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### **THE EFFECTIVE WAYS OF MATERIAL DEVELOPMENT IN TEACHING ENGLISH LANGUAGE IN MIXED-LEVEL CLASSES AT PRIVATE EDUCATIONAL CENTERS**

**Abstract.** This article is dedicated to the problem of mixed level classes in the private Educational Centres of Dostyk and related to it loss in quality. In order to investigate the reasons of emerging of mixed level classes we started with a literature review, which revealed the three dimensions of the issue and then tried to suggest one of possible ways of solution. Taking a step further we made an attempt to propose a model of the coursebook designed especially for using in the mixed level classes of the Dostyk centres. The results of the one year period approbation were analyzed. Taking a thorough look into the issue we tried to suggest a decision based not only on a development of a coursebook, but also on a set of recommendations on dealing with the mixed level classes, such as two and three levels simultaneous work strategies and others.

**Key words:** mixed level classes, underachiever students, material development.

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**Аңдатпа.** Бұл мақала «Достық» білім беру орталығындағы сыныптардың ағылшын тілі топтарының аралас деңгейлі болуы салдарынан оқыту үрдісі барысындағы сапаның төмендеуі мәселесіне арнайы оқулық дайындау арқылы шешім іздестіру тақырыбына арналады. Осы мақсатта оқушы топтарының ішінде түрлі деңгейлердің кездестірілуінің себептерін мен мәселенің шешілуі жолдарының талдауы жасалды. Сонымен қатар, арнайы дайындалатын кітаптың жобасы ұсынылып, бір оқу жылы ішінде қолданыста болған материалдың анықталған артықшылықтары мен кемшіліктері талқыланды. Мақаланың басындағы кіріспеде мәселенің өзектілігі мен ауқымы жайлы мәліметтер ұсынылып, әрі қарайғы әдебиеттерді шолуында бұл тақырыпқа қатысты

үш тұрғыдан түрлі көзқарастар келтірілген. Талқылаудағы тақырыпқа қатысты зерттеулер негізінде жаңа бір шешім ұсынысы да тарқатылады. Сонымен қатар, іс-тәжірибеге ұсынылған кітаптың құрылым сұлбасы және екі және үш деңгейде бір мезгілде жұмыс стратегиялары келтірілген. Соңғы бөлімде тәжірибе нәтижелері талқыланып кітаппен жұмысқа қатысты нұсқауларға түсінуктемелер берілген.

**Түйін сөздер:** аралас деңгейлі топтар, үлгермейтін оқушылар, материал құрастыру.

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**Аннотация.** Данная статья посвящается проблеме классов со разными уровнями учеников в группах английского языка в образовательном центре «Достык» и связанной с этой ситуацией понижением качества обучения. С целью выявления причин данной ситуации были изучены три направления предпосылок, а также был сделан анализ одного из возможных вариантов решения данной проблемы. Вместе с тем, в своей работе мы попытались предложить модель книги разработанной специально для классов с разными уровнями учеников для ОЦ «Достык». В начальной части нашей статьи мы пытаемся раскрыть суть и глубину проблемы разноуровневых классов, для чего приводится анализ причин в трех различных. Далее, на основе рассуждений о причинах приведенных ранее, обсуждается один из вариантов решения основанного на использовании специально подготовленных материалов. Во второй половине статьи приводится стратегии одновременной работы на разных уровнях. В заключении были обсуждены результаты эксперимента и даны рекомендации для учителей в дальнейшей работе в разноуровневых классах.

**Ключевые слова:** разноуровневые классы, отстающие ученики, разработка материалов.

Even facile observations at private educational facilities, such as the Dostyk Centers are, give a detailed information about the structure of current demands of the society for additional education. Dealing with English language students at Dostyk we may face the very real reasons behind the decisions of applying for the aid in learning the language apart from the school. Among those reasons which mainly include preparation for NIS and BIL schools entrance examinations, a certain number the center's clients emerge as results of insufficient teaching at schools. These kind of students apparently often may display two kind of behavioural reactions to the current situation at their schools. Some may feel oppressed and avoid any public contact with teacher during the lesson, due to his/her fears of being undeliberately ashamed in front of the classmates. Others may show aggressive position opposing and challenging the low-profile situation caused by failure in succeeding in learning any given the subject. These behaviors are naturally displayed during

the additional lessons at private educational centers as well. These all may be happening while there are probably ones, whose are desperately bored due to their level is reasonably higher than the rest's. At such tense situation an additional factor of insufficiency of teacher's skills may lead to a full scale loss in quality and client satisfaction. Hence, regarding to the multi-level classes situation is a widespread issue not only in Dostyk, but in many educational facilities, we tried to find another possible way out of the problem by suggesting a prepared material especially designed for such classes. Along with the book itself we were fully aware of the aspects of teachers' proficiency when dealing with those. That's why our article shortly describes the attempt we made to develop and approve such a new kind of coursebook within the walls of our private centre. Though, we realize how limited and actually humble this attempt really is, we hope to make a little contribution to solution of this problem.

#### *The definition of MLC*

In «How languages are learned», it is explained that an individual's age is one characteristic that determines the way a pupil approaches a second language. The researchers state that the best capacity to learn a language is before puberty. First suggested by Penfield and Roberts in 1959 [1] and popularized later by the biologist Eric Lenneberg the Critical Period Hypothesis, suggests that «there is a time in human development when the brain is predisposed for success in language learning» [2]. Therefore, in order to make pupils succeed in their language development, it is necessary to make the foundation of a foreign language at an early age and to attract and keep pupils' interest in the language. At this position we may see one of rather few uniting factors among the students usually present at the Dostyk classroom. There are also such factors as aim and level that could be regarded as the aspects of unification, but it does not take a long time to realize that starting with actually these same points, there many more factors that makes a notion of «homogeneous» class rather an idealistic fiction.

The notion of multi-level classes (MLC) is mostly bound to the educational process, which occur not only in the secondary education, but also with teaching the adults, who may have different situations with literacy in their first language as well as in English [3]. The NorthWest Internet Gateway for Adult Education explains that people may vary according to their language, previous experience with education, country and culture of origin, individual factors and situational factors [4].

By multilevel, mixed-level or heterogeneous classes, many mean those classes that have been roughly arranged according to ability, classes in which students vary considerably in their language and literacy skills, and are in need of a great deal of personal attention and encouragement to make progress.

Finally, as we focus closer over the very concrete lists of the items which define the differentiation within any given group of L2 learners we may

see such attempts as made by Roberts, who counts up to nine types of factors. According to the scholar, these may lead to formation of the MLC:

- Educational background in their languages;
- Their comfort with the roman alphabets;
- Their the cultural expectations, which regard to the role of the teacher;
- Their personalities;
- Their personal goals;
- Their ages;
- Their learning styles;
- Their status in the host culture;
- Their access to English outside the ESL classroom.

Taking in account the significant variety of definitions we need to come to an understanding of the factors standing behind such wideness of approaches. For to make the process of analyzing the notion and its formation easier we tend to consider there three main dimentions, which are:

- Organizational factors
- Psychological factors
- Pedagogical factors

*Organizational factors*

When we investigate the reasons of emerging of the MLC we can not ignore the real life factors that often lead to such consequences. Hence, in practice we may observe the situations where the phenomenon of multilevel classes is either a byproduct of institutional placement procedures or budgetary limits [5]. In case of our study, The Dostyk Educational Centres with all 18 branch also display a range of different situations in terms of financial, physical place availability and pesonnel supply of the ESL process within their own falicities. In some branches there could be just adequate number of teachers, while in others there can be a relative shortage of vice versa excess of English teacher available to conduct the process at any partical time. But the mentioned situations, such as shortage or excess can dramatically change during the educational year several times due to the actual needs of work flow of the particular branch. It happens because along with “permanently” lasting throughout the year standard courses many shorter “temporary” courses may take place according to the demand from schools around or holidays periods between the terms of the secondary schools.

*Psychological factors*

There are two main traditions in the Psychology of Personality. One tradition seeks for answers to explain a universal human nature, while other trdadtion focuses over explanation of differences among individuals.

Although the perspectives of such distinction does not provide a clear vision of systematic classification of Psychology of Personality due to often paradoxically contradictory manner of development of these two fields, we can observe claims about a universal human psychology systematization along with

research of individual differences, which depends on the existence of stable, interesting differences between individuals, and correspondingly tends to ignore, deny, or minimize universal commons [6].

French psychologist Alfred Binet was first to develop the precursor model of today's intelligence tests in the beginning of the past century for identification of French students' needs for special educational aids. At the same period of time there were works of English psychologist Charles Spearman [7] on 'g', which were actually attempts to form the basis for further development of most of measure instruments of intellectual activity as an ability for problem-solving. The General Intelligence Theory, a.k.a. «G Theory» suggested by Spearman became the basis for more than 70 Intelligence Quotient (IQ) tests developed afterwards and widely used in today's practice [8].

#### *Criticism to IQ tests*

The teachers' practice displayed that it is not always possible to identify the real mental abilities of a student just by applying an IQ test. The case of one of the popular IQ test of the present day - WISC (Wechsler Intelligence Scale for Children), which was recalibrated three times in 1970s, 1980s and 2000s decades, displays an example of so called «Flynn Effect». The Flynn Effect is a common name, which the situation of constant growth of the average IQ by 3 points out of 100 every ten years starting from the beginning of global WISC test application in 1947. There were different speculations on the possible reason of such growth among which the better school or training for the actual test patterns, better nutrition and less exposure to infections throughout the generations. Later, some psychologists stated that there is no correlation between the rising of IQ score and the «g» [9] and it is partially due to increasing intelligence, and partially to increases in test-specific skills [10].

#### *Multiple intelligence*

The second half of the twentieth century became the period of putting questions in contradiction to the previous one dimensioned approaches, such as «g Theory» or others. The idea of human mind to exist within many dimensions or ability spaces was aroused by Howard Gardner in the late 1970's and early 1980's, with The Theory of Multiple Intelligences, where he makes a broad analyses of the individuals to possess eight or more relatively autonomous intelligences. It is proposed that these intelligences, individually and corporately, to create products and solve problems that are relevant to the societies in which they live [11].

#### *Underachievers case*

The problem of underachievement is very serious. Natale estimates that 40 to 60 percent of students are underachievers [12]. Greene places the number of underachievers at as many as half of all students. These learners aren't as successful as they have the potential to be. Because of their large numbers, it is

sometimes a practical decision for teachers to apply an approach as a group for such students to further work on their motivation [13].

A great number of students are considered as poor or potentially underachieving because not enough attention is paid to their individual characteristics. Quite possible for some students to have peculiarities in processing information, or his/he temperament is not at immediate position of making a fruitful contact with typical schoolwork. Or perhaps a child's gifts and hobbies hardly overlap with the limited educational material that the school's curriculum provides as essential and valuable. Or the student has a different the cultural background to understand the lesson, as it was described in previous parts. It seems self-evident that a child's learning style, personality, talents and cultural background must all be considered, due to the reasons we discussed above. The skillful teacher sincerely attempts to set and tune the instruction within a group's actual subdivisions in terms of levels and skills. Given the administrators provide the teachers with appropriate for the MLC materials, the teachers will be encouraged to cover all these issues, thereby properly dealing with the drawbacks of the one-size-fits-all approach.

A brain research confirms the vital relation between the self-concept and success in learning. Sousa maintains that we receive 40,000 bits of data per second [14]. It has a filtering device, the perceptual register, that blocks out unwanted or unimportant stimuli. If the child has a history of failure, «then the self-concept signals the perceptual register to block incoming data». The teacher is doomed to failure when she tries to teach information to a child who lacks confidence. Joseph Ciaccio in his book «Totally Positive Teaching: A five step Approach to Energizing Students and Teachers», describes his real life experience vividly illustrating the importance of self-esteem in terms of performance when he literally failed to remember five single words battling with negative emotions in a situation during a family vacation [15].

Disterhaft and Gergen also offer strong evidence that there is a relationship between self-concept and academic performance. Furthermore, it's a two-way relationship: children's self-concept has an effect on their learning achievement, and vice versa, students' academic success maintains their self-concept. Children with a low or negative self-image lower their expectations for themselves to reduce their disappointment. Naturally, in the end, this results in less achievement. Disaffected learners are stuck in a vicious circle that makes them consider themselves unworthy of success and make the negative attitude that limits their chances of overcoming this problem even stronger. If the teacher manages to help these students to succeed, then the negative cycle is broken once and forever. Therefore, the research conducted by Downes confirms that “underachievers felt they had less control over their lives. Teachers who don't involve these children are programming them up for failure, just like do teachers who criticize them a lot. Research shows that whenever learners see their teachers' disapproval, their ruined self-esteem

might probably lead to a lower motivation, underachievement, and behavioral issues as a part of defense mechanism to be triggered by the negative circumstances the student is exposed to.

*Mixed ability vs. mixed level classes*

The mixed ability classes definition are practically the same as that for the mixed level classes, as we described in the part one of our paper. Most of reasons which make a class a mixed ability one, also do contribute to make it a mixed level class too. This might happen due to the strong connection between the inner psychological aspect of human nature and the performance he/she display in the area, for instance of education. In fact, we also may state at some points, that these two notions describe one process. The process of affection of some reasons, which lead to emerging of other reasons, which also in their turn, give similar results as the firsts.

For instance the major factors leading to emerging of a mixed ability class are inner factors, such as age, multiple intelligences, learning styles, language levels and aptitudes, native language, learner autonomy, reasons for learning English, cultural background, etc., which inevitably lead to different rate of success in studying a FL. As result after having some period of time passed the children exposed to a similar curricula and taught in generally same manner will display different level of L2 acquisition, what basically is the reason and, in some sense, the definition of the MLC notion itself.

*Individualization*

Some scientific experiments with the individualized tasks and materials as an alternative kind of didactical approach were made in the '70s, then it was in the form of «individualized instruction». At that moment it became clear that students have different learning profiles and that it was actually promising advantages to be trying to meet students' real needs and help them move on from those positions. According to Pedagogisk Uppslagsbok, it was a decade earlier, in the 60's that educators realized that every student need and processes information according to their individual characteristics and style of learning. Afterwards, steadily individualized education became a mainstream fundamental issue in modern pedagogy. As in differentiation, educators who try to individualize the instructions are «committed to the potential of the individuals».

*Differentiation*

One of key concepts for MLC appears to be differentiation of tasks. But as we attempt to suggest some certain kind of material to use while working with MLC we have to work out some certain pattern to built the work on. Ever since the end of the Second World War there has been an ongoing political and pedagogical debate about whether to apply differentiation in the compulsory school system or not. Politicians have been divided, conservative ones advocating for and liberals against the idea of differentiation, but what is differentiation in education settings? According to Pedagogisk Uppslagsbok

differentiation means «the division of a unit into several different parts. The opposite to integration» [16], i.e. to adapt instruction to meet the diverse student needs found in MLC.

There is hardly any universally working solution recipe for differentiation. Teachers conduct differentiated lessons in various ways in accordance to their own personalities, the specification of the material and students' levels along with the learning profiles they teach. In a struggle to overcome the difficulties of the MLC lesson conducting teachers generally have two common points: (1) a conviction that students differ in their learning needs, and (2) a belief that classrooms in which students are active learners, decision makers, and problem solvers are more natural and effective than those in which students are passive recipients of information.

*Developing materials for teaching English in MLC*

Beforehand we tried to design the book itself, we tried to come to an understanding of what kind of material we do really need to provide our teachers with. The idea of designing the EFL materials by the teachers themselves does not appear to be something very new. The peculiarity of the proposed material is its being an attempt to meet the different actual aims and needs that students pursue when coming to Dostyk's English classes. Officially DEC conducts the preparation to the entrance examinations to the NIS and BILs. Consequently all the students try to take the preparation for those. But the initially low level and late entering time to the course may sometimes make not very possible the successful passing of the mentioned examination. This makes the aim of also differentiating according to the mentioned factors. The tasks for Low and Middle levels are totally designed in correspondence with the basic English language curriculum developed by course book recommended for teaching English language in state secondary schools in 6th grades, which is English by T.Ayapova and Z.Adilbayeva, Atamura, 2015. A survey conducted previously displayed that this book is used in about 50 percent of all state schools for teaching English.

*Developing the differentiated materials*

There are a number of potential disadvantages for using the materials designed locally. These can be considered under three headings, the first of which is organization. Teacher-designed materials could have very poor overall coherence and a clear pattern of progression and development dynamics within the syllabus they form. While course-books are usually follow an identifiable principle and follow an obvious pattern through all the course [17]. This is one of the moments we also may recommend a combination of self-designed materials approach with pre-prepared or locally produced course-books, that we are actually to be making a locally adjusted to an actual kind a learners book to be used within a certain educational facility. Furthermore, containing some lack of overall organizing principle, materials may be mixed and can lead to a poor focus over activities aim to be achieved. Such situations bear a risk



frustrating and confusing students, who might not be able to realize their development in L2.

Another factor contributing to a course-book developing method is the aspect of the physical organization and storage of materials. Without a clear well systemized and well-organized system, teacher-made materials may be difficult to find for current use in work, or constantly risks to end up damaged or with some parts missing.

*What levels ?*

Here (Table 1) are results of one the tests applied to the 6th grades, which display the distinction of levels within the same groups. An important remark should be done about the average levels of groups, which can be referred as «Poor level groups», they are usually regarded as to be taking English class in Dostyk as general school subject aid; and the relatively better groups, which can be referred as «High level groups», they are aiming to enter the NIS examinations. As can be seen from the data four levels can be distinguished from among the 6th grades as Starter, A1, A2 and B1 parts.

*Table 1*

The results of tests, which were used for level distinguishing within the groups.

POINTS OUT OF 20	CORRESPONDING LEVELS	POOR GROUPS			HIGH GROUPS			OVERALL AVERAGE
		TEST 1	TEST 2	TEST 3	TEST 1	TEST 2	TEST 3	
<15-20>	B1	1,2	14,8	1,9	20,4	17,1	41,9	16,2 %
<10-14>	A2	6,4	36,0	32,1	37,6	35,2	41,2	31,4 %
<6-9>	A1	38,5	36,0	37,5	32,2	29,1	14,7	31,3 %
<1-5>	Starter	53,9	13,2	28,5	9,80	18,6	2,2	21,0 %

And here (Figure 1) we can see the visualization of the recorded levels division within groups taking part in research. Hereby, we may also display a reasonable reference to the general levels distinction throughout all the 6th grades in the branches of Dostyk, for the general group formation mechanism mostly remains the similar for all the facilities of the private organization.

*Strategies of simultaneous work*

For such purpose we analyzed the common structure of MLC in DEC's. Although every actual group may differ from a general assumption we needed to have an average model applicable for most of variants of differentiation within the group. Here the levels structure analysis we had made previous is the key. As we explained there two basic types of differentiation we take into consideration: the First and Second.



Fig.1. The actual levels division of the students participating in the research.

*The two levels simultaneous work*

As we mentioned above, the two levels simultaneous work pattern refers to approach applying the Second type of levels division of the MLC group. The usual name for the levels is Low and High, but in the Figure 2 and further explanations we made a choice over the Low and Middle levels to include, which can be easily changed by any other variations.

*Three levels simultaneous work*

One of the most challenging situations for a teacher is to deal with a group almost equally falling into three parts, which would equally demand the instruction and the material presentation, along with the corresponding level of exercises for consolidation. We never claim to have find the ultimate solution for the problem of MLC, not we insist on the simultaneous work strategies to be the utmost effective ones. But we only wish to share and suggest trying out some techniques, that ones proved to be effect in some teachers' practice. The Figure 3 displays the logical chain of work switching between the levelled groups within a typical lesson structure, which preferrably should be as long as two lesson of 40 minutes each.

*The work-switching pattern*

As matter of fact this scheme of work arrangement might seem rather as one the most extreme variations for the teachers with relatively poor experience, but many well skilled practitioners might remember themselves conducting some kind of similar or much more compicated switching pattern between two, three or even more groups or pairs.

Considering the real life complications during the teaching in the MLC, the actual pattern to appear might not strictly overlap the initial plan proposed within the preparations for the lesson. Thus, the pattern we suggest in this part is just one possible element of work-switching pattern among numerous other variations. Yet, another important remark to be made is that the work-switching pattern is quite intensive style of work, which can be a demanding and somewhat challenging not only for teachers, but for student as well. This means that it should not be applied very often. The best implication of such

technique might be relying on varying different pattern including the work-switching pattern among the other less intensive ways.

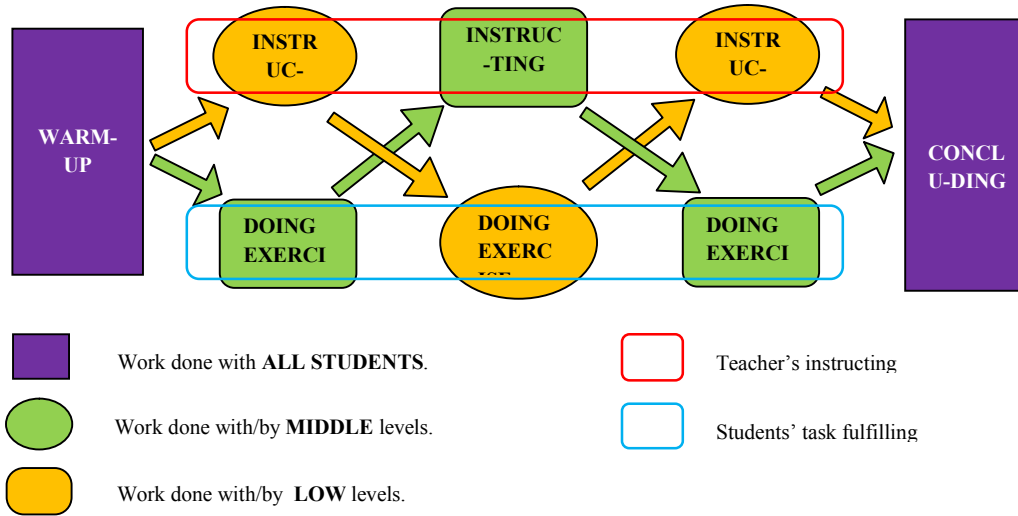


Fig.2. A two levels simultaneous work strategy pattern.

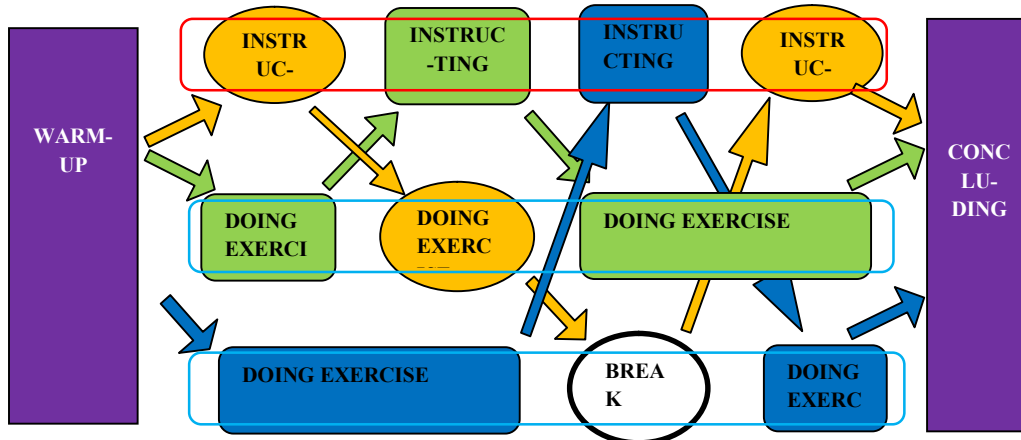


Fig.3. A three levels simultaneous work strategy pattern.

*The experiment*

The experimental test is conducted by means of an inner examination of Dostyk, which is called the Dostyk Bilim tekseru Synagy (DBS). It comprises the materials provided by the curriculum of the courses of preparation to the BIL and NIS entrance examinations. The form examination is a task including 20 questions with 5 variants of answers each. The test covers

grammar and lexis materials given during the courses within the corresponding time periods. Although the general exam conduction is designed in accordance to the course process, there is always a slight probability to mismatch in timing between the two strands. The tasks of the test are based on grammar and vocabulary. The focus is made over writing, reading skills testing. The DBS does not comprise speaking, listening due to specifics of the aims of the course. The test is an obligation for all of the 6th grades students attending the mentioned preparation courses, though, the number of students, who participate the examination seems to be fluctuating within the range not exceeding the ratio of some 10 percent during the experimental period. The test is conducted in a paper form, with answers encoded onto a paper answer sheet, which is read and evaluated by an electronic scanning and control system.

*Result of experiment*

The results of the control examination obtained during the six month period starting from October until March. The number of students is given as for the beginning of the experimental period. The actual figures are displays in the Figure 4.

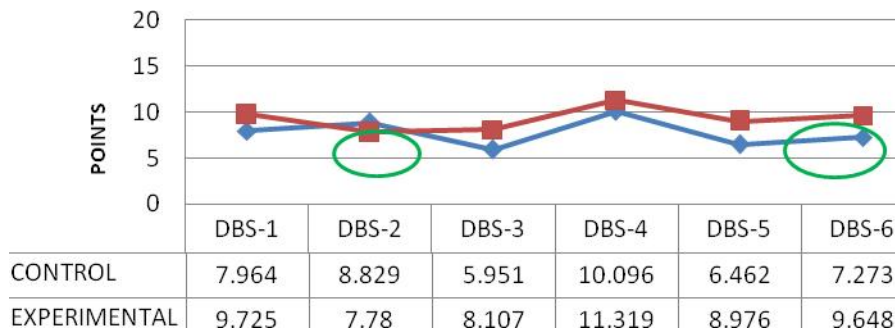


Fig.4. The experiment results figures

The control group is represented by the line coloured in blue and the experimental group is represented by the line coloured in red. The maximum score is equal to the number of points possible to get in the DBS exam. The twenty figures displayed in the diagram represent the real average scores of each experimental and control groups.

The pre-experimental and post-experimental points are displayed by green circles positioned over the DBS-2 and the DBS-6 results. The reason of accepting the second test results as pre-test figures instead of the DBS-1 is the minimum difference between the experimental and control groups' figures and the realistic data on the results of one month teaching period. This gives a more reliable ground for comparing the outcomes of the experiment. The pre-experimental and post-experimental figures are also displayed in a bar chart in the Figure 6 below, where the difference between the pre- and post- figures is given in a more explicit manner.

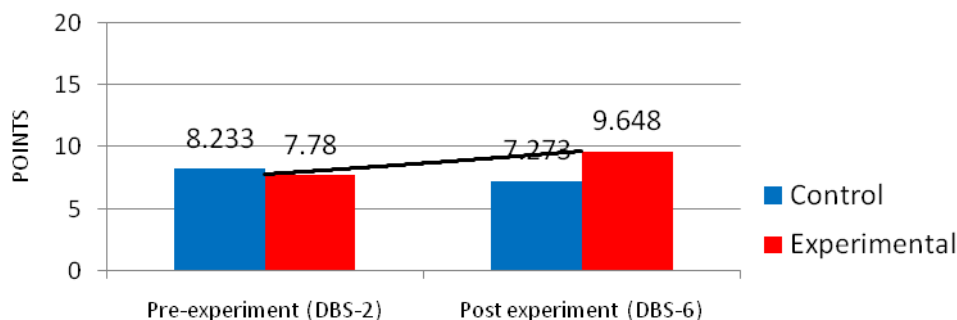


Fig.5. The pre- and post- experiment figures.

#### *Quantitative analysis*

Analyzing the projection of initial and final figures of the experiment we may record the different inclination of the two groups results. The experimental group's results display slight, but actually positive trend to increase, while the control group's exponential line display also slight, but actually negative trend of decrease. At the same time these two lines seem to be mirroring each other's position within the horizontal dimension of development in time, as it can be seen from. The possible reason of such inclinations might be enrooting in the effectiveness of teachers' performance in the classroom. At the same time, vertically close disposition of Pre and After experiment figures according each other displays the similar initial level disposition of both experimental and control groups. As well as the close final distinction also displays the similarity in curricula used for the groups during the research period.

#### *The recomendationas*

Thinking of the topic of the paper we tried to analyze wheather we could help those student, who seem to be helpless in a standard classroom circumstances, where they are relatively at a poor position of level and generally make only a minority of the class. Because the effectiveness of the teacher's performance, that it is being measured by, is not the case of poor student to start progress in the first place. That's why the recommendation for the teachers who teach in a MLC, is first to try to realize the real scale of the problem, as many teachers might be focused over the majority to succeed, due to the demands of the management or the teaching style they are used to from their practise.

If we take all the student in an average levels groups, we might notice that the motivation among students is generally at different levels, and the attitude to different types of materials and topics is also varying. Though, one obvious trend might be quite explicit. The underachieving low level student probably will display the poorest motivation and skillfulness in learning the subject.

Summarizing all aspect described above we may suggest a brief of recommendations for the teacher, who will use the proposed materials in the MLC, as follows:

- Analyzing the situation (the scale of the problem);
- Setting the goals of teaching in accordance to MLC;
- Recalibrating the assessment system;
- Preparing the lesson plans (with books);
- Preliminary introduction;
- Analyzing the feedback;
- Refining the performance.

#### *Conclusion*

Concluding the research work we derived the hypothesis to be proved, which suggested that the proper material and technics would give a positive effect of giving the equal attention of teachers even in mixed-level classes. This was expected to lead to a stronger motivation and consequent success in learning English in underachiever students as well as normally achieving students in groups.

The problem we attempted to arise in our work is far from being possible to capture within the volume of such a small research. Hence we admit that we could not make any significant contribution, but only made a remark on one of promising aspects: the material development issue in terms of multi level classes work. The further investigation and grounding for new steps in the field of setting new standards of considering every student as a unique human being worth giving all due respect in all possible aspects of education. The tremendous development in digital technologies pave the fascinating way to personalization of education process. Hence, we believe that every founding made today on the way of wider and deeper understanding of the individual needs and varying positions of students will contribute to the sharpening of effectiveness of education tomorrow.

#### *Limitations*

Our research was conducted under some certain restrictions of the organizational and other specifics of the facility, which was the basis for it. The number of students in the groups of Educational Centre of Dostyk display a constant fluctuation in rates not exceeding some 10 percent of initial number of students in group. This happens due to voluntary basis of participating the preparation courses.

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Алматы қ., Қазақстан

### **МҰХТАР ӘУЕЗОВПЕН ДЖЕК ЛОНДОН ШЫҒАРМАЛАРЫНЫҢ ТАРИХЫ МЕН ЕРЕКШЕЛІГІ**

**Аңдатпа.** Әлем әдебиеттану ғылымында жыртқыш аңның соның ішінде, «қасқыр» табиғатына сипаттама беріп, көркемдік қасиеттерін кеңінен талдап қарастырған шығармалар көп. Біздің қарастырып отырған тақырыбымыз Мұхтар Әуезовтің «Көксерек» және Джек Лондонның «Ақ азу» шығармаларының негізінде жүргізілді. «Көксерек» повесі – Мұхтар Әуезовтің ұлттық проза өнерін әлемдік деңгейге көтеру мұратымен күн кешкен, адуын, асқар таланты тәркі тіршіліктің күйбең, зобалаңына құрық бермей жүрген шағында жазылған үздік туындыларының бірі. Бұл қазақ әдебиеті үшін мүлде жаңа құбылыс болатын.

М. Әуезов Джек Лондонның «Ақ азуын» «Көксерек» жазылғаннан кейін алты жылдан соң аударған. Төрт бөлімнен тұратын «Ақ азудың» негізгі мотиві – өмір үшін жанталасқан адам жанкештілігін баяндау. Шығарма соңында қартайған Ақ азу жазымышқа мойынсұнып, адамдар ортасынан ажырамай, ежелгі жауы иттермен де ымыраға келіп күн кешуі. Шығарма соңы адам мейірімі бәрін жеңеді деген ойға жетелейді. Жиі айтылып жүрген пікірлердің бірі – «Көксерек» әңгімесі мен Джек Лондонның «Ақ азу» повесінің арасындағы ұқсастықтар туралы. Бұл екі шығарманың авторлық идеясы, оқиға құрылымы, сюжеттік дамытылуы жағынан өте ұқсас.

**Кілт сөздер:** қасқыр, аңыз, әлем, әдебиет, философия, Көксерек, Ақ азу.