

15. TURLYBEK A, ZHUMATAYEVA D. «*Kıbrıs'ta Kanlı Noel Olayları ve Yaşanan Gelişmeler*», Қазақ мемлекеттік қыздар педагогикалық университетінің 70 жылдығына арналған «Нұрпейіс оқулары» аясында өтетін «Қазақстан жолы 2050 және тарих ғылымы: жетістіктері мен болашағы» атты халықаралық ғылыми-тәжірибелік конференция, 14 наурыз 2014, Алматы.

Баяндама материалдары: ТҰРЛЫБЕК А, ЖҰМАТАЕВА Д, КИПР МӘСЕЛЕСІ ЖӘНЕ ҚАЛЫПТАСУ ФОРМАСЫ, Түрік Республикасы Солтүстік Кипр, 3-халықаралық Кипр конференциясы, (30 қаңтар-01ақпан 2014 жыл, Таяу Шығыс Университеті, LEFKOSA, Солтүстік Кипр)

CORRELATION BETWEEN STUDENTS' PERCEPTION OF ACADEMIC GRADING AND THEIR COGNITIVE AND LEARNING STRATEGIES

Zh.N. Abdrakhym, Ye.I. Radyuk, Suleyman Demirel University

Түйін

Аталмыш мақала студенттердің бойында тілді білім үшін меңгеру қабілетін және бағаға деген көзқарасын өлшеуге көмектеседі. Білім жүйесінде білім үшін қызығып оқыған, нәтижелі білім мен академиялық жетістіктерге оң әсерін тигізеді. Сүлейман Демирел Университетінің студенттері арасында жүргізілген зерттеудің практикалық талдау нәтижелері талқыланып отырған мәселенің маңыздылығын дәлелдейді. Сонымен қатар мұғалімдердің студенттерде білім үшін оқу түрін дамыту бағдарламасы ұсынылып отыр.

Abstract

Kazakhstan system of credits in higher education was established in 2002 with the aim to support further integration of the country to the global educational environment. Credit system is seen as an educational technology which helps to make educational process more innovative and student-centered. In this respect we attempted to examine students' perceptions of grading in relation to student-possessed learning orientation (LO) and grade orientation (GO). Individuals high in LO tend to be motivated by the acquisition of knowledge, while those high in GO tend to be driven by the acquisition of high grades. /1/ It is commonly thought that learning orientation [LO] and grade orientation [GO] in students and instructors are opposite ends of the same continuum. However, psychometric testing has recently shown that LO and GO are two independent orientations. Knowing your own orientation and the orientation of your students is an excellent strategy for tailoring your classes to reach a range of learning styles and foster self-motivated learners.

Key Words: learning orientation, grade orientation, cognitive preference, learning strategies

Research aims and participants

The aim of this research is to indicate the correlation between students' perception of academic grading and their cognitive preferences and learning strategies. The investigation was about the role of credit system, and its influence on academic grading. The survey assessing students' learning orientation and academic orientation is called LOGO. This test was then correlated to Survey of Academic Orientation (SAO), which has the following cognitive preferences: structure dependence, creative expression, reading for pleasure, academic efficacy, academic apathy, and mistrust of instructors. Next, SAO was added by the learning strategy survey (LSS), which was designed especially for this research. There were examined such foreign language learning strategies as Metacognitive strategies (MS), Affective Strategies (AS), Social Strategies (SS), Memory Strategies (MS), Cognitive Strategies (CS). Correlations of LO and GO scores with SAO show us the cognitive preferences and the strategy learning test demonstrates special strategy techniques in language learning and teaching, commonly used in

language learning process correlate this finding with the academic orientation and learning strategies results. (LOGO) was taken among sophomore, junior, and senior students of Two Foreign Language department, of Suleyman Demirel University. The number of interviewed students is 60.

Research Hypotheses

- 4) The majority of students-teachers of foreign languages should have more learning than grade orientation.
- 5) According to Cognitive preferences in SAO, High Learning Orientation individuals should rate higher on Creative Expression (CE), Reading for Pleasure (RP) and Academic Efficacy (AE).
- 6) According to Cognitive preferences in SAO, High Learning Oriented learners should rate higher on Structure Dependence (SD), Academic Apathy (AA),Mistrust of Instructors.
- 7) High Learning Orientation students should progress better in all 6 strategies in Second Language Acquisition.

Research Tools: **1.** Milton,Pollio,and Eison’s questionnaire on “Learning and grading orientation” **2.** Survey of Academic Orientations William B. Davidson, Hall P. Beck **3.** Self –designed “Questionnaire on 6 learning strategies in Second Language Acquisition ”

Theoretical Findings

Definition:In works of Howard R. Pollio(*Perceptions of Learning and Grade Orientation in, and by, Contemporary College Students and Faculty*) we see how orientation emphases upon the intrinsic value of learning and the importance of grades affect college student and instructor views of themselves and of one another. Results suggest that the grading practices of most universities adversely impact student instructor relations and teach students that learning intellectually challenging material is not worthwhile unless it is rewarded by a grade. To evaluate systematically the effects learning orientation and grade orientation have on contemporary college students, /2/ Eison, Pollio and Milton (1982) developed the LOGO II scale.Students producing high LO scores are found to possess a wide variety of positive educational attributes including effective study skills, low levels of test anxiety, above average reasoning abilities, and high levels of self motivation. Grade oriented students view college as a crucible in which they must endure continual testing and evaluation. Students producing high GO scores also are found to have poor study habits, high test anxiety, below average Scholastic Aptitude Test scores, and low grade point averages /3/ (Beck, Rorrer Woody, & Pierce, 1991; Milton, Pollio, & Eison, 1986).

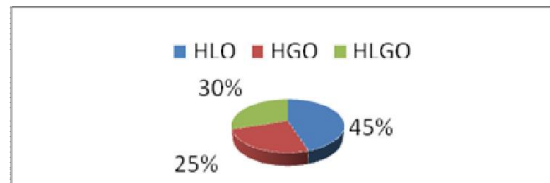
Description of Lo and Go

No	Learning Orientation Characteristics	Grading orientation Characteristics
1	Showing personal interest in subject	Cynical view of education, believing that factual recall is what is required.
2	Focusing on the central argument or concepts needed to solve a problem	Focusing on outwards signs and the formulate needed to solve a problem
3	Interacting Actively	Receiving information passively. Failing to distinguish principles from examples.
4	Distinguishing between argument and evidence	Treating parts of modules and programmes as separate
5	Making connections between different modules	Not recognizing new material as building on previous work
6	Relating new and previous knowledge	Seeing course content simply as material to be learnt for the exam.
7	Having an intrinsic in the subject	Studying a degree for the qualification and not being interested in the subject.
8	Linking course content to real life	High Anxiety

Results and findings

The purpose of the first stage was to identify academic orientation. We made a survey of 60 students from TFL faculty, 2nd and 3rd year in order to figure out how much are High Learning Oriented, High Grade Oriented or Average: High Learning and Grade Oriented. The research expectation was: the majority of students-teachers of foreign languages should have more learning than grade orientation. The Diagram 1 shows that our students are more HLO (45%) than HGO (25%) and HLGO (30%). Those students who have HLO are self-motivated, they are interested in new ideas and intellectual matters, they acknowledge the highest level of personal responsibility for personal actions. The second result is HLGO - students are supposed to distribute their strength and interest both to knowledge and grade. This category tend to capture an extroverted, but relatively less able student craving concrete information (grades) about how well he/she is doing. The third result is HGO. Students with this result show greatest level of respect for established ideas, they have strong desire to do the right things and to act in conventional ways. Student with HGO have an approach world in non-intuitive and relatively concrete way.

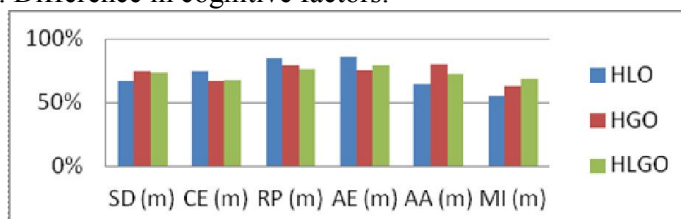
Diagram 1. Academic Orientation



The purpose of the second stage is to figure out the differences in cognitive factors among HLO, HGO and HGLO. According to hypothesis Cognitive preferences in SAO, High Learning Orientation individuals should rate higher on Creative Expression (CE), Reading for Pleasure (RP) and Academic Efficacy (AE)." The results (Diagram 2) can definitely proved research hypothesis. HLO students actively participate in classroom discussion and enjoy learning for its own sake. Also, they believe that learning about different cultures and alternative lifestyles is a valuable endeavor. Students who score high on the RP orientation read a great deal from a diverse set of sources. Their readings are not confined to course assignments. High scores on the AE orientation are indicative of confident TFL students who feel assured of achieving their academic objectives. They are not plagued by self-doubts, nor are they distracted by fears of failure. HLO is leader in CE, students with high scores on the CE orientation prefer assignments that allow for individualistic expression. For teaching profession it is needed to be high in CE, be creative, positive, interested in different cultures.

According to Cognitive preferences in SAO, High Learning Oriented learners should rate higher on Structure Dependence (SD), Academic Apathy (AA), Mistrust of Instructors (MI). The Diagram 2 shows the confirmation of the third hypothesis. According to results the leaders in SD (Structure Dependence) are HGO that means students with SD orientation are intolerant of ambiguity and have a strong need for order and predictability. They want to know exactly what is expected on their assignments, and they rely on grades to give direction to their academic pursuits. The result in Academic Apathy (AA) are highest at HGO, that means obtaining high scores on the AA orientation are disinterested in their course work. They are more concerned with the appearances of academic success than actually learning anything. They set minimal academic standards and are unwilling to exert the effort necessary to receive higher grades. Students who score high on the MI (Mistrust of Instructors) orientation think that their instructors are unconcerned with the pressures and stresses that students experience. They also believe that some instructors enjoy giving students poor grades and write tricky test questions to confuse students. Consequently, they tend to attribute their academic failures to instructors rather than to themselves. /5/

Diagram 2. Difference in cognitive factors.

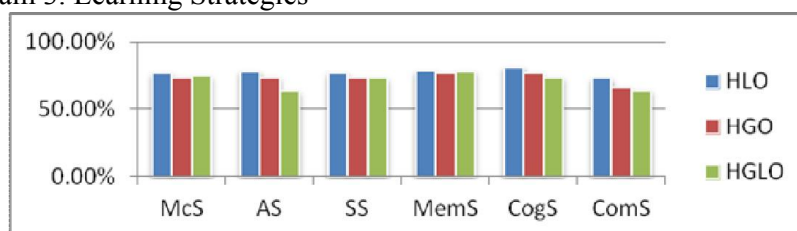


The third stage is devoted to Learning Strategies among 3 groups from Academic Orientation. We took 6 strategies:

- Metacognitive Strategy (McS). Students with McS arrange and plan their learning, set goals, identify the purpose of the language task planning for a language task seeking practice opportunities.
- Affective Strategies (AS). Students tend to encourage themselves by making positive statements, taking risks wisely rewarding themselves
- Social Strategies (SS). Students are likely ask questions (asking for clarification, verification, correction), empathize with others (developing cultural understanding aware of others' feelings and thoughts)
- Memory strategies (MemS). Students prefer creating mental linkages (grouping, associating), apply images and sounds (imagery, sem. mapping, keywords)
- Cognitive strategies (CogS). Students with CogS tend to analyze and reason (deductions, contrastive analysis, translating), practice a lot (repeating recognizing recombining)
- Compensation strategies (ComS). Students overcome limitations in speaking and writing (switching to mother tongue, getting help, using mime or gesture, avoiding communicating partially or totally, using synonym, selecting a topic)

The fourth hypothesis states that HLO students should progress better in all 6 strategies in Second Language Acquisition. Based on results (Diagram 3) we can see that High Learning Oriented students are better in all 6 strategies. It was interesting that all three groups showed results above the average. The fact of a small difference tells whatever student's motivation is: knowledge, grades or both they effectively use and apply all strategies. Surprisingly the result with MemS is quite equal for all 3 groups, which means being teacher and studying subjects on philology faculty demand a lot of Memory Strategy.

Diagram 3. Learning Strategies



Conclusions

The purpose of the study is to indicate the correlation between students' perception of academic grading and their cognitive preferences and learning strategies. According to the obtaining data we came to the following conclusions:

1. The majority of students-teachers of foreign languages have more learning than grade orientation in our faculty
2. According to Cognitive preferences in SAO, High Learning Orientation individuals rate higher on Creative Expression (CE), Reading for Pleasure (RP) and Academic Efficacy (AE). In appliance with Diagram 2 HLO are higher than other groups in CE,RP,AE factors.
3. According to Cognitive preferences in SAO, High Learning Oriented learners rate higher on Structure Dependence (SD), Academic Apathy (AA), Mistrust of Instructors (MI).
4. High Learning Orientation students progress better in all 6 strategies in Second Language Acquisition. But the general picture shows small difference between groups which means all questioned students are fond of reading, likely to have positive attitude toward education - all these is connected with teaching profession, all students are achievement oriented.
5. With the introduction of rating system (credit system) Grade Orientation become higher, also the quality of grade become higher. One cannot get a good grade without knowledge. Some Learning Oriented students adopt to the rating system. The 3rd group High Learning and Grade Orientation showed this transformation.

Implications and Novelty

The novelty of this research lies on assessment of LOGO and Cognitive preferences with LS, which was investigated for the first time in Kazakhstani environment. Also, on dimension of cognitive factors was used self-designed survey of learning strategies. The importance of research is fostering LO orientation, career success and proficiency in language learning.

Learning orientation strategy program in study

1. “Developing Learning Strategy”- first of all teachers should show personal interest in the subject. Then the structure of the learning must be clear. Teacher must pay attention on key concepts, confront students’ misconceptions, and engage in active learning.
2. “Structure Dependence” – there must be invisible framework for students; they don’t have to feel the pressure by syllabus or demands of the teacher. The structure for learning has to have the role in learning process but there must be given freedom on learning.
3. “Creative Expression”- as well as in “structure dependence” if strict rules takes place on learning process there will be lack of creativity. For creative expression and learning we must exactly measure the firmness and freedom in the class. Stress means low creativity, low creativity means no interest, and no interest means any learning. Teachers should display, model, and offer creative examples of ideas to students, this should be based on the student's frame of reference.
4. “Academic Apathy” – here the foremost role plays the motivation. When demands on student more than he can overcome. Internal motivation and external motivation cannot supreme the goal. The task for learners must be not complicated but also not so easy; there must be challenge in learning.

References

1. Gregory K. Tippin. Student perception of academic grading: Personality, academic orientation, and effort
2. Eison, Pollio and Milton (1982) developed the LOGO II scale in work (Perceptions of Learning and Grade Orientation in, and by, Contemporary College Students and Faculty)
3. Beck, Rorrer Woody, & Pierce, 1991; Milton, Pollio, & Eison, 1986). Gregory K. Tippin (Student perception of academic grading: Personality, academic orientation, and effort)
4. Beck, H. P., Rorrer Woody, S., & Pierce, L. G. (1991). The relationship of learning- and grade orientation to academic performance.
5. Davidson, W. B., Beck, H. P., & Silver, N. C. (1999). Development and validation of scores on a measure of academic orientations in college students.

ПРОБЛЕМЫ СОЦИАЛИЗАЦИИ В СДУ НА ПРИМЕРЕ СТУДЕНТОВ 2-3 КУРСА ИНЖЕНЕРНОГО ФАКУЛЬТЕТА

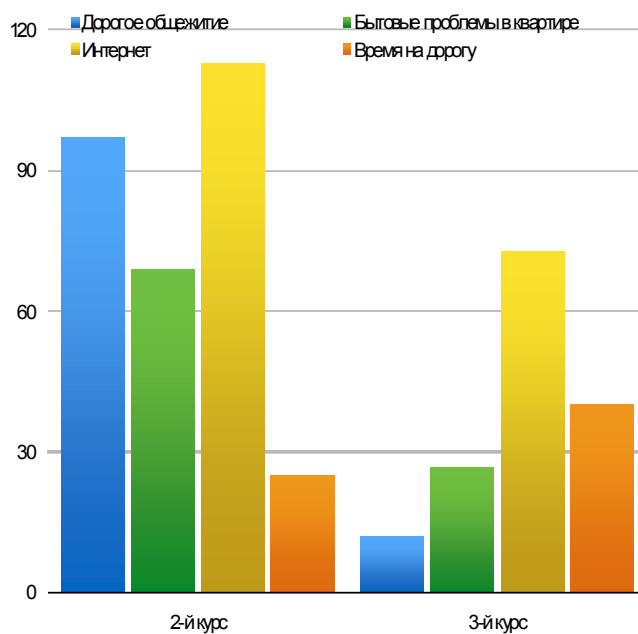
**Ли Р.И., Сеилханова Д.С., Мералиев М.М., Улгараков А.А.
Научный руководитель: Касымова Л.Н. - к.соц.н., доцент**

Социализация — это процесс получения человеком навыков, необходимых для полноценной жизни в обществе. В отличие от других живых существ, чье поведение обусловлено биологически, человек, как существо биосоциальное, нуждается в процессе социализации для того, чтобы выжить. Согласно Н. Д. Никандрову и С. Н. Гаврову, «социализация предполагает многосторонние и часто разнонаправленные влияния жизни, в результате которых человек усваивает „правила игры“, принятые в данном обществе, социально одобряемые нормы, ценности, модели поведения». Первоначально социализация индивида происходит в семье, а уже потом в обществе.

Каждый раз попадая в новую среду, например при поступлении в школу, университет, при устройстве на работу, всегда человек проходит процесс социализации.

В этом году нами было проведено исследование. Мы попросили студентов написать сочинения об их социализации в университете и на основе этих сочинений смогли выделить много интересных фактов о проблемах социализации отдельных групп людей.

Всего в исследовании приняло участие 200 человек. Из них 58 девушек и 142 парней. Представители 2, 3 курса.



Изучая сочинения студентов можно обратить внимание, на проблему отношений между представителями разных полов.

Некоторые девушки пишут что так как на инженерном факультете в основном преобладают парни, им не хватает женского общения в группах. Так же из-за традиции университета к неодобрению межполовых взаимоотношений, девушки испытывают недостаток общения с окружающими. Так же бывают случаи, когда девушки при общении с парнями чувствуют себя не уютно, если рядом находятся преподаватели или представители администрации.

У парней эти проблемы встают не так остро, многие студенты пишут что ещё со времени обучения в школе (в основном КТЛ) привыкли жить в мужских компаниях. И скорее испытывают дискомфорт при общении с девушками лично, хотя во многом это зависит и от человека, но общая тенденция указывает на то что представители раздельных моделей обучения испытывают больший дискомфорт по этому поводу.

Так же стоит заметить что некоторые из парней кто отмечали что проблем в этом плане нет, ссылались на то что знакомятся с представительницами других факультетов. Но так