Р., Жумагулова Б.С., Мусабекова А.А. Лексико-семантические и прагматические характеристики гастических единиц..... 21

Сладкевич Ж.Р., Жұмағұлова Б.С., Мұсабекова А.А. Гастикалық бірліктердің лексикалық-семантикалық және прагматикалық сипаттамалары
Sladkevich Zh.R., Zhumagulova B.S., Mussabekova A.A. Lexico-semantic and pragmatic characteristics of gastic units

ӘДЕБИЕТТАНУ
ЛИТЕРАТУРОВЕДЕНИЕ
LITERARY STUDIES

Демьянова Ю.А., Абишева В.Т. Феномен устного рассказа Ираклия Андроникова..... 34
Демьянова Ю.А., Әбішева В.Т. Ираклий Андрониковтің ауызша баяндау феномені
Demyanova Yu.A., Abisheva V.T. The phenomenon of Irakli Andronikov's oral narrative

Ибраева Ж.Б., Ломова Е.А., Касымжанова М.Е. Концепт дуальности в эстетике и поэтике европейского и русского романтизма..... 44

Ибраева Ж.Б., Ломова Е.А., Қасымжанова М.Е. Еуропалық және орыс романтизмінің эстетикасы мен поэтикасындағы дуализм тұжырымдамасы
Ibrayeva Zh.B., Lomova E.A., Kassymzhanova M.E. The concept of duality in the aesthetics and poetics of European and Russian romanticism

Сәменқызы Ұ., Баешова Б.Ш. Әдебиеттану ғылымындағы тұлға концепциясы..... 53
Саменқызы У., Баешова Б.Ш. Концепция личности в литературоведении
Samenkyzy U., Bayeshova B.Sh. The concept of personality in literary criticism

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ПРОБЛЕМЫ ПЕДАГОГИКИ И МЕТОДИКИ
PROBLEMS OF PEDAGOGY AND METHODOLOGY

- Баймаханова К.И., Сансызбаева С.К. Современные подходы к формированию профессиональной компетенции в процессе обучения русскому языку..... 65
- Баймаханова К.И., Сансызбаева С.К. Орыс тілін оқыту процесіндегі кәсіби құзыреттілікті қалыптастырудың заманауи тәсілдері
- Vaimakhanova K.I., Sansyzbayeva S.K. Modern approaches to the formation of professional competence in the process of teaching the Russian language
- Бедел М., Бадалова Л.М. Развитие речевых компетенций у детей-билингвов 5-12 лет при освоении английского и русского языков как вторых: психолингвистический и методический подходы..... 78
- Бедел М., Бадалова Л.М. Ағылшын және орыс тілдерін екінші: психолингвистикалық және әдістемелік тәсілдері ретінде меңгеру кезінде 5-12 жастағы қос тілді балаларда сөйлеу құзыреттілігін дамыту
- Bedel M., Badalova L.M. Development of speech competencies in bilingual children aged 5-12 years while learning English and Russian as second languages: a psycholinguistic and methodological approaches
- Глушковски М., Мусатаева М.Ш., Какимова А.М. Социокультурная идентичность как лингводидактическая проблема..... 86
- Глушковски М., Мусатаева М.Ш., Какимова Ә.М. Әлеуметтік-мәдени сәйкестілік лингводидактикалық проблема ретінде
- Glushkovski M., Mussatayeva M.Sh., Kakimova A.M. Socio-cultural identity as a linguodidactic problem
- Красильникова С.В., Апакина Л.В. Знаково-символические методы обучения русскому языку как иностранному в рамках семиотики..... 94
- Красильникова С.В., Апакина Л.В. Семиотика шеңберінде орыс тілін шет тілі ретінде оқытудың таңбалық-символдық әдістері
- Krasilnikova S.V., Apakina L.V. Significant-symbolic methods of teaching Russian as a foreign language in the framework of semiotics
- Кудырбекова А.С., Рахметова Р.С., Нуралинова Г.М. Развивая навыки письма при обучении казахскому языку: выводы из практики активного исследования
- Kudyrbekova A.S., Rakhmetova R.S., Nuralinova G.M. Developing writing skills in Kazakh language teaching: insights from action research practices..... 104
- Қыдырбекова А.С., Рахметова Р.С., Нуралинова Г.М. Қазақ тілін оқытуда жазу дағдыларын дамыту: әрекеттік зерттеу тәжірибесінен тұжырымдар
- Қыдырбекова А.С., Рахметова Р.С., Нуралинова Г.М. Развитие навыков письма при обучении казахскому языку: выводы из практики активного исследования

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Қазақ тілінің жазу дағдыларын дамытудағы action research
әдісінің ғылыми-әдістемелік негіздері..... 116
Капышева Г.К., Қыдырбекова А.С., Нұралинова Г.М.
Научно-методические основы метода action research в
развитии навыков письма в казахском языке
Kapysheva G.K., Kudyrbekova A.S., Nuralinova G.M.
Scientific and methodological foundations of the action research
method in the development of writing skills in the Kazakh
language

Larionova I.Yu., Fedosova S.A. Organizing and conducting
distance olympiads in Korean as a second foreign language for
potential foreign language teachers..... 127

Ларионова И.Ю., Федосова С.А. Болашақ шет тілі
мұғалімдерін кәсіби даярлау процесінде екінші шет тілі
ретінде корей тілінен қашықтықтан олимпиадаларды
ұйымдастыру және өткізу әдістемесі

Ларионова И.Ю., Федосова С.А. Методика организации и
проведения дистанционных олимпиад по корейскому языку
как второму иностранному в процессе профессиональной
подготовки будущих учителей иностранного языка

Tastemir M.A., Seidaliev G.O. Improving reading strategies
for English language learners using scaffolding: a pedagogical
approach..... 138

Тастемір М.А., Сейдалиева Г.О. Скаффолдингті қолдана
отырып, ағылшын тілін үйренушілерге арналған оқу
стратегияларын жетілдіру: педагогикалық тәсіл

Тастемір М.А., Сейдалиева Г.О. Совершенствование
стратегий чтения для изучающих английский язык с
использованием скаффолдинга: педагогический подход

Біздің авторлар..... 146

Наши авторы..... 148

Our authors..... 150

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DEVELOPING WRITING SKILLS IN KAZAKH LANGUAGE TEACHING: INSIGHTS FROM ACTION RESEARCH PRACTICES

Abstract

This article explores the use of action research practices in developing writing skills in the context of Kazakh language teaching. Action research is grounded in a reflective, cyclical process: planning, acting, observing, and reflecting which empowers teachers and learners to co-construct knowledge and improve learning outcomes through systematic inquiry. The study aims to identify effective pedagogical strategies for enhancing academic writing competence by integrating action research into classroom practice. Drawing on practical cases from real school settings, the article highlights how teacher-led interventions impact students' writing development and simultaneously support teachers' professional growth. Special emphasis is placed on collaborative learning, formative assessment, self-correction, and critical reflection components that have been shown to enhance students' engagement and autonomy in language learning. The article also addresses the challenges of implementing action research in the local educational context and discusses its relevance for teaching Kazakh as a national language.

Keywords: action research, Kazakh language, writing skills, reflective learning, academic literacy

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ҚАЗАҚ ТІЛІН ОҚЫТУДА ЖАЗУ ДАҒДЫЛАРЫН ДАМУ: ӘРЕКЕТТІК ЗЕРТТЕУ ТӘЖІРИБЕСІНЕН ТҰЖЫРЫМДАР

Аңдатпа

Мақалада Action Research (іс-әрекетті зерттеу) тәжірибелері негізінде қазақ тілін оқытудағы жазу дағдыларын дамыту мәселелері қарастырылады. Іс-әрекеттегі зерттеу әдісі мұғалім мен оқушы арасындағы оқу әрекетіне белсенді талдау мен жетілдіру элементтерін енгізе отырып, оқу процесін рефлексивті әрі дербес етуге бағытталған. Бұл әдіс жазу дағдыларын қалыптастыруда жоспарлау, әрекет ету, бақылау және рефлексия кезеңдерін біріктіре отырып, оқушылардың академиялық сауаттылығы мен сыни ойлауын жетілдіруге ықпал етеді. Зерттеу арқылы қазақ тілі сабақтарында Action Research тәсілдерін қолдану

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Түйін сөздер: іс-әрекетті зерттеу, қазақ тілі, жазу дағдылары, рефлексиялық оқыту, академиялық жазу

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РАЗВИТИЕ НАВЫКОВ ПИСЬМА ПРИ ОБУЧЕНИИ КАЗАХСКОМУ ЯЗЫКУ: ВЫВОДЫ ИЗ ПРАКТИКИ АКТИВНОГО ИССЛЕДОВАНИЯ

Аннотация

В статье рассматриваются особенности использования метода исследования в действии (Action Research) в контексте развития письменной речи учащихся при обучении казахскому языку. Метод основан на циклическом процессе: планирование, действие, наблюдение и рефлексия, который способствует осознанному обучению, развитию критического мышления и письменной компетенции. Цель исследования заключается в выявлении эффективных стратегий формирования академического письма через внедрение Action Research в преподавательскую практику. В основе исследования лежат конкретные кейсы из школьного преподавания, на которых проанализированы педагогические интервенции и их влияние на прогресс учащихся. В статье подчеркивается, что участие учителя как исследователя способствует не только повышению качества преподавания, но и профессиональному росту самого педагога.

Ключевые слова: практическое исследование, казахский язык, письменная грамотность, рефлексия, академическое письмо

Introduction. In recent years, developing writing skills in the Kazakh language has become a crucial component of language instruction in Kazakhstan's multilingual education system. Writing proficiency not only supports effective communication but also enhances students' cognitive and research competencies. Given the challenges faced by both teachers and students in mastering academic writing, action research provides a practical and reflective framework to improve writing instruction. Action research allows educators to continuously analyze, implement, and refine teaching strategies in collaboration with students and colleagues.

When studying the Kazakh language and culture, it is important to identify the challenges students face and focus on developing effective strategies aimed at enhancing their research competence [1]. Action research practices address these challenges by providing iterative solutions that adapt to real classroom needs.

Methods and materials. This study uses an action research approach focusing on the development of writing skills in Kazakh language teaching. The action research model was chosen due to its emphasis on practical problem solving and iterative improvement in a real classroom setting. The study followed a cyclical process including planning, observing and reflecting stages, allowing for continuous feedback and adjustment of teaching strategies.

Participants. The study was conducted with a group of 30 students who were enrolled in a Kazakh language program. The sample included students with varying levels of Kazakh language proficiency, ensuring that the study would cover a wide range of learning needs and challenges. Informed consent was obtained from all participants, and parental consent was obtained for minors.

Materials. The main materials used in this study included:

Writing assignments: Various writing exercises were designed to cover different aspects of writing such as descriptive, narrative, and argumentative writing. The assignments were aligned with the curriculum objectives for teaching Kazakh at the secondary level.

Assessment rubrics: Detailed rubrics were developed to assess students' progress in writing. These rubrics focused on grammar, vocabulary use, coherence, and overall writing fluency.

Teacher observations and notes: The researcher conducted regular classroom observations to document teaching strategies, student engagement, and the dynamics of the writing assignments.

Procedures. The study was conducted over an eight-week period during which three action research cycles were conducted. Each cycle included the following steps:

Planning: Based on the students' initial writing results and the problems identified, the researcher developed a set of writing tasks aimed at improving specific writing skills such as coherence, argumentation, and grammatical accuracy.

Action: The writing tasks were integrated into regular classroom activities. Students worked on individual assignments, reviewed each other's writing, and participated in teacher-led discussions about common writing difficulties.

Observation: Throughout the process, the researcher observed the students' engagement with the tasks, noting improvements or difficulties in their writing skills. Peer feedback sessions were also observed to understand how the students responded to each other's writing.

Reflection: After each cycle, both the researcher and the students reflected on their progress. The researcher reviewed the effectiveness of the teaching strategies and adjusted the tasks or approach as needed. Students' reflections, collected from journals, provided insight into their perceptions of the writing process and any barriers they encountered.

Data Collection. Data for the study were collected from the following sources:

Pre- and Post-Assessments: To measure improvement in students' writing skills, writing samples were collected at the beginning and end of the study. These assessments were scored using the rubrics mentioned earlier.

Student Journals: Students' reflections were analyzed to obtain qualitative information about their learning experiences and challenges related to writing in Kazakh.

Teacher Observations: Researcher notes from classroom observations were used to track students' progress and the impact of specific teaching strategies.

Data Analysis. Data were analyzed using both quantitative and qualitative methods:

Quantitative Analysis: Pre- and post-assessment writing samples were compared using a rating scale, and statistical analysis (e.g., paired t-tests) was conducted to determine any significant improvements in students' writing skills.

Qualitative Analysis: Students' journal entries and teacher notes were analyzed thematically. Common themes related to students' difficulties, strategies that worked, and students' attitudes toward writing in Kazakh were identified and discussed. Action research follows a cyclical process of planning, action, observation, and reflection. Teachers implemented new writing-focused strategies, such as peer review, process-based writing, and culturally relevant content. Action research demonstrates its effectiveness as a component of professional development for secondary school teachers [2].

According to studies of Kurt Lewin, action research method is a spiral process which includes three stages: planning, accepting actions, collecting facts about results of action and experiment (figure 1).

Types of action research: individual research in teachers action, collaborative action research, extended school action research. This step-by-step spiraling process involving the stages of planning, action, and evaluation of the results of this action (tables 1-3).

In this process both quantitative and qualitative methods can be used simultaneously effectively. The purpose of this experiment was to identify and analyze students' interest in Kazakh, their professional ability levels, and work individually.

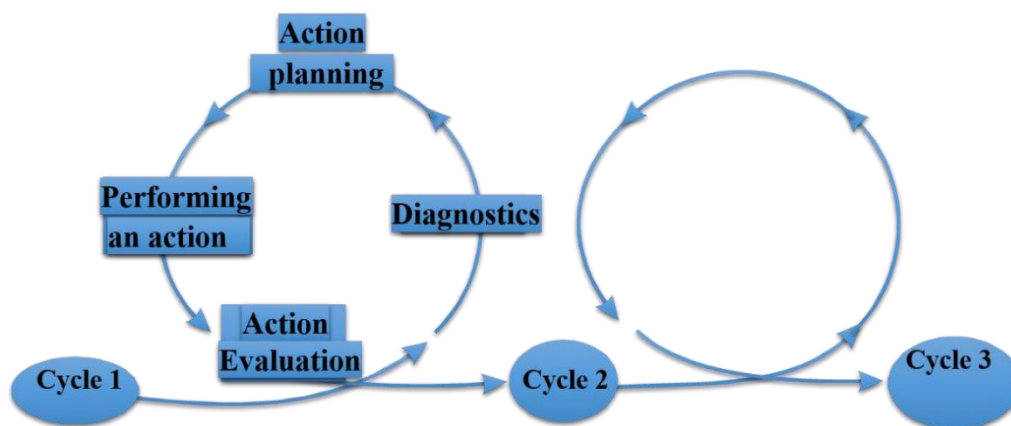


Figure 1. Action Research model cycles in language teaching

The instructional methods included:

Process Writing: Drafting, revising, and editing phases.

Peer Review Workshops: Students provide feedback to each other.

Culturally Relevant Writing Tasks: Incorporating Kazakh cultural themes and modern contexts.

Examples of Tasks and Games in Kazakh Language

1. "Menіng Otbasym" (My Family) - Writing Task

Task: Students write a short essay about their family members, describing their roles, habits, and interests.

Example:

"Menіng atam - qurylysshy. Ol erte turyp, jumysqa ketedі. Menіng anam mugalim, ol mektepte sabaq beredі."

2. "Sóz Jangbyry" (Word Puzzle) - Vocabulary Game

Task: Create a crossword puzzle with Kazakh words related to writing and communication.

Example Words:

"Mátın" (Text)

"Sóz" (Word)

"Qalam" (Pen)

"Jazu" (Writing)

3. "Qurylymdy Tolýqtyr" (Complete the Structure) - Sentence Completion Game

Task: Students complete sentences with appropriate words.

Example:

"Men ... jazamyn." (Men maqala jazamyn.)

"Ol ... oqidy." (Ol kitap oqidy.)

Table 1. Stage 1. Planning. Learning theoretical part

№	Procedure	Deadline	Place
1	Conducting classes using new information technologies in order to implement the practice	October, 2024	mutual participation in lectures, practical seminars
2	Using other methods for comparison	November, 2024	exchange of experience participation in seminars
3	To involve students in extracurricular activities	November, 2024	collection of portfolio

Table 2. Stage 2. Experimental. Practical part

№	Procedure	Deadline	Place
1	Conducting and participating in the intellectual competitions	November, 2024	mutual participation in lectures, practical seminars
2	Achieve results by winning places in participating events	November, 2024	participation in regional olympiad, seminars

Table 3. Stage 3. Summary

№	Procedure	Deadline	Place
1	Due to form a specialist with writing, speaking, listening, and reading skills in Kazakh language skills through participation in the defense of scientific and creative projects.	2024-2025 academic year	at the department meeting
2	To make lesson plans according to the plan of practical and scientific research	During year	University, at the department meeting
3	Participation in open lessons	During a year	department
4	To collect student and teacher portfolios	September-december	at the university
5	Development of articles for publication, publication of methodological booklets, monographs	2024-2025 academic year	in the methodological journals
6	Achievement of high performance by involving students in regional, city, republican and international competitions held in the Kazakh language	During academic year	at the place of study, in the region

Results and discussion. Action Research is a formative and cyclical process that involves identifying problems within a topic, taking action, and gathering evidence about the results of the action taken. It is primarily carried out by teachers and school administrators with the aim of improving teaching and learning environments and professional practice [3; 4].

The action research process is often described as a “spiral” or “circle within a circle” format. Each cycle includes planning, action, monitoring, and reflection. This iterative nature allows teachers to continuously improve their practices based on the results of each cycle [5].

Working with the text from S.Zimanov, “The unique judicial system of the Kazakh biys”.

We offer a version of this task adapted to the Action Research method:

Topic: The way of life of nomadic Kazakhs and the historical and cultural significance of the concept of “Ar”.

Objective: To explain the features of Kazakh culture by involving students in research activities, to develop their writing skills, to teach them to work with sources and to reflect.

Stage 1: Problem identification (diagnostics)

The teacher presents the students with V.V. Grigoriev’s text about the views of nomadic Kazakhs and the significance of the concept of “Ar”.

A discussion is organized in the classroom based on the question “What are the special values of the Kazakh people?”

Individual work:

Students write a short essay about the manifestations of the concept of “Ar” in modern society.

Stage 2: Planning (data collection and analysis)

Group research task:

Students are divided into three groups divided and conduct research in the following areas:

1. Historical research: The legal and moral role of the concept of "Ar" in Kazakh society (bi court, folk wisdom).

2. Comparative research: Differences in the moral values of nomadic Kazakhs and modern concepts of justice.

3. Public survey: Collecting opinions on the question "Is honor important for modern youth?" (conducting a small survey among schoolchildren, parents, teachers).

Data collection: Group members study sources of information such as historical materials, articles, book excerpts, interviews, comments on social networks.

Stage 3: Action (formalization and presentation of conclusions)

Each group presents its research results to the class in the form of a presentation or poster.

Individual work:

Students edit a short essay or article on the topic "Ar - a mirror of Kazakh culture."

Stage 4: Assessment and Reflection

Self-analysis:

Students will evaluate their work by answering the questions "What did I learn?", "What were the challenges during the research?", "How did this topic affect me?"

Pair feedback:

Students will read each other's essays and discuss their achievements and areas for improvement.

Our expected outcome from the students' completion of this task is:

Students will increase their historical and cultural awareness by studying the culture of nomadic Kazakhs.

The Action Research method develops students' writing skills and improves their ability to work with data, draw conclusions, and write reasoned opinions.

Students will develop the skills to systematically express their thoughts through reflection.

This task will guide students not only to perceive information, but also to independently research, think, and analyze.

As we can see, using the Action Research method allows students to develop their research and critical thinking skills. This method not only provides theoretical knowledge, but also engages students in research activities, develops their creative abilities, and increases their historical and cultural knowledge.

By using this method in the learning process, students:

- Gain a deeper understanding of cultural values within the context of the task;
- Develop skills in analyzing the features of the scientific style;
- Learn to collect, process, and analyze information;
- Communicate their thoughts and views qualitatively;
- Learn to evaluate their knowledge.

This method can increase students' interest in research work and influence the development of an active learning process.

The following task in the textbook is adapted to the Action Research method. The following task is given to work with the text given in the textbook: "Type scientific terms related to rhetoric from the theoretical material and determine their meaning using a dictionary."

Text:

"Requirements for oratory"

A speech should have an aesthetic and ethical impact on a person, as well as a high educational and instructive value.

The quality of an oratory requires special attention to three issues: 1) style of speech; 2) compliance with the basic requirements for speech; 3) the use of linguistic means that enhance the expressiveness of speech. Each orator has his own unique style, which defines and reveals his unique features in speech, and reveals his speaking skills. It is formed as a result of continuous research, studying and studying the best examples of oratory.

Requirements for oratory:

depth of content;

systematic presentation of thought;
consistency, persuasiveness of opinion;
correct use of word meanings;
richness of vocabulary;
appropriate inclusion of proverbs and sayings and fixed phrases, etc.”

From the book “The Art of Oratory”

We offer a version of this task adapted to the Action Research method:

Stage 1: Problem identification (diagnostics)

Group discussion:

The teacher presents students with a text about the meaning of oratory and the requirements for it.

Students conduct a discussion on the question “How important is oratory in modern society?”

Individual work:

Students write a short essay explaining how necessary oratory is in their lives.

Stage 2: Planning (data collection and analysis)

Group research task:

Students are divided into three groups and conduct research in the following areas:

Historical research: Studying the speech style and features of Kazakh orators (Tole bi, Aiteke bi, Kazybek bi with Kazakh voice).

Comparative research: Comparing the similarities and differences between the requirements of Kazakh oratory and modern oratory skills (rhetoric, TEDx speakers).

Practical research: Students take excerpts from the speeches of certain public figures (for example, Akhmet Baitursynuly, Nursultan Nazarbayev, etc.) and analyze their compliance with the requirements.

Data collection:

Group members search for the necessary materials in books, articles, videos, and Internet resources.

Stage 3: Action (formulation and presentation of conclusions)

Group work:

Each group presents its research results in the form of a presentation or poster.

Practical task:

Students prepare a short speech on a specific topic (for example, “Language is the soul of the people”, “Education is the key to the future”) and deliver it in front of the class.

Other students analyze their speech and assess its compliance with the requirements.

Stage 4: Evaluation and reflection

Self-analysis:

Students reflect on their work:

“What are the strengths of my speech?”

“How can I improve my speech skills?”

“How did this study affect my speech culture?”

Pair feedback:

Students evaluate each other’s speech and make suggestions for improvement.

Our expected results from the process of students completing this task: students understand the structure of speech and its main requirements, develop speaking skills, learn to systematically express their own thoughts, improve their abilities to analyze, compare, and collect data, and increase their interest in Kazakh culture through the study of speech.

The study shows that the action research method is an effective method for teaching the Kazakh language. In particular, it improves writing skills. Students acquire a scientific style of narration and learn to formulate their thoughts on specific examples. In addition, during action research, students develop critical thinking skills by comparing historical and modern sources. During the self-assessment and discussion phase, they can find ways to improve their work by

completing the task. By deepening their understanding of the historical and social meaning of the task within the framework of the topic, the level of students' own thinking, reflection and assessment increases.

The action research method develops writing skills by actively involving students in the research process. By combining reflection, analysis and practical activity, action research contributes to academic writing, critical thinking and independence. By combining reflection, analysis and practical activity, the methodology contributes to the development of academic writing, critical thinking and independence.

1. Planning writing instruction using the Action Research method students' writing skills are assessed through diagnostic tests (essays, analytical texts, and reviews). Using diagnostic tests (essays, analytical texts, and reviews), determine the initial level of students' writing skills. Work with students to identify writing problems (sentence structure, reasoning, narrative style, and logic). Develop research questions and hypotheses that students will test as they read;

2. Organizing the research work Form groups of students to analyze, compare, and correct each other's written work;

3. Introduce a regular research journal in which students record their observations, mistakes, and how they corrected them. Analyze successful research papers and compare them with their own;

3. Discussion and debate: Organize discussions before writing a report, where students learn to formulate arguments and structure their ideas;

4. Working with real-life situations: analyze research papers and identify their strengths and weaknesses. Reflective essay: After each assignment, students write a reflective essay about the challenges and successes of the writing process;

5. Use of digital tools of the collaborative word processing platform (Google Docs, Overleaf). Online text analysis tools for checking grammar and style (Grammarly, LanguageTool). Video lessons on academic writing and critical thinking;

6. Assessment and reflection Introduction of formative assessment: teachers provide detailed explanations and also assign grades. Self- and peer assessment: students analyze their own work and the work of their classmates.

Students write a report on their written development based on their research. Conclusion Action research not only improves writing skills, but also allows students to develop a culture of research, scientific reflection and independence. The introduction of this method into the learning process improves the quality of academic writing and develops students' deep understanding of the structure and logic of scientific texts.

The findings demonstrate significant improvement in students' writing skills when action research methods are employed. Initially, many students struggled with structuring their essays and expressing ideas cohesively. Through iterative action research cycles, these challenges were progressively mitigated.

Orazaliyeva asserts that "Modern realities demand the preparation of competitive specialists for the labor market in Kazakhstan. This underscores the need for writing instruction that prepares students for real-world challenges [6].

One of the most successful strategies was the implementation of peer review. Students reported increased confidence and understanding of writing conventions. The development of academic writing skills in the Kazakh language is an ongoing process that requires continuous practice and engagement [7].

Additionally, integrating culturally relevant content motivated students to engage more deeply with writing tasks. The development of writing skills in the context of trilingual education is extremely important [8].

At the first part of stage and the third part of experimental work the diagnostics of group of Kazakh learner students showed the suggested data.

A survey was conducted to assess the knowledge and skills of first year course students in Kazakh language subject (figure 2).

Listening skills: How well do you understand Kazakh language film? Mark the appropriate level below.

1-4 – low level

5-7 – intermediate level

8-10 – high level

Which level of books do you read in Kazakh? Mark the appropriate level below.

1-4 – low level

5-7 – intermediate level

8-10 – high level

At which level do you understand Kazakh texts? Mark the appropriate level below.

1-4 – low level

5-7 – intermediate level

8-10 – high level

At which level do you know Kazakh vocabulary? Mark the appropriate level below.

1-4 – low level

5-7 – intermediate level

8-10 – high level

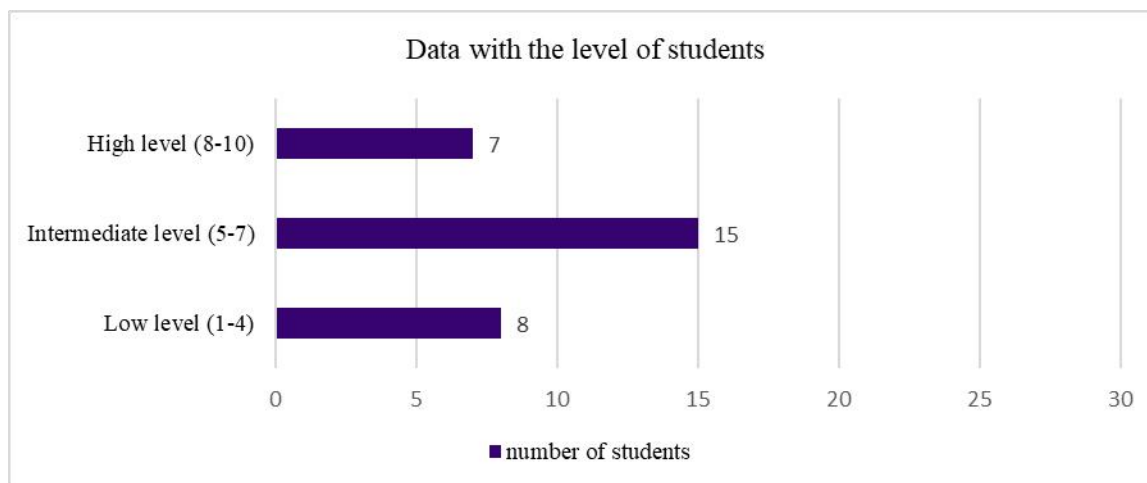


Figure 2. Data with the level of students

Analysis:

On September 20, 2023, a survey was conducted among students with different level of kazakh language to determine their level of knowledge in the language. A total of 30 students participated. The survey questions were designed according to the specifics of the class and the past curriculum (school). Based on the survey results, the percentage of Kazakh proficiency in the class was determined.

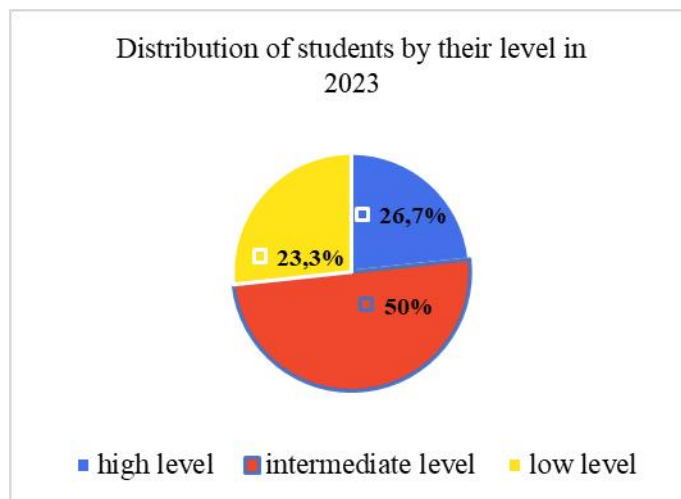


Figure 3. Distribution of students by their level in 2023

On May 20, 2024, the survey was conducted again at the beginning of the academic year, and a comparative analysis was carried out. Throughout the year, work was conducted on the topics covered in the survey, and additional lessons were provided to students with level-appropriate tasks to improve their performance. The given charts showing student progress over the year:

In 2023 (figure 3):

Low Level (1-4): 26.7%

Mid Level (5-7): 50.0%

High Level (8-10): 23.3%

In 2024 (figure 4):

Low Level (1-4): 20.0% (decreased)

Mid Level (5-7): 46.7% (decreased slightly)

High Level (8-10): 33.3% (increased)

More students have moved up to the high level, and the number of students at the low level has decreased.

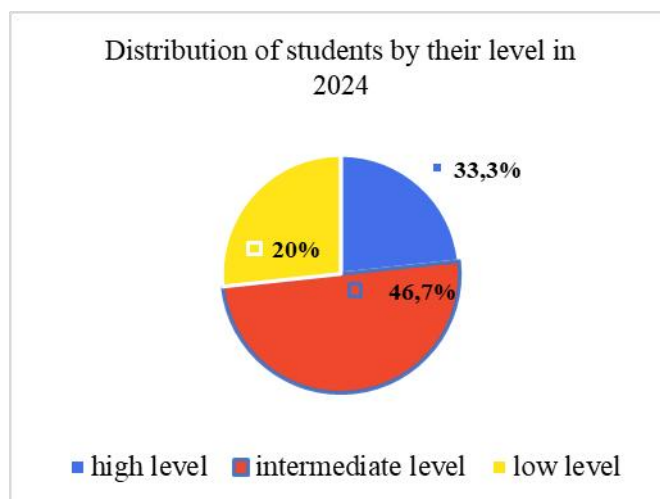


Figure 4. Distribution of students by their level in 2024

Conclusion. The application of action research practices in Kazakh language teaching provides an effective approach to developing writing skills. Through continuous cycles of planning, action,

and reflection, teachers can address the specific challenges faced by students. The results show that process-based writing, peer review, and culturally relevant tasks significantly enhance students' writing proficiency.

Incorporating action research empowers educators to adapt instruction to meet student needs and fosters a reflective teaching practice. Teachers need continuous improvement to address the challenges encountered when studying the Kazakh language and culture [9]. This iterative approach not only improves writing skills but also cultivates students' research competencies, critical thinking, and engagement in the learning process.

Furthermore, Nagibova emphasizes that “Through action research, teachers can take concrete steps to improve the learning process.” [2]. By systematically applying action research, educators can create a dynamic classroom environment where writing skills are developed through collaboration, feedback, and culturally relevant contexts.

Future research can explore the long-term impact of action research on writing skills and investigate its applicability across different grade levels and educational contexts. As Kazakhstan continues to embrace multilingual education, fostering strong writing skills in the Kazakh language will be essential for students' academic and professional success.

During the study, the Action Research method achieved several key results:

- Development of research skills - it was shown that students master the skills of analyzing historical and cultural topics, working with sources, collecting information and presenting it systematically.

- During the development of composition and academic writing style, students demonstrate that they develop an academic writing style through composition, analysis and reflection.

- Development of communication skills - it is shown that students can express their thoughts freely and convincingly through group research and discussion.

- Creative and analytical thinking - it is a reflection of the fact that students learn to analyze complex issues through the study of oratory, historical values, social norms.

We offer the following tips for introducing the use of the Action Research method into the educational process.

Adapting the Action Research method to the age of students:

To increase the effectiveness of the Action Research method in teaching the Kazakh language, it is necessary to study and apply it to different age groups. For example, it is necessary to develop adapted versions of the methodology for use with elementary, middle and high school students.

Implementation of integrated methods for developing writing skills:

To develop students' writing skills, it is necessary to create a system of tasks that include various genres, such as reflective essays, critical reviews, and research articles. It is recommended to introduce peer review to develop composition and academic writing style.

Use of digital technologies:

When introducing the Action Research method, it is possible to increase student activity by using online platforms and digital tools (for example, Padlet, Google Docs, Miro). It is recommended to organize virtual discussions and webinars in order to develop students' creative and analytical thinking.

Teacher training: There is a need to conduct trainings for Kazakh language and literature teachers on teaching the Action Research method in action. Teachers need to be able to develop special teaching aids that allow them to use research methods in the classroom.

Development of students' independent research and research skills:

To improve work with sources in the Kazakh language lesson, it is recommended to organize project-research work based on historical and cultural materials. Based on the results of empirical research, it is necessary to create new curricula and educational and methodological complexes aimed at developing students' research skills.

The Action Research method in education is a reflective process aimed at improving teaching and learning practices. It is a method that includes cycles of planning, action, monitoring and reflection, which allows teachers to analyze and adapt their methods through feedback in real time. In general, the use of action research methods increases the activity of students in the learning process and allows them to apply theoretical knowledge in practice. Students learn not only to perceive information, but also to critically analyze it and justify their point of view. If this method is widely used in Kazakh language and literature lessons in the future, it will play an important role in the development of students' research skills.

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