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## Organization of students' creative independent work in English lessons

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### Abstract

**Relevance.** The relevance of this study is conditioned upon the low level of effectiveness of conventional methods of teaching one of the most important student competencies – foreign language, and therefore it is important to analyse the improvement of these indicators in the educational segment of the Republic of Kazakhstan.

**Purpose.** The purpose of this study was to analyse the organization of students' creative independent work in foreign language lessons.

**Methodology.** The methods used in this study included logical analysis, functional analysis, formal legal, deduction, induction, synthesis.

**Results.** During the study, it was discovered that the introduction of creative independent work contributes to the development of not only students' foreign language competence, but such essential professional skills as creative thinking, the ability to work independently, argue their opinion. To evaluate the effectiveness of this method in the educational process, an empirical study was conducted, in which 2 groups of students of Toraighyrov University in Pavlodar took part.

**Conclusions.** The information obtained during the experiment helped conclude on the advisability of introducing creative independent work into the educational process. Importantly, the skills acquired by students were used not only in foreign language classes, but also in other disciplines, which helped evaluate the proposed method as universal. The practical value of the results obtained lies in the proposal of a method and other recommendations that provide an opportunity to

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increase the level of efficiency and quality of education in general, as well as to train highly competitive future specialists in various specialities.

**Keywords:** educational process; project method; potential; scientific research; presentation.

## **Introduction**

In the modern world community, education plays a significant role in the formation and development of future professionals, who must be capable of adapting and analysing the issues of their professional field in an ever-changing environment. The increased interest and need for learning foreign languages have led to the creation of various approaches and methods of teaching this discipline. Proficiency in a foreign language increases the competitiveness of a future specialist, since communicative competence in a foreign language is an indispensable advantage of professional competence. In this regard, higher educational institutions are tasked with providing high-quality language training for students. In the context of the rapid development of globalization and integration processes, as well as an increase in professional and academic exchanges, foreign language education plays an essential role in the intellectual development of society in such a sovereign state as modern Kazakhstan. Modern society has a prominent need for qualified professionals who can effectively interact and communicate at the intercultural and professional levels with representatives of other linguistic and cultural communities in the international arena.

According to R.S. Abdoldanova [1], linguodidacticians are increasingly emphasizing the growing role of intercultural professional and communicative competence, which contributes to the formation of not only a multilingual, but also a multicultural linguistic personality in the context of globalization and the expansion of professional communications. Any didactic thinking associated with foreign language education tends to consider the axiom that language and culture are interconnected and interdependent. The main purpose of teaching a foreign language is to develop the skills to independently acquire and constantly improve knowledge, to develop cognitive motivation and active participation in scientific information. According to J.E. Sarsekeyeva et al. [2], an important goal of higher education is also the development of the creative potential of each student who has knowledge of a foreign language and contributes to the development of culture, science, and society as a whole. One of the significant tasks in improving the teaching of this discipline is to increase the effectiveness of classes, which is achieved by using a variety of methods and techniques.

G.K. Kulzhanbekova and U.B. Adilbaeva [3] believe that one of the key issues in teaching a foreign language in modern methodological science is to develop the practical application of the acquired skills. In turn, Zh. Zulkasheva and G. Kismetova [4] believe that the combination of theoretical knowledge and practical experience of students for solving various issues is relevant, and therefore project activity in teaching a foreign language is an important means of organizing and activating student's independent work. Notably, the term "independent work" can be interpreted in a narrow and broad sense, and, according to this, its place in the education system, including higher

educational institutions, is determined. J.S. Asanova [5] emphasizes the conditions that promote the activation of students' independent work. The essential features of such work include the presence of a task and the absence of direct teacher involvement in its completion. Additionally, researcher notes that independent work is characterized by partial teacher engagement in organizing and managing students' cognitive activity, as well as allowing sufficient time for task completion.

Of particular interest are studies investigating the university students' independent work, the conditions for the development of university students' independent work, as well as the organization of students' independent work using computer technology. Thus, some researchers consider independent work as a means of personal and professional development, contributing to the formation of positive motivation for learning and the development of professionally important personal qualities and readiness for self-development. For instance, according to D.N. Murzagalieva and B.M. Utegenova [6], independent work is a purposeful, internally motivated, structured by the subject's unassisted activity, consisting of actions performed and corrected by this subject in the process and as a result of cognitive activity. In turn, Z. Sardarova et al. [7] note that this work is carried out in a high-tech didactic environment based on indirect, purposeful, and constantly monitored management by the teacher (training program).

The scientific problem lies in the investigation of the features of the development of creative independent work when learning a foreign language. Effective forms and methods for the development of creative independent work based on communicative principles, complementarity, a controlled transition from an educational situation to a life situation and reflection were substantiated and tested experimentally. The practical significance of the study lies in the fact that the proposed pedagogical conditions and the created technology for the development of creative independent work for learning a foreign language can be used by teachers in secondary and higher educational institutions. The research materials can be useful in the development of educational and methodological kits, special courses, conducting courses for the professional training of specialists, teachers of schools, colleges, and universities in the pedagogical process.

Thus, the purpose of this study was to investigate the effectiveness of creative independent work in the context of teaching students a foreign language. To implement it, it is necessary to perform a range of tasks that will help consider this problem most comprehensively. Foremost, this is the coverage of the concept of creative independent work, as well as the identification of its essence and role in the educational process, considering the implementation features. The basis of the study is the experiment, in which 2 groups of Toraighyrov University of Pavlodar took part. In this regard, it is necessary to identify the key difficulties of students and track the level of effectiveness of the developed methods in teaching. This will help improve the quality of the educational process as a whole.

## Materials and Methods

This study was conducted using several types of analysis method. Thus, the method of functional analysis helped investigate the concept of creative independent work, identify its specific features, principles of implementation, and assess the impact on the effectiveness of the educational process, namely, in foreign language lessons. The method of logical analysis proved valuable in identifying creative independent work in foreign language classes. This approach enabled the systematization and structuring of information, facilitating exploration and the drawing of reasonable conclusions about how creative independent work influences the development of essential professional competencies in students. The method of comparative analysis was used to investigate the similarities and differences in the effectiveness of education with conventional methods of teaching a foreign language and with the use of creative independent work.

The formal legal method was used to investigate the current legislative acts of the Republic of Kazakhstan, which establish the main professional standards of teachers, the requirements for the educational process and the goals of the state in the educational segment as a whole. These include such regulations as Decree of the Government of the Republic of Kazakhstan No. 249 “On approval of the Concept for the development of preschool, secondary, technical and vocational education of the Republic of Kazakhstan for 2023-2029” [8] and Order of the Minister of Science and Higher Education of the Republic of Kazakhstan No. 2 “On the approval of state obligatory standards of higher and postgraduate education” [9]. In turn, the method of legal hermeneutics was applied for a more detailed coverage of the issue of necessary professional competencies for future specialists, namely, foreign language competence.

An important was the method of pedagogical experiment. It was attended by 2 groups of students of the 2nd year of pedagogical speciality (total number – 37 students) of the Toraihyrov University of Pavlodar. Group No. 1 consisted of 19 students and was experimental, group No. 2 – consisted of 18 students and was control. The pedagogical experiment method helped determine how the introduction of independent creative work in the pedagogical process affects the results of teaching a foreign language, as well as to obtain objective data on the effectiveness of using this approach in the educational process. The deduction method helped characterize creative independent work based on its features, principles of implementation and evaluate its impact on the educational process. In turn, the method of induction, based on the information obtained about the specific elements and inherent features, provided an opportunity to determine the role of creative independent work in application in teaching a foreign language and other disciplines. The synthesis method, which was based on the information obtained during the study, helped identify recommendations for improving the efficiency of the education sector.

Thus, the methods of functional, logical, and comparative analysis helped cover the concept and essence of creative independent work, determine the specific features and principles of implementation. The formal legal method and the method of legal hermeneutics were

used to investigate the current legislative norms that govern the requirements for modern specialists and the educational sector as a whole. The method of pedagogical experiment helped implement the empirical component of the work to obtain objective information about the feasibility and effectiveness of introducing creative independent work into the learning process. The methods of deduction, induction, and synthesis provided an opportunity to analyse the individual elements of this method in education in greater detail.

## Results

### Individual work in educational process

The main task of teachers is the transition to the use of pedagogical technologies that require students to work independently and maximize their creative abilities. Creativity and autonomy in learning can be developed through a variety of tasks and methods. The principal task of modern education in Kazakhstan is to unlock the potential of each student and educate a person ready for life in a high-tech and competitive world. The concept of development of preschool, secondary, technical, and vocational education of the Republic of Kazakhstan for 2023-2029 in Kazakhstan emphasizes the need to train highly competitive specialists with critical thinking, a prominent level of mobility, competence, tolerance, and readiness for constant growth and self-development [8]. These requirements are related to the formation and development of students’ creative thinking through independent work in the learning process, which is an integral part of professional competence.

An analysis of modern educational standards fixed at the state level, plans, and programs of educational institutions helps identify the growing importance of developing independent work and creative thinking among students in the learning process [9]. The development of independent work using creative tasks will allow future specialists to flexibly adapt to the current conditions, and the skills to understand and analyse information in a foreign language will help fulfil this purpose. Types of independent work of students in foreign language lessons include reading home literature, research assignments, creative work, preparing reports, messages, essays, articles, projects, preparing for academic competitions and creating fairy tales based on English grammar. For the successful completion of independent work, it is necessary to provide the following conditions: the motivation and interest of students in the educational process, a clear setting of goals and objectives for independent work, clearly defined instructions for completing tasks, as well as the volume and timing of independent work and assessment criteria.

The levels of training of students in the organization of independent work should correspond to their individual characteristics. Forms of independent work include the setting of time references, problematic presentation of the material, the use of active methods, individual homework and various forms of work. Independent work methods and techniques include the project method, critical thinking techniques, the Smart Square technique, the Antonyms, Synonyms, Homonyms method, the Yurt method, and the Basket of Ideas technique. When organizing a creative approach to independent work, special attention is paid to

the development of “intrinsic forms of student activity”, i.e., the preparation of such tasks that contribute to the independent acquisition of knowledge, gaining new experience and conscious application of the acquired knowledge in practice [10].

It is worth mentioning the theory of the development of autonomy of students in a foreign language, which consists of nine stages. This is a curriculum based on the concepts of student orientation and self-reliance; before the start of the lecture, it is necessary to let the students understand the purpose of the lesson and briefly explain the scenario and plan; it will actively involve them in the learning process, and not just inform; enable the students to independently determine the goal and change the content of the course; this will allow them to take an active part in the formation of the educational process, create group solidarity and motivation; encourage students to use a foreign language outside the classroom, e.g., encourage their use of the language under study outside the classroom with additional points and grades; increase students' awareness of the learning process so that they can better prepare for their studies; help students define their learning styles and strategies: the teacher should explain to students that they can choose their approach to learning; encourage students to make their own decisions, as this greatly motivates and encourages them to be independent in education; allow students to modify and adapt the tasks offered in the classes according to their interests, and then create their own tasks; enable students to act as teachers, as this will allow them to develop responsibility towards other students and promote motivation; allow students to act as researchers, which encourages students to interact and discuss with each other, thereby contributing to their effective socialization [11].

An effective approach to learning is the path from dependence to autonomy, where autonomy means action that encourages learners to play an active role in their learning. In general, autonomy is the ability to take responsibility for one's learning. The term “autonomy” is used in language education in various situations, such as when learners study entirely on their own, to develop skills that can be applied in independent learning, to describe an ability that is suppressed by the institutional education system, to indicate the responsibility of learners for own learning, to designate an independent direction in learning. Thus, the connection between creative tasks and independent work of students is manifested in the ability to interpret, analyse, evaluate, draw conclusions, explain, and self-regulate; in the skills of critical analysis of the text, dialogic and problematic thinking, which provide the processes of self-knowledge, self-education, and self-fulfilment in educational and research activities. These skills are personally and professionally significant.

### Conducting an empirical study among students of Toraighyrov University in Pavlodar

The most vital component for analysing the above is the implementation of an empirical study. The initial condition to form the experiment is the presence of two groups of students of the 2nd year of the pedagogical speciality of the Toraighyrov University in Pavlodar. The conditions of the experiment include the organization of creative independent work of students; the need of modern society

for an educated person capable of independent thinking and logical decision-making in difficult situations; knowledge of several foreign languages; the ability to independently work with information and perform cumulative tasks on the subject of “English”; development of logical thinking, creativity, and research approach in the development of educational material. Group No. 1 consisted of 19 students, while group No. 2 – out of 18 people. During this period, student groups No. 1 worked on the educational material according to the plan, and also performed additional creative independent tasks in listening, speaking, reading, and writing. Group No. 2 worked on calendar-thematic planning (CTP), which was developed at the beginning of the school year. In the second week of training, a task was proposed to evaluate the level of knowledge of the English language in written, oral, audio format, and reading. Each task was evaluated on a six-point system, and there were four tasks in total, for each type of speech communication, which was 24 points. The results of the study showed that in Group No. 1 the average level of mastery of writing skills is 10.5%, reading – 36.8%, listening – 5.2%, speaking – 36.8% (Figure 1).

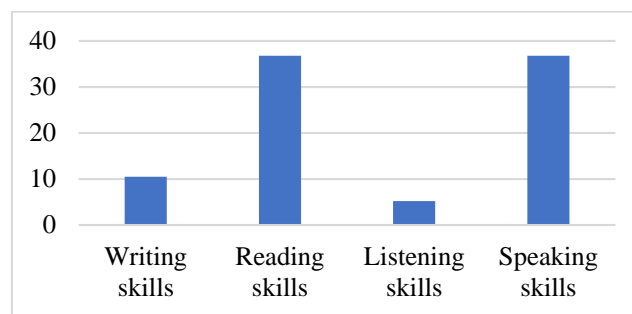


Figure 1. The results of mastering skills in Group No. 1, %

Source: compiled by the authors.

The results of the study showed that in Group No. 2, the average level of mastery of writing skills is 44.4%, reading – 44.4%, listening – 11%, speaking – 44.4% (Figure 2).

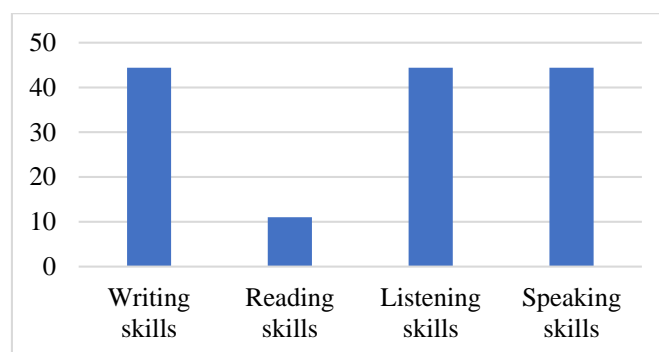


Figure 2. The results of mastering skills in Group No. 2, %

Source: compiled by the authors.

The results of the control work suggest the average level of students' linguistic abilities. Analysing the data obtained, it was concluded that it is necessary to use forms and methods of work that contribute to an increase in the level of independent performance of tasks. To identify students' knowledge at the beginning of the

academic year, in all groups, an entry assessment was carried out on the subject in the form of testing with 4 answers to 50 questions (Table 1).

**Table 1.** Quantitative analysis of the entry assessment in English

Group No.	Number of students	Completion	Performance level, %	Quality level, %	Number of grades			
					“5”	“4”	“3”	“2”
1	19	19	100	5	0	1	18	0
2	18	18	100	11	0	2	16	0
Total	37	37	100	8	0	3	34	0

**Source:** compiled by the authors.

According to the results of the entry assessment, it was found that these groups have a low level of English proficiency in terms of knowledge, skills, and abilities. Group No. 1 is experimental, where various methods and techniques were introduced into the educational process. Independent work was applied at various stages of the lesson. Group No. 2 studied according to the conventional system, where all educational material was studied using educational materials, both orally and in writing. After the entry control, it can be noted that both groups have an average level of knowledge. Within two months, lessons

were held on the planned topics. At the end of October, a control was held on the topics covered. In Group No. 1, attention was focused on creative tasks that were performed independently in all forms of speech activity. In Group No. 2, the material was learned and practised at each lesson. The material was also given out in writing and using exercises in the textbook. At the end of October, after studying the material, control was performed in both groups on the topics covered (Table 2).

**Table 2.** Quantitative analysis of the quarter assessment

Group No.	Number of students	Completion	Performance level, %	Quality level, %	Number of grades			
					“5”	“4”	“3”	“2”
1	19	19	100	47	1	8	10	0
2	18	18	100	33	1	5	12	0

**Source:** compiled by the authors.

After the quarterly control and practising of the studied topics, difficulties were identified that needed to be worked on. Particular attention should be paid to lexical and grammatical material. It is necessary to practise the learnt material between groups of students. When analysing the data provided in the table, one can note the dynamics of the growth of knowledge over this period of study. The use of creative techniques in independent work helped to learn

and remember grammatical and lexical material; thanks to these techniques, the quality of knowledge increased to 47%. The final control in the subject “English” was used to assess the quality of knowledge, which helped identify the appropriate level and analyse the dynamics in groups (Table 3).

**Table 3.** Quantitative analysis of the final assessment

Group No.	Number of students	Completion	Performance level, %	Quality level, %	Number of grades			
					“5”	“4”	“3”	“2”
1	19	19	100	89	5	12	2	0
2	18	18	100	66	2	10	6	0
Total	37	37	100	78	7	22	8	0

**Source:** compiled by the authors.

After the final assessment and consolidation of the studied topics, difficulties were identified that needed to be worked on. Great attention should be paid to lexical and grammatical material. For more effective memorization of the section, it is necessary to practise the learnt material between groups of students. It is also worth identifying topics in which difficulties and questions arose and perform additional exercises and explanations. It is worth comparing the results of the input control, quarter control, and final control (Table 4).

**Table 4.** Comparative analysis of entry, interim, and final controls

Control type	Group No.	Performance level, %	Quality level, %	Average score	Dynamic
Entry	1	100	5	3	None
Interim	1	100	47	3.5	Growth
Final	1	100	89	4.1	Growth
Entry	2	100	11	3.1	None
Interim	2	100	33	3.3	Growth
Final	2	100	66	3.7	Growth

**Source:** compiled by the authors.

Proceeding from the data provided in the table above, the knowledge level is fairly high. Students take an active part in the learning process and show creativity in expressing their thoughts on various issues, thereby demonstrating understanding, the ability to argue, reason, and independently complete tasks. The main goal of students in developing their creative abilities is to overcome the tendency to consider their opinion and principles to be the only true ones. This provides an opportunity for students to acquire such necessary skills as arguing their opinion, developing creativity in various issues, independently finding solutions and completing assigned tasks. In turn, the task of teachers is to direct students to consider new ideas, filter information, argue arguments, and also carry out creative and search activities and self-education. That is, the use of creative tasks and the desire to diversify training sessions to implement an individual approach to each student, as well as creating an atmosphere of success, which is one of the main conditions for comfortable and high-quality work of the teacher and students. As a result of the experiment, it was noted that the level of knowledge has increased compared to the beginning of the school year, since creative independent work helped assimilate and consolidate grammatical and lexical material. Mention should be made of the importance of developing a cognitive interest in the English language. For this, it is worth considering the proposed "Map of Interests" (Table 5).

**Table 5.** Results of the "Map of Interests"

Interests of students	Number of students	Ratio, %
Availability of material supply	2	10
Creative assignments for independent work	6	32
Knowledge of new material	1	5
Interesting presentation of information	10	53
Students total	19	100

**Source:** compiled by the authors.

Analysing the data obtained, it can be noted that students like the interesting presentation of the material using a variety of methods and creative independent tasks, which encourages them to partially search and research activities. The main factor of interest in learning a language is the learning process itself, and not just the results of successful work. During the educational process, students learn to form their opinion, as well as build logical chains of reasoning and evidence, express their opinions more accurately, be confident and responsible for their statements. Thus, the results obtained suggest that the use of creative methods is an effective means of creating the key competencies of students.

**Identifying recommendations for improving the efficiency of independent work in education**

Independent work techniques contribute to the development of the ability to identify cause-and-effect relationships, draw conclusions, think independently and make judgments, which is necessary both for passing exams successfully and for everyday communication,

study, and work. The students expressed interest in such techniques and tried to use them in other classes. Thus, such a system of conducting classes helped organize the activities of teachers to develop independent work both in the classroom and outside of school hours. It contributed to a more profound study of topics and consolidation of grammatical material, considering individual experience, individualization, and differentiation of the educational process, creating conditions for the formation of universal learning skills. A method of implementing creative independent work should be also mentioned as a project method. The main idea of the project methodology is to create conditions under which students: independently acquire knowledge from various sources, use the acquired knowledge to solve diverse problems, develop communication skills, acquire research skills, the ability to formulate a problem, collect scientific information, analyse, as well as improve creative and scientific potentials [12].

Notably, when implementing an independent method of work using projects, it is necessary to consider the real level of language knowledge and practical skills (insufficient knowledge of grammatical material, limited vocabulary, lack of experience). In this regard, the teacher should provide an opportunity for students to receive help and set a list of tasks, considering the achievement of particular goals with the least amount of time spent in the curriculum. A necessary condition is the creation of a special atmosphere, thanks to which it will be easier for the student to realize his skills. The task of the teacher is to determine the scope and content of independent work, the implementation of rational organization and teaching students to independently use information, solve problems with a creative approach, formulate their opinion on certain issues and independently complete tasks.

This method consists of 5 stages. At the first stage, students must choose a project problem, develop a specific situation and discuss this topic; then groups are formed in which participants must draw up a plan for the implementation of the project, express their opinion, argue their position; at the third stage, the trainers present the prepared material for the project, and the teacher conducts separate conversations with each of the group; at the fourth stage, the project is presented to other groups, which contributes to the development of communication skills and creativity; at the fifth stage, there is a discussion of each other's projects, the provision of recommendations and a report on the work done from the teacher.

The use of these methods in English lessons provides students with a clear algorithm for working with any material, increases interest and responsibility, develops thinking and creativity, and also contributes to the development of respect for themselves, emphasizes the value and significance of each individual. These teaching methods help trainees to think in a new way, developing communication skills and independence in completing tasks both in the classroom and outside of class. Future research will be aimed at studying the application of innovative communication technologies in English lessons.

## Discussion

In the modern world of globalization and strengthening of intercultural communication, the study of foreign languages at school becomes especially important. As Y.T.C. Yang et al. [13] write, to successfully master a foreign language, special conditions for organizing the educational process are necessary, namely the formation of language groups in the classroom, conducting practical classes, and the widespread use of audiovisual teaching aids. In this regard, foreign language teachers are investigating how to enhance, improve and deepen the knowledge of students.

According to A.M. Almelhi [14], in the context of growing informatisation, the requirements for foreign language proficiency are so extensive that it is necessary for teachers to teach students to draw conclusions based on the knowledge gained, develop creative thinking skills, independently replenish their knowledge and navigate the vast flow of information. Based on this position, it is independent work that helps develop the cognitive abilities and independence of students. As V. Erdoğan [15] mentions, it is an important part of learning that combines various types of individual and collective learning activities and can be carried out both without the participation of a teacher and under his guidance. That is, teaching a foreign language can be organized effectively when the student's activity is manifested both in the classroom in the presence of a teacher, and during self-preparation outside the classroom.

According to A. Presbitero [16], independent work is characterized by a high level of activity, promotes cognitive creativity and requires intellectual effort, initiative, and creativity. It is worth adding that students need to master the skills of planning work, choosing effective ways to complete each stage and self-control. The educational value of independent work should also be noted, as it contributes to the development of an essential personality trait – independence.

M. Alfadil [17] states in his works that language is a means of communication, according to which the development of communicative competence, i.e., the acquisition of communication skills in a foreign language, is the basis for teaching foreign languages in educational institutions. The authors of the present paper agree with this statement and add that practical knowledge of the language can be considered achieved only when students have formed creative language skills at a level that allows them to freely use the language. It should be noted that the development of speech skills and abilities is a complex and multi-stage process. R. Sunbula et al. [18] believe that work on the development of creative independent activity of teachers should be aimed at the gradual deepening of language skills. Based on this, the key role in the development of independent work of teachers, including the acquisition of a foreign language in general, belongs to a foreign language teacher. An elevated level of organization of independent work is achieved by providing additional tasks, which are individualized in terms of volume and nature for independent study, as well as using modern teaching methods that contribute to the development of independence and creativity of students.

Thus, independent work is a teaching method that allows the student to develop the skills of setting a learning

goal, planning their activities, and creating their own educational product based on personal experience. Y. Ma [19] notes that to receive a full-fledged education, students' interest in independent work and internal motivation in the cognitive process are necessary. In this case, it should be added to the author's opinion that motivation can be divided into external, internal, and procedural (cognitive). External motivation depends on the results of educational work and is not effective enough. More important are internal (based on the abilities, talents, and inclinations of students) and procedural (students' awareness of the usefulness of work) forms of motivation.

Notably, the level of self-awareness and confidence in a student's abilities is directly related to his motivation. F.A. Abdurazakov and S.K. Meliev [20] believe that this allows using all aspects of learning, taking responsibility for the formation of the necessary skills. Therefore, for the effective organization and activation of independent work, it is necessary to properly organize motivation, which depends on such factors as the introduction of new methods and approaches to learning in the educational process; professional development of teachers and training in new teaching methods; exchange of best teaching experience; use of technology in education; the use of developing technologies aimed at the formation of research and cognitive skills among students. The teacher must consider all aspects that stimulate such motivation, provide opportunities for its development. It is worth choosing tasks for independent work that correspond to the level of development of the mental abilities of students, gradually increasing the level of complexity and avoiding monotonous tasks. Particularly valuable are tasks that require independent research, analysis of literature, problematic and creative tasks, cases. They contribute to the development of the desire to find different approaches to solving not only educational problems, but also life situations and problems. Creative and independent work contributes to the development of the spiritual basis of students and the formation of both common values in life and special competencies in professional activities.

According to Y. Sesriani [21], to ensure effective independent work of students, it is necessary that the teacher shows interest in its organization and carefully selects high-quality teaching materials. That is, the content of the materials must meet the needs of students; otherwise, independent work will not bring positive results. R.C. Stolz et al. [22] note that the teacher should have a clear idea of the real load on the student to avoid overload and not adversely affect the quality of preparation for classes. Based on this, one should consider the strategy of self-education, which is the basis for the formation of the necessary skills for the development of professional competencies.

The project method is an effective tool that helps to avoid the monotony of the lesson, and also contributes to the expansion of the language and cognitive knowledge of students and the development of their conscious sense of belonging to the team as a worthy member of the group. It is important to note that, while working on a project, the student gets the opportunity to work in a team, to show great responsibility in fulfilling their tasks and to evaluate the results of their work and the work of their comrades. When working with projects, students gain experience in

solving various aspects of a problematic nature, and their successful solution forms a sense of satisfaction in them and develops their skills.

The project method is the basis for the activation and organization of independent work of students, which contributes to the development of communicative and student-centred approaches, which are important in modern conditions. The project methodology provides an opportunity to develop competencies, skills, and abilities of a communicative plan and increases interest in the discipline. That is, the definition of a project methodology should be understood as a set of scientific and exploratory methods based on a creative approach that contribute to the activation of cognitive activity, the development of creative capabilities and the formation of personal qualities of students.

To develop the skills and abilities of independent work and full mastery of a foreign language (English) in all its aspects, the teacher must study the group of students, have a particular idea of their level of search activity, and be aware of the level at which students have technical competencies in using educational technologies. Notably, influential factors are the availability of methodological support for students with the necessary educational literature, indicating sources, as well as familiarization and study of methodological instructions for performing various tasks of a practical and individual nature, which contribute to the effectiveness of independent work in the educational process.

Based on the foregoing, raising the level of organization, and enhancing independent work is one of the main factors, since modern society requires specialists who have the necessary range of competencies and can constantly develop themselves and improve existing skills. Thus, the independent work of students is an important condition for the effective study of a foreign language, including the individualization of tasks and problem situations, the search for scientific information, the formation, and development of professional competencies using educational materials and interdisciplinary connections.

## Conclusions

This study was conducted to analyse the organization of students' creative independent work in foreign language classes. Foremost, it was found that the development of independent work skills using creative tasks contributes to the flexible adaptation of future specialists to the modern information space, since the ability to understand and analyse information in a foreign language is the key to achieving this goal. In foreign language lessons, independent work of students can include such types of activities as reading home literature, research assignments, creative projects, preparing reports, messages, essays, articles and projects, as well as taking part in competitions and creating fairy tales based on English grammar.

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It was noted that for successful independent work it is necessary to create certain conditions, such as the motivation and interest of students in the educational process, a clear definition of the goals and objectives of independent work, clear instructions for completing tasks, as well as establishing the volume and timing of tasks, as well as assessment criteria. The organization of independent work should correspond to the individual characteristics of students at various levels of their training. Options for self-study may include setting time limits, problem presentation, active methods, individual homework assignments, and a variety of forms of work. For independent work, various methods and techniques can be used, including the project method, critical thinking techniques.

One of the key stages of the study was the conduct of a pedagogical experiment, in which 2 groups of students from Toraighyrov University in Pavlodar took part. Group no. 1 consisted of 19 students, group No. 2 – of 18 students, total number – 37 students. The results of the experiment strongly suggested that students have a positive attitude towards an interesting presentation of the material using a variety of methods and creative independent tasks, which stimulates them to conduct partly research work. They show an interest in learning a language, and not just in getting successful results. During the educational process, students learn to form their opinion, as well as build logical reasoning and arguments, express their thoughts more accurately and take responsibility for their statements. Thus, the results obtained indicate that the use of creative methods is an effective means of developing key skills in students.

Based on the foregoing, the use of independent work techniques contributes to the development of skills to identify cause-and-effect relationships, business thinking, independent reasoning and logical conclusion, which is necessary both for passing exams successfully and for everyday communication, study, and work. Students show interest in such techniques and even try to apply them in other lessons. This system of organizing classes allows students to develop independent work both in the classroom and outside of school hours, contributes to a deeper mastery of the topic and consolidation of grammatical material, considering individual experience, individualization, and differentiation of the educational process, creating conditions for the formation of universal learning skills. Future research will be aimed at studying the application of innovative communication technologies in English lessons.

## Acknowledgements

None.

## Conflict of Interest

None.



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## **Організація творчої самостійної роботи учнів на уроках англійської мови**

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### **Анотація**

**Актуальність.** Актуальність даного дослідження обумовлена низьким рівнем ефективності традиційних методів навчання однієї з найважливіших компетенцій студентів – іноземної мови, а тому важливо проаналізувати поліпшення цих показників в освітньому сегменті Республіки Казахстан.

**Мета.** Метою цього дослідження було проаналізувати організацію творчої самостійної роботи учнів на уроках іноземної мови.

**Методологія.** Методи, використані в цьому дослідженні, включали логічний аналіз, функціональний аналіз, формально-юридичний, дедукцію, індукцію, синтез.

**Результати.** Під час дослідження було виявлено, що впровадження творчої самостійної роботи сприяє розвитку не тільки іншомовної компетенції студентів, але й таких важливих професійних навичок, як творче мислення, вміння працювати самостійно, аргументувати свою думку. Для оцінки ефективності цього методу в навчальному процесі було проведено емпіричне дослідження, в якому взяли участь 2 групи студентів Торайгіров Університету у Півлодарі.

**Висновки.** Інформація, отримана під час експерименту, дозволила зробити висновок про доцільність впровадження творчої самостійної роботи в навчальний процес. Важливо, що набуті навички студенти використовували не лише на заняттях з іноземної мови, а й з інших дисциплін, що дозволило оцінити запропоновану методику як універсальну. Практичне значення одержаних результатів полягає у запропонованій методиці та інших рекомендаціях, які надають можливість підвищити рівень ефективності та якості освіти в цілому, а також підготувати висококонкурентних майбутніх фахівців різних спеціальностей.

**Ключові слова:** освітній процес; метод проектів; потенціал; наукове дослідження; презентація.