

Nis Programme - Object of Art Development of Research Skills and Student Interpretation Competencies.

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Abstract

The research area is concerned with the development of the student's research abilities and interpretative competency through various art-related assignments. The importance of studying the subject "Art" in the educational programmer NIS-program is that art is a means of self-expression for the student, while art teaching is the student's interaction with the environment through the language of Fine Arts, a comprehensive sense of the world. In addition, research issues were chosen, and methodologies were devised based on the student's abilities and age. Learning approaches designed through sources improve learning efficacy. The study's significance was decided, and it was carried out to the best of its ability. Students gained research skills and an interest in experimenting as a consequence of the study. The study's successful elements are highlighted, and recommendations for further research are made.

Keywords: Sources, Metacognition, Self-Regulation, Formative Assessment, Practical Skills, Critical Thinking, Scientific Inquiry, Issue Identification, Functional Literacy, Effective Techniques and Approaches.

INTRODUCTION.

The practice of conducting an activity with the goal of methodically examining actions and

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their outcomes in order to improve teaching and learning is known as action research. The primary purpose of conducting research in school activities is the professional growth of the teacher as well as the effectiveness of the instructional process. [1, P.61] The action research initiative is being implemented in schools, and instructors are required to conduct research on their own practice. The independent educational organization "Nazarbayev Intellectual Schools", the educational programmer in the discipline "art" - NIS-program - will be targeted at the establishment of fundamental competences in the child for the enhancement of the lesson process and professional development of instructors. A person's method of self-expression, reading about art ensures the child's interaction with the environment and a full understanding of the environment. The curriculum of the discipline "art" is aimed at the growth and construction of personal, subject, and interdisciplinary abilities, as well as the instillation of values. The programmer includes hands-on experience and contributes to the development of professional abilities in the visual arts, design, media art, music, technology, and technology, as well as the construction of artistic thinking. The program's main approaches are respect for one another, considering their individual needs and capabilities, the acquisition of knowledge and skills from the perspective of universal, national values, the development of critical, creative thinking, social and emotional skills, the use and functional use of knowledge and skills in various subject areas for the educational, methodological, cognitive process, and the resolution of students' life tasks and problems. Competence is the capacity to accomplish a task or construct a world, and competence is anything connected to a person's circle of authority, intellect, and experience in making a thing. This study assignment intends to improve the student's competencies in the subject. The educational programmer for the discipline "art" is unique. Almost all of the assignments assigned in art classes are directly connected to sketching from your imagination. The objective of the art topic is to enhance students' functional abilities and to contribute to the student's capacity to use the knowledge obtained in the lesson in his or her daily life. That is why being able to interpret is such an important skill.

* Determining the study's relevance; * Creating a questionnaire; * Using open questions; * Analyzing the responses collected;

* Transitioning to questions of varying quality; • Making a strategy for my next step based on the results of the previous phase;

The project "research in action" is being conducted in schools, and instructors are evaluating

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their practice in order to enhance the lesson process and professional development of teachers while focusing on the outcome. This implies that the study process is ongoing, and hence the research cycle continues, upgrading the methodologies. The education of an autonomous individual who is confident and competent to communicate his viewpoint is a distinguishing element of the topic "Art" in the updated educational programmer. Almost all activities need critical thinking; the development of critical thinking abilities, such as the capacity to openly express ideas and thoughts without bending, is directly tied to the student's ability to adapt to life. In this sense, ICT plays a huge role.

The study's goal is to educate students how to be individuals, or people in general. To demonstrate the value of personal opinion and thinking in developing students' interpretative competency, and to increase the student's capacity to apply classroom information in his life.

The subject of the study was "The key to the development of research skills and interpretive competence of a student in art - NIS-program".

The study's major aim is for students to be able to produce pictures from their imagination throughout the creative work process in art sessions, and to communicate their perspective on the work they have done.

Research objectives:

1. job preparation for the development of children's critical thinking in the process of action research; 2. encourage the kid to read a literary book, since if the student reads a book, the imagination and imagination grow.
3. build students' interpretation and research abilities through tailored assignments; 4. gather data during the research process and process and use outcomes to improve their experience.

The expected outcome is the development of a creative personality in which students may fantasies, produce distinctive and original work, think critically, and use the learned information in real life.

- Methods of investigation:
- Work with students on three tactics (individually, in pairs, and in groups);
- Use active methods and techniques;
- Conduct a student survey;
- Use approaches in the classroom that educate children to think critically, such as collage techniques, color circles, and pictures, and so on.
- Create a task depending on the requirements and ages of the children.
- Use feedback to keep track of the results.

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Findings

The study included eight courses. The relevance of the study was assessed as a result of the surveys. Special tasks were assigned for the experiment with questions in order to determine whether students were familiar with concepts such as picture solution, drawing from imagination, and interpretation. At three distinct levels, the flow of replies within the class was identified. The survey result was the same as seen in the table below.

Can you make an interpretation?				
Yes, I do it often. I constantly experiment in drawing.	It is difficult to draw from the imagination, but I tried to figure out what is more difficult	I tried to draw without using an internet source.	It's difficult, but we showed the result, it seems we have learned our lesson	Difficult, but nevertheless I managed to complete the tasks
A	B	C	-	-
How did you feel in the process of making an interpretation?				
Completely insecure	I'm not sure	A little more confident	I'm sure	Very confident
-	-	C	B	A

Two exercises were expressly intended for pupils to do independently, followed by tasks to be completed in groups and pairs. According to the first lesson, the teacher's focus will be on three pupils of Type A, B, and C in the class. Of course, a survey and a research were carried out to determine which kid has grown skills with what abilities and what practical skills have been created. The study was inspired by the fact that when youngsters were assigned a job, they struggled to imagine it and instantly turned to supplementary materials on the internet. Work was done in this respect within the context of the three key questions relating to the research in action:

1. How is the picture coming along? Why?
2. What image has deteriorated? Why?
3. What changes should be made? For what reason

If the study is done correctly and produces results, the teacher's professional advancement and the success of the class are guaranteed. In addition to enhancing students' job abilities, the

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instructor watches the pupils who are working while following to simple guidelines during the class. The initial objective is to get a sense of what "image solution" or "interpretation" means for kids. Only then did they proceed to increase the lesson's success and quality. If the study is conducted at the level, in its own right, the instructor will recognize that he is growing professionally. Critical thinking is one of the most significant educational modules for enhancing education quality in Kazakhstan. This programmer encourages both students and instructors to build critical thinking skills in a conscientious and high-quality manner. [2, p. 8].



It was intended to strengthen pupils' image abilities by sketching using various approaches, such as working with a basic pen, watercolors, and gouache. So, when this study began in the eighth grade, Part 1 of the programmer was Microsystems: Part 2D. "Introduction to the topic of microhomes," as the title suggests. "Research and drawing." It was required to visualize Micro-Systems in sketchbooks as a brainstorming session in order to adapt and transform assignments based on students' interests and points of view. In general, an introduction was presented as an interdisciplinary connection in the class, recalling students' prior knowledge. From the first through the fourth quarter, students were instructed that work will go from simple to sophisticated based on Bloom's taxonomy. It was emphasized that it is critical to thoroughly understand each topic, perform assigned responsibilities, and work in accordance with school principals, respect, and respect. Students were obliged to work based on the criteria. Unfortunately, the children stayed sat for an extended period of time. Drawing one's thoughts from one's imagination on a sheet of paper was really challenging. Some kids' eyes revealed that there had been no thinking. Then a few of kids inside requested a laptop. As a result, the concept could only be received through the internet on one condition: it could not

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be copied. The pupils began the work under these conditions. It was September, and not every student was open to doing creative work. Students displayed their ingenuity with copywork in the first class. He also took the duration of one lesson rather than twenty minutes. Considering all of these activities, I thought it was important for children to use their imaginations and build their visual abilities. Some pupils took a pen and discovered that they couldn't think on white paper. However, I believe it is my responsibility to educate kids how to think in space. As a result of this, I realised that it is critical to simplify and modify jobs. The interpretation of natural shapes in the works of artists (mascara, paraffin crayons, watercolour, gouache) is the next topic. As a result, all following lessons will focus on strengthening creative thinking and interpretation abilities.

I was assigned the responsibility of writing down my hobbies on paper for fifteen minutes in order to target the students' minds and introduce them to my study work. "I don't know," he said. "I don't know," he said. It has an image of a masked guy in it, but because he is an unintelligible figure, he was advised to "think again, maybe you have other interests, hobbies." I received a position as one of the students that needed to help and work during the research process. And the pupil named Dariga displayed his psychological condition, indicating that he was in shock. The image of a female in black, rather than the bright sun in the backdrop, sparked suspicion. It was also demonstrated that particles such as glass, shattered into minute fragments, were distributed around the classroom. When I was asked



what type of image it was and what it represented, I refused to explain and simply stated that it mirrored my current inner mood. Given that you can see the child's psychological condition in the image, this is exactly what I communicated with school psychologists. As it turned out, the student was going through a terrible time due to familial circumstances, and

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psychologists assisted him. Ramadan, a kid in the class who was quite reclusive and did not exhibit much energy, drew an image of a renowned football star on the outside of his sketchbook. He shown an interest in football. I did not expect such results from this kid, yet he accomplished the exercises in the class swiftly and efficiently. This indicates that the task conversion is paying off. Akniet, a bright student in the class, painted a picture of a Kazakh girl. This graphic-style drawing turned out to be rather lovely. It was an interesting task with a typical compression solution, perhaps because the student was staring at his photo. When asked to summaries the work at the conclusion, the student briefly stated, "Now we are all modernizing, but we must not forget that we are Kazakh girls." It follows that the pupils demonstrated the capacity to work with their imagination, to work with a pen, but do not mind speedy results (since the world they are seeking for can be found on the internet in an instant), but have the skill. So, if it demonstrates that there is a lot of work to be done on this study



project, it has encouraged me. This research was designed and carried out in a continual manner. As a result, it appeared that the pupils' places and talents began to shift. The next subject is "natural shapes in various techniques." To include the study subject into the daily lecture, significant planning was required, as well as a shift in approach. This study topic was also included to each task, and the outcomes were tracked. We choose to demonstrate the efforts that were effective in contrast to the outcomes of the initial investigation. The issue of drawing from one's own imagination was inevitably reflected in the lesson's grading criteria.

The overall conclusion: the pupils did not instantly begin working, but instead deliberated. It was difficult for pupils to draw one microsystem from their imaginations. In general, the kids were able to operate efficiently and creatively. Class 8A found it difficult to draw from their imaginations. Students examined Microsystems and learnt what they were in the first class. He researched and discovered how closely the issue is tied to biology. In the following class, he became familiar with a list of artists-photographers and copied their works. The assignments become increasingly difficult with each lesson. It was demonstrated in the second

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test that the pupils had tremendous difficulties drawing from their own imagination, and the subsequent job was simpler in creative work with grains. The majority of the students let their minds run wild, completed tasks, showcased and presented their work while keeping the topic's requirements in mind. He mentioned a major issue that the entire class was dealing with: time management. The general class demonstrated that it was accustomed to working without the assistance of a resource.

To track how well the youngsters progressed during the research, photos and videos were



taken. You can study and consider the things that I neglected throughout the instructional process in the video shoot while arranging the next session. After each lesson, write a comment on how successful the assignments received for the study were, the pros and cons of the lesson, and how the techniques of integration with the lesson yielded fruit in revealing the topic of the study. I realized that in order for students to know how well they are understanding the job, their feedback must be gathered and summarized by the instructor. The instructor corrects problems and enhances strengths by reading comments submitted by youngsters. The teacher is attempting to consider their requirements in this manner. It was helpful to collect surveys from children after each class, as well as response papers with various questions. When the second and third tasks were assigned, the pupils who were considered in the start of the research began to present themselves from other perspectives, and the youngsters were able to get good outcomes. There are various assessment systems that

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correspond to the work done throughout the lesson.

He inspires pupils. The youngsters had the chance to master, analyses, summaries, investigate, and make an appraisal of theoretical content by completing assignments of varying levels.

At the beginning of the lesson or at the end of the lesson, high-level questions were asked that required critical thinking for the purpose of consolidation or as an introduction.

CONCLUSIONS

It is only during the lesson that the things changed by the teacher begin to be used by students outside of class. As proof of the teacher finds that he also attends other courses in the class while supervised by him. They note that in their search works and posters, they employ the abilities they learned in the "art" class, and they talk with proof and reasons. If they are unsure of their replies during a presentation, some youngsters are used to creating a city in quiet. The instructor sees that the children's confidence has grown towards the end of the study. After all, the youngster learns to show his work, debate it with peers, reach a consensus, receive criticism, and adjust it properly. Children become accustomed to answering inquiries and presenting their ideas with solid proof. Students work in groups, couples, and individually, and the most engaged students learn to perceive their colleagues' ideas and opinions.

Both the instructor and the students change during the research process.

	Үнемі			кейде			Ешқашан		
	A	B	C	A	B	C	A	B	C
My teacher made the information clear	+	+	+						
My teacher helps when I'm in trouble	+	+	+						
Other students interfered a little.				+	+	+			

Everything changes: thoughts, teaching methods and approaches, the most basic and most important is the attitude towards your students. This research process brings the teacher closer to the children, making them understand better than before. Their activity in the lesson increases and their creativity is strengthened. In the future, this study will continue.

CONCLUSION

Summary This article discusses how creative labor can aid in the development of students' interpretive skills. Individually, students who have acquired the skill of interpretation are instructed to present imaginative concepts and produce one-of-a-kind works.

Overview: This article provides guidance on the process of interpreting one's creative work. It cultivates in students the self-assurance necessary to perceive their experiences as personalities, whether they represent concepts derived from personal ambitions or their distinct visions for the future.

This article explores the capacity of pupils to manifest their imaginative faculties through artistic creations. By exercising their creative abilities, pupils will be capable of generating original.

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