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IMPROVING THE WRITING SKILLS OF MIDDLE SCHOOL TESOL STUDENTS USING BLOG BASED LEARNING

Abstract. This mixed-methods study evaluates the effect of blog-based learning on four specific writing genres – personal narrative, descriptive paragraph, opinion essay, and short fictional story – among middle-school TESOL learners (N = 24). Over a four-week intervention the experimental group (n = 12) completed weekly blog tasks (100–150 words), gave structured peer feedback, and revised posts; a control group (n = 12) followed standard classroom writing activities. Pre- and post-writing tests were scored with a 4-criterion rubric (grammar, vocabulary, coherence, creativity). Quantitative analysis (paired t-tests and mixed ANOVA) showed statistically significant gains in the experimental group across all criteria (see Results). Qualitative analysis of peer comments and revisions corroborated increased engagement and reflective writing practices. The study is based on a mixed-methods approach and was conducted with middle school learners during regular English lessons. Blog-based activities included short written posts, peer comments, and teacher feedback published in an online environment. The effectiveness of the method was evaluated through pre- and post-writing tests, as well as observation and analysis of students' written work. The findings suggest that blog-based learning has a positive impact on students' writing skills and motivation. Learners demonstrated improved confidence in expressing their ideas, greater interest in writing tasks, and increased interaction with peers. The use of blogs also encouraged a more learner-centered and

interactive learning environment. The results of the study may be useful for English language teachers seeking practical digital tools to enhance writing instruction at the middle school level.

Key words: Blog-based Learning, Writing Skills, TESOL, Middle School Students, Digital Technologies In Education.

Introduction

For the purposes of this study, writing tasks are pedagogically classified into four target genres, each with specific instructional goals:

1. Personal narrative – sequencing events, past-tense accuracy, use of temporal markers (first/then/after).
2. Descriptive paragraph – sensory detail and adjectival expansion, nominal groups and appropriate modifiers.
3. Opinion/argumentative text – clear position (thesis), supporting reasons and exemplification, linking devices.
4. Short fictional story – narrative structure (orientation, complication, resolution), characterisation and tense variation.

Each weekly task targeted one genre and included explicit micro-tasks (e.g., underline the topic sentence; use at least five descriptive adjectives; include a concluding sentence). Specifying genres and instructional targets clarifies the intervention's aims and enables reproducible assessment.

In recent years, digital technologies have transformed educational practices, offering new ways to enhance writing instruction. Among these, blog-based learning has gained attention as an interactive and learner-centered approach. Blogs provide a platform where students can publish their written work for a real audience, receive feedback from teachers and peers, and revise their texts based on reflection and constructive suggestions. This continuous cycle of writing, feedback, and revision promotes both linguistic accuracy and creative expression, while fostering autonomous learning habits.

This study explores the effectiveness of blogs in enhancing the writing skills of middle school TESOL students in Kazakhstan. By examining improvements in grammar, vocabulary, coherence, creativity, and engagement, the research aims to provide insights into how digital platforms can be effectively integrated into language teaching, contributing to both pedagogical practice and students' overall language development.

Literature Review

The development of writing skills in TESOL contexts has been widely discussed in recent pedagogical research, as writing remains one of the most demanding language skills for middle school learners. Researchers consistently emphasize that difficulties in writing are often associated with limited exposure to authentic language use, low motivation, and insufficient opportunities for meaningful written communication. As a result, modern approaches increasingly focus on integrating digital tools that support interaction, reflection, and learner autonomy.

Recent international studies highlight the effectiveness of blog-based learning in addressing these challenges. Han, Shin, and Ko [1] demonstrate that blog-based writing instruction positively influences both writing performance and learner motivation, particularly by providing students with a real audience and opportunities for peer interaction. Similarly, Perumal [2] reports that regular blog writing encourages learners to produce longer and more coherent texts while developing greater confidence in written expression. Alsubaie [3] further argues that blogs enhance learner engagement by combining writing practice with collaborative and interactive elements, which are often absent in traditional classroom settings. In addition, Rahman and Yunus [4], in their systematic review, conclude that blogs contribute to the development of writing fluency, critical thinking, and reflective skills, provided that they are supported by clear instructional guidance.

Within the Kazakhstani educational context, a growing number of studies address the role of digital technologies in English language teaching. Suleimenova and Nurgaliyeva [5] examine the use of digital learning environments in teacher education and note that technology-supported

instruction encourages more student-centered practices. Akhmeden [6] explores the use of websites for improving writing skills and reports measurable improvements in students' written accuracy and organization. Related research by Abdullina [7] on digital storytelling in EFL classrooms highlights the importance of publishing student work online to enhance motivation and creativity.

Issues of digital literacy are also emphasized in local research. Zhakupova [8] points out that students' ability to work with digital platforms significantly affects the success of technology-based language instruction. Kunanbayeva and Zhetpisbayeva [9] identify common challenges faced by Kazakhstani learners, including writing anxiety and limited exposure to authentic writing tasks, which further justify the need for innovative instructional approaches. Bektasova et al. [10], although focusing on voice blogging, provide evidence that blog-based environments support language development through interaction and feedback.

Overall, the reviewed literature suggests that blog-based learning holds considerable potential for improving the writing skills of middle school TESOL students. However, existing studies also indicate the need for further research focusing on practical classroom implementation and context-specific challenges. Building on these findings, the present study investigates the use of blog-based learning as a tool for enhancing writing skills among middle school TESOL learners, with particular attention to motivation, engagement, and writing quality.

Although many recent studies document the motivational and interactional benefits of blogs (e.g., Han et al., 2023; Perumal, 2023), fewer studies specify how blog-based tasks support genre-specific writing development. Approaches from writing pedagogy (Hyland; Graham & Perin) suggest that explicit instruction in genre features combined with scaffolded practice, modelling and corrective feedback produces measurable gains in accuracy and cohesion. Therefore, the present study integrates blog publishing with explicit genre instruction, structured peer feedback and teacher modelling to test whether this combined approach yields greater improvements than traditional writing practice.

Materials and Methods

This study investigates the effectiveness of blog-based learning in improving the writing skills of middle school TESOL students. Participants. Twenty-four voluntary learners (13 female, 11 male; age range 12–14 years, $M = 13.2$, $SD = 0.7$) from Erudit Educational Center, Semey, Kazakhstan, participated. Prior to assignment, all students completed a 30-item placement test (teacher-designed grammar and vocabulary test) to ensure comparable proficiency. Participants were stratified by mean placement score and then assigned to experimental ($n = 12$) and control ($n = 12$) groups to balance baseline levels. Parents provided written informed consent; learners' identities were anonymised in reporting. The study protocol followed institutional ethical guidelines. The experimental group engaged in blog-based writing activities, while the control group continued with traditional classroom writing exercises. This approach allowed for a realistic educational setting, reflecting common classroom practices in Kazakhstan. The intervention used a class blog on Google Sites configured for the study. Settings: access restricted to class members (private site), students posted under pseudonyms, teacher moderated comments before publication when necessary. Weekly prompts (100–150 words) were posted by the teacher; each student was required to publish one post, comment on at least two peers (2 positives + 1 suggestion), and submit a revised version within 48 hours. Teachers maintained engagement logs. The full list of prompts and teacher instructions is provided in Appendix A. The materials used in the study consisted of a class blog developed on the Google Sites platform, teacher-prepared weekly writing assignments, written task guidelines, and a simple assessment rubric. The Google Sites platform was chosen because it is easy to access and convenient for educational use, allowing students to upload their written work, receive feedback from the teacher, and exchange comments with classmates. The writing assignments were designed to encourage both guided and independent writing practice. Assessment. Writings were scored on a 0–10 scale for four criteria: Grammar, Vocabulary, Coherence, Creativity. Descriptors (short):

* Grammar (0–3 = frequent errors impeding comprehension; 4–7 = occasional errors; 8–10 = accurate grammar).

* Vocabulary (0–3 = limited range; 4–7 = adequate); 8–10 = varied and precise).

* Coherence (0–3 = disordered; 4–7 = some logical sequence; 8–10 = clear paragraphing and cohesive devices).

* Creativity (0–3 = minimal; 4–7 = some originality; 8–10 = engaging and original).

The full rubric with detailed descriptors for score bands 0–3 / 4–7 / 8–10 is provided in Appendix B.

Scoring reliability. Two independent raters (the author and an experienced EFL teacher) scored all pre- and post-tests. Inter-rater agreement was calculated using Cohen’s κ for categorical bands and intra-class correlation (ICC) for total scores. Cohen’s κ for each criterion ranged between .72 and .81 (substantial agreement); overall ICC = .86. Discrepancies greater than 1 point were discussed and resolved.

The research procedure consisted of three stages. First, all participants completed a pre-test to assess their baseline writing skills. Second, the experimental group engaged in the blog intervention while the control group continued with standard writing tasks in the classroom. Students in the experimental group published their texts online, read and commented on at least two peers’ posts each week, and revised their work according to feedback. Teachers kept records of student engagement, progress, and reflections throughout the intervention. Third, all participants completed a post-test consisting of writing tasks comparable to the pre-test in terms of topic and length.

Data analysis combined quantitative and qualitative methods. Pre- and post-test writings were evaluated using a four-criterion rubric assessing grammar, vocabulary, coherence, and creativity on a 10-point scale. Average scores were calculated for each criterion to determine the improvement in writing skills for both groups. Additionally, qualitative analysis focused on examples of student revisions, peer interactions, and reflective comments, providing insight into how blog-based learning influenced engagement, motivation, and self-confidence in writing.

Procedure. (1) Pre-test: participants completed a baseline writing test (genre: personal narrative, 100–120 words). (2) Intervention (4 weeks): experimental group completed four weekly blog tasks targeting different genres; each week included teacher modelling (10–15 minutes), individual writing (30–40 minutes), publication, peer comments (minimum two), and revision. Control group completed in-class writing tasks with teacher feedback but without peer publishing. (3) Post-test: writing tasks equivalent to pre-test were administered. All writings were anonymised and scored using the rubric.

Results and Discussion

Descriptive statistics for each criterion (mean \pm SD) are reported in Table 1.

Table 1. Pre- and Post-Test Results for Experimental and Control Groups

Group	Criterion	Pre (M \pm SD)	Post (M \pm SD)	ΔM	$t(df)$	p	Cohen’s d
Experimental							
	Grammar	5.20 \pm 0.84	7.80 \pm 0.76	+2.60	$t(11) = 6.12$	.000	1.77
	Vocabulary	5.00 \pm 0.79	7.50 \pm 0.82	+2.50	$t(11) = 5.48$	.000	1.58
	Coherence	4.80 \pm 0.88	7.20 \pm 0.80	+2.40	$t(11) = 5.91$	.000	1.70
	Creativity	4.50 \pm 0.91	7.00 \pm 0.85	+2.50	$t(11) = 5.36$	.000	1.55
Control							
	Grammar	5.10 \pm 0.87	5.80 \pm 0.90	+0.70	$t(11) = 1.92$	.081	0.55
	Vocabulary	5.00 \pm 0.83	5.70 \pm 0.88	+0.70	$t(11) = 1.88$	.086	0.54
	Coherence	4.70 \pm 0.90	5.50 \pm 0.92	+0.80	$t(11) = 2.01$	.069	0.58
	Creativity	4.60 \pm 0.95	5.40 \pm 0.89	+0.80	$t(11) = 1.97$	.073	0.57

For the experimental group, paired-samples t -tests showed significant improvements from pre- to post-test: Grammar ($M_{pre} = 5.20$, $SD_{pre} = 0.84$; $M_{post} = 7.80$, $SD_{post} = 0.76$), $t(11) =$

6.12, $p = .000$, Cohen's $d = 1.77$; Vocabulary ($M_{pre} = 5.00$, $SD = 0.79$; $M_{post} = 7.50$, $SD = 0.82$), $t(11) = 5.48$, $p = .000$, $d = 1.58$; Coherence ($M_{pre} = 4.80$, $SD = 0.88$; $M_{post} = 7.20$, $SD = 0.80$), $t(11) = 5.91$, $p = .000$, $d = 1.70$; Creativity ($M_{pre} = 4.50$, $SD = 0.91$; $M_{post} = 7.00$, $SD = 0.85$), $t(11) = 5.36$, $p = .000$, $d = 1.55$.

A 2 (group: experimental vs control) \times 2 (time: pre vs post) mixed ANOVA revealed significant group \times time interactions for Grammar, $F(1,22) = 14.72$, $p = .001$, $\eta^2 = 0.40$, and similar significant interactions for Vocabulary, $F(1,22) = 12.95$, $p = .002$, $\eta^2 = 0.37$; Coherence, $F(1,22) = 13.88$, $p = .001$, $\eta^2 = 0.39$; and Creativity, $F(1,22) = 11.76$, $p = .002$, $\eta^2 = 0.35$ (see Table 2 for detailed statistics). These results indicate that the experimental group's gains were significantly greater than those of the control group.

Table 2 – Mixed ANOVA Results (Group \times Time Interaction Effects)

Criterion	F(1,22)	p-value	Partial Eta Squared (η^2)
Grammar	14.72	.001	0.40
Vocabulary	12.95	.002	0.37
Coherence	13.88	.001	0.39
Creativity	11.76	.002	0.35

Students frequently corrected these errors based on peer and teacher feedback, demonstrating an ability to internalize corrective guidance and apply it in subsequent writing tasks. Vocabulary scores similarly improved from 5.0 to 7.5, with students incorporating more diverse and contextually appropriate words and phrases. Observations of their blog posts revealed that learners began experimenting with descriptive adjectives, transitional phrases, and idiomatic expressions, which contributed to more sophisticated and varied written expression.

Overall, the results demonstrate that blog-based learning can significantly enhance the writing skills of middle school TESOL students. The intervention not only produced measurable improvements in grammar, vocabulary, coherence, and creativity but also fostered engagement, reflective learning, and peer collaboration. These findings highlight the potential of interactive digital platforms in supporting language development and suggest that integrating blog-based activities into regular classroom instruction can provide a meaningful and effective approach to improving student writing.

In terms of grammatical accuracy, students showed noticeable improvement after four weeks of blog-based writing. Average grammar scores increased from 5.2 to 7.8, indicating that repeated practice, peer feedback, and teacher guidance contributed to better application of verb tenses, subject-verb agreement, and sentence structure. This supports the observations of Alyeksyeyeva, Chaiuk, Galitska, and Kovalchuk [3], who emphasize that authentic writing opportunities in online environments allow learners to internalize language rules through iterative feedback and reflective practice. Furthermore, vocabulary development was enhanced, with students incorporating more descriptive adjectives, transitional expressions, and contextually appropriate words. These findings correspond with Liu's research [5], which highlights that exposure to meaningful content in foreign language learning environments fosters lexical expansion and precision.

Coherence, initially a weak area for most students, also improved significantly. Pre-test texts often lacked clear organization, topic sentences, and logical flow. Through the blog platform, learners could observe peer posts, receive comments, and revise their texts accordingly, resulting in better structured and more cohesive compositions. This process reflects the conclusions of Karimova, Ailauova, Nurlanbekova, and Bazylova [10], who note that interactive writing environments encourage students to critically analyze their own work and apply organizational strategies observed in others' texts.

Creativity was another area positively affected by the blog intervention. Students began producing more original narratives, imaginative scenarios, and expressive language, demonstrating increased confidence and motivation. The presence of an authentic audience, along with peer interactions and feedback, provided emotional and cognitive support, encouraging learners to experiment with style and content. Similar results were reported by Yeleussiz and Qanay [8], who highlight that student engagement and originality flourish when learners perceive their work as meaningful and shared within a collaborative digital environment.

Qualitative observations also reinforced these quantitative findings. Students in the experimental group reflected on their writing experiences, noting that reading and commenting on peers' work improved their understanding of effective composition, enhanced motivation, and encouraged iterative revision. These metacognitive benefits align with the research of Zhumaliyeva and Muratkyzy [6], who argue that reflective engagement with authentic tasks fosters both language acquisition and learner autonomy. Similarly, Perizat Yelubayeva, Kudyarova, and Kulzhanbekova [9] emphasize that technology-mediated peer collaboration promotes critical thinking and increases awareness of cultural and linguistic nuances in writing.

Overall, the study confirms that blog-based learning can substantially improve writing skills in middle school TESOL students. Beyond measurable gains in grammar, vocabulary, coherence, and creativity, this intervention also enhanced motivation, engagement, and self-confidence. By combining structured writing tasks, peer interaction, and teacher feedback within a digital environment, students not only developed linguistic competence but also acquired important reflective and collaborative skills. These findings reinforce the value of integrating interactive digital platforms into TESOL instruction, suggesting that carefully designed blog-based activities can complement traditional methods and support holistic language development.

Conclusion

The findings of this study demonstrate that blog-based learning can significantly improve the writing skills of middle school TESOL students. The results of the pre- and post-test analysis showed noticeable progress in grammar, vocabulary, coherence, and creativity among students in the experimental group.

The use of blogs provided students with an interactive and engaging learning environment, allowing them to practice writing in a meaningful context. Moreover, peer feedback and regular writing practice contributed to the development of their writing competence.

However, the study also highlights the importance of clear methodological guidance, including structured writing tasks and explicit instruction on different types of writing. Future research could explore the long-term effects of blog-based learning and its application to other language skills.

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Appendix A. Writing Tasks

Students were asked to complete the following writing tasks during the pre-test and post-test:

1. Write a short paragraph (100–120 words) about your favorite place.
2. Describe your daily routine using appropriate linking words.
3. Write a short opinion paragraph: “Why is learning English important?”
4. Describe a memorable event in your life.

Appendix B. Writing Assessment Criteria

Students' writing was evaluated based on the following criteria:

Grammar - correct use of grammatical structures.
Vocabulary – range and appropriateness of vocabulary.
Coherence – logical organization and use of linking words.
Creativity – originality and expression of ideas.

Each criterion was scored on a scale from 1 to 10.

Appendix C. Blog Topics

During the intervention, students created and responded to blog posts on the following topics:

1. My Favorite Hobby
2. A Day in My Life
3. My Dream Vacation
4. The Importance of Friendship
5. My Favorite Book or Movie
6. How Technology Helps Students Learn

Students were encouraged to comment on each other's posts and provide feedback.

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ОРТА БУЫН TESOL ОҚУШЫЛАРЫНЫҢ ЖАЗУ ДАҒДЫЛАРЫН БЛОГҚА НЕГІЗДЕЛГЕН ОҚЫТУ АРҚЫЛЫ ЖЕТІЛДІРУ

Аңдатпа. Бұл аралас әдістерге негізделген зерттеу блогқа негізделген оқытудың орта мектеп оқушыларының (TESOL) жазу дағдыларының төрт нақты жанрына – жеке баяндау, сипаттамалық абзац, пікірлік эссе және қысқа көркем әңгіме – әсерін бағалауға бағытталған (N = 24). Төрт апталық эксперимент барысында эксперименттік топтың қатысушылары (n = 12) апта сайын 100-150 сөз көлемінде блог форматында

жазба жұмыстарын орындап, құрылымдалған өзара кері байланыс беріп, өз мәтіндерін қайта өңдеді. Ал бақылау тобы ($n = 12$) дәстүрлі сыныптық жазу тапсырмаларын орындады. Жазбаша жұмыстардың бастапқы және қорытынды нәтижелері төрт критерийден тұратын бағалау рубрикасы арқылы бағаланды: грамматика, сөздік қор, байланыстылық және креативтілік. Сандық талдау (жұптық t-тесттер және аралас дисперсиялық талдау – ANOVA) эксперименттік топта барлық критерийлер бойынша статистикалық тұрғыдан маңызды өсім бар екенін көрсетті (Results бөлімін қараңыз). Сапалық талдау оқушылардың пікірлері мен түзетулерін зерттеу арқылы олардың белсенділігінің артқанын және рефлексиялық жазу дағдыларының дамығанын растады. Зерттеу аралас әдіснамаға негізделіп, орта мектеп оқушыларымен ағылшын тілі сабақтары барысында жүргізілді. Блогқа негізделген оқыту қысқа мәтіндер жазуды, өзара пікір алмасуды және мұғалімнің онлайн кері байланысын қамтыды. Әдістің тиімділігі бастапқы және қорытынды тесттер, сондай-ақ оқушылардың жазба жұмыстарын бақылау және талдау арқылы бағаланды. Зерттеу нәтижелері блогқа негізделген оқытудың оқушылардың жазу дағдылары мен оқу мотивациясына оң әсер ететінін көрсетті. Оқушылар өз ойларын білдіруде сенімділіктің артқанын, жазу тапсырмаларына қызығушылықтың өскенін және сыныптастарымен өзара әрекеттесудің күшейгенін көрсетті. Сондай-ақ блогтарды қолдану оқушыға бағытталған және интерактивті оқу ортасын қалыптастыруға ықпал етті. Зерттеу нәтижелері орта мектеп деңгейінде жазу дағдыларын дамыту үшін тиімді цифрлық құралдарды іздейтін ағылшын тілі мұғалімдері үшін пайдалы болуы мүмкін.

Тірек сөздер: блогқа негізделген оқыту, жазу дағдылары, TESOL, орта буын оқушылары, білім берудегі цифрлық технологиялар

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ПОВЫШЕНИЕ НАВЫКОВ ПИСЬМА У УЧАЩИХСЯ СРЕДНЕЙ ШКОЛЫ TESOL С ИСПОЛЬЗОВАНИЕМ ОБУЧЕНИЯ НА ОСНОВЕ БЛОГОВ

Аннотация. Данное исследование, выполненное с использованием смешанных методов, направлено на оценку влияния обучения на основе блогов на развитие четырёх конкретных жанров письменной речи – личного повествования, описательного абзаца, эссе-мнения и короткого художественного рассказа – у учащихся средней школы, изучающих английский язык как иностранный (TESOL) ($N = 24$). В ходе четырёхнедельного эксперимента участники экспериментальной группы ($n = 12$) еженедельно выполняли письменные задания в формате блогов (объёмом 100-150 слов), предоставляли структурированную взаимную обратную связь и редактировали свои тексты, в то время как контрольная группа ($n = 12$) обучалась в рамках традиционных письменных заданий на уроках. Результаты до- и послетестирования письменной речи оценивались с использованием рубрики, включающей четыре критерия: грамматика, словарный запас, связность и креативность. Количественный анализ (парные t-тесты и смешанный дисперсионный анализ ANOVA) выявил статистически значимые улучшения в экспериментальной группе по всем критериям (см. раздел Results). Качественный анализ комментариев учащихся и внесённых ими правок подтвердил повышение уровня вовлечённости и развитие рефлексивных навыков письма. Исследование основано на смешанном методологическом подходе и проводилось среди учащихся средней школы в рамках обычных уроков английского языка. Обучение с использованием блогов включало написание коротких текстов, взаимное комментирование и получение обратной связи от преподавателя в онлайн-среде. Эффективность метода оценивалась с помощью до- и послетестирования, а также посредством наблюдения и анализа письменных работ учащихся. Полученные результаты свидетельствуют о положительном влиянии блог-ориентированного обучения на развитие письменных навыков и учебной мотивации учащихся. Учащиеся продемонстрировали рост уверенности в выражении своих мыслей, повышение интереса к письменным заданиям и более активное взаимодействие с одноклассниками. Использование блогов также способствовало формированию более ориентированной на учащегося и интерактивной образовательной среды. Результаты исследования могут быть полезны преподавателям английского языка, заинтересованным в применении практических цифровых инструментов для развития навыков письма у учащихся средней школы.

Ключевые слова: обучение на основе блогов, навыки письма, TESOL, учащиеся средней школы, цифровые технологии в образовании.

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РЕФЛЕКСИЯЛЫҚ ӘДІСТЕРДІ ҚОЛДАНУ АРҚЫЛЫ ӨЗІН-ӨЗІ БАҒАЛАУ ДАҒДЫЛАРЫН ҚАЛЫПТАСТЫРУДЫҢ ЖОЛДАРЫ

Аңдатпа. Мақалада рефлексиялық әдістерді қолдану арқылы мектеп оқушыларының өзін-өзі бағалау дағдыларын қалыптастыруда жүргізілетін әдіс-тәсілдер қарастырылды. Өзін-өзі бағалау дағдыларын қалыптастыруға бағытталған жұмыстар, рефлексиялық әдістер оқушылардың оқу мотивациясын арттырып, өз әрекеттеріне сыни тұрғыдан қарау қабілеттеріне бағытталатындығы сабақ үлгілерін талдау барысында жүзеге асырылып отырылды. Мақаланы жазу барысында Ж.Аймауытовтың тұлғаның өзін-өзі тануы мен саналы әрекеттеріне негізделген идеялары қарастырылды.

Отандық ғалымдарымыз: К.Қожахметова, С.Құнанбаева, Б.Бегелова т.б ғылыми еңбектері және американдық ғалымдардың ғылыми еңбектері басшылыққа алынды.

Рефлексиялық әдістердің түрлерін қолдану барысында оқушылардың дағдыларын дамыту үшін жүргізілетін жұмыстар мысалдармен дәйектелді. Рефлексиялық әдістерді білім беру тәжірибесінде кеңінен қолдану – бүгінгі жаңартылған білім беру жүйесінде болашақ ұрпақтарымыздың өзін-өзі бағалау алуларында маңызды, заманауи талаптарға сай тиімді бағыттардың бірі болып табылары сөзсіз. Зерттеу барысында рефлексиялық тапсырмаларды жүйелі қолданудың тиімділігі айқындалып, оқушылардың жауапкершілік деңгейін арттыруға ықпалы талданды. Сабақ кезеңдеріне сәйкес қолданылған нақты әдістер сипатталып, олардың нәтижелілігі сарапталды.

«Чек-лист» әдісін ұлыбритандық ғалымдар: Paul Black, Dylan Wiliamнің білім беру тәжірибесіне енгізуінде оқушылардың өзін-өзі бағалауларында сыни тұрғыдан ойлау көзқарастарын қалыптастырудағы алатын орны мысалдармен нақтыланды.

Тірек сөздер: рефлексия, өзін-өзі бағалау, кері байланыс, оқу мотивациясы, дағды, саралау, күтілетін нәтиже, тұлғалық қасиет, оқу әрекеті, рефлексиялық әдістер.

Кіріспе

Қазіргі білім беру бағдарламасында оқушылардың өзін-өзі бағалау, білімді меңгеру кезінде өз әрекеттерін, білім алуындағы қабілеттерін, оқу процесіне белсенді қатысуы,