Topic: Enhancing Students' Motivation Engagement and Interest in Learning

School-Gymnasium No 74. employs 193 teachers and 3953 students enrolled. We applied to participate in Share project because we had some experience, our school has been using this approach for 4 years. However, this year, we encountered some unique cases. Our school has focused on investigating and enhancing students' motivation and engagement in two classes 7 "A" and 7 "D" showed low level of academic interest and behavioral challenges.

At the beginning of the School year the staff was introduced with goals and the main 4 programs of NIS/Share project by the coordinator.

Since the Share project has been running at our school for 4 years there was a staff of teachers participating in the research team. This academic year the staff of teachers participating in the study was formed from volunteer teachers who taught grades 7 D and 7 A. Some teachers did not want to join the team avoiding criticism according to their practice. And there were who did not to change their teaching method, that is why they prefer to conduct the lesson behind the doors. At the end the team was made of 59 teachers. Group leaders were identified from each groups, tasks were divided within the group.

The article "Visible Learning" was analyzed among the team of the researchers in determining the school's vision and mission and in determining a common approach for teaching and learning. «Learning is timeworn, slow and gradual, fits and starts kind of process, requires passion, patience and attention to detail provokes thinking and reasoning».(Visible Learning. J.Hattie)

The teaching staff was interviewed about school mission. According to the result it was decided to hold the previous vision which says "School is the place of inspiration".

For developing and implementing shared vision for teaching and learning common criteria of quality teaching were formed through online surveys of teachers and students.

The study aimed to explore methods for increasing student motivation, boosting interest in learning and creating an engaging learning environment.

To investigate the issues in these classes we employed various research methods. First we researched documentaries, used quantative method, paid much attention on their marks, as Summative and Formative Assessments.

- Reviewed academic performance in Kundelik platform.
- Conducted focus group discussions with teachers involved in classes
- Collected students feedback by online questionnaires
- Carried out lesson observations; some were recorded on video for deeper analyses

Class teachers' gave a description of these 2 classes:

There are 30 students in class 7A, 17 boys and 13 girls. There are no students who do not obey the school's internal rules. There are no students which contain in the "difficult child category". The atmosphere and psychological climate is normal.

There are 30students in class 7 D, 18 boys and 12 girls. The problem with this class is the law quality of education because the students are not concentrated at the lessons due to the influence of two or three noisy students.

A joint plan was made to increase the interest of students in the 7 A and 7 D grades. The goal of the study of the class was to teach students to be active, work independently and work collectively by organizing extracurricular activities. During the bell logical and interactive games were organized to interest students and refine their relationships.

We took focus group discussions among the teachers who conducted lessons in these classes who were in the team of the researchers. At the top of that we took online questioners with students of these classes. Lesson observations were the most powerful tool which was used frequently to analyze teacher-student interactions. Thanks to the number of effectiveness of observation the student A. told that he understood the theme and the content was approachable for him those days because of the atmosphere was piece and calm without distraction from the side of the "noisy" students. Even lesson observations which were one of the most useful tools had difficulties. It was challenging to observe the lesson effectively, when there were only a few researchers. Proper observations required full attention, which was sometimes difficult to maintain. To address this challenge we recorded parts of the lessons on video. This was a useful solution for teachers who couldn't attend the observations in person.

We spent a lot of time on finding out problems in these classes. The main task was to identify the reason of their inactiveness. The research focused on increasing student engagement and improving the effectiveness of interactive teaching method. Our focus increasing students' interest in the subject is one of the most pressing issues in the modern education system. While traditional teaching methods are often based on passive perception, interactive methods ensure active participation of students.

Using the relevant literature situated the problem. These methods lead to positive outcomes. By reviewing relevant literature we contextualized the problem and reflected on our findings. In the second term the group leaders organized a meeting where the article "Methods used in active learning and teaching" S. Simbayeva Nur-Sultan, 2019; Visible Learning J. Hattie were discussed.

Moreover volunteers suggested reading some additional number of literacy and methodological books for teachers in order to improve their work. M.Zhumabaev "Pedagogy", Petrov Grigory "The Perfect Teacher". We shared, read and analyzed the materials provided in online and offline trainings Visible Learning J. Hattie: A Synthesis of over 800 Meta-Analyses Relating to achievement. Routledge

On 28 November in the 7 D grade a Geometry lesson was conducted on the topic "Signs of Congruence of Triangles". The students performed the group work with interest but students A and E did not participate at the lesson, when they were asked the reason they said that they were shy and embarrasses by the teachers who attend at the lesson.

Students of the 7 A grade showed their interest in the research lessons in History, Russian, Kazakh literature and English. In these lessons various ICT platform were

used to engage children. Students shared their thoughts connecting their national values in the work with today's world.
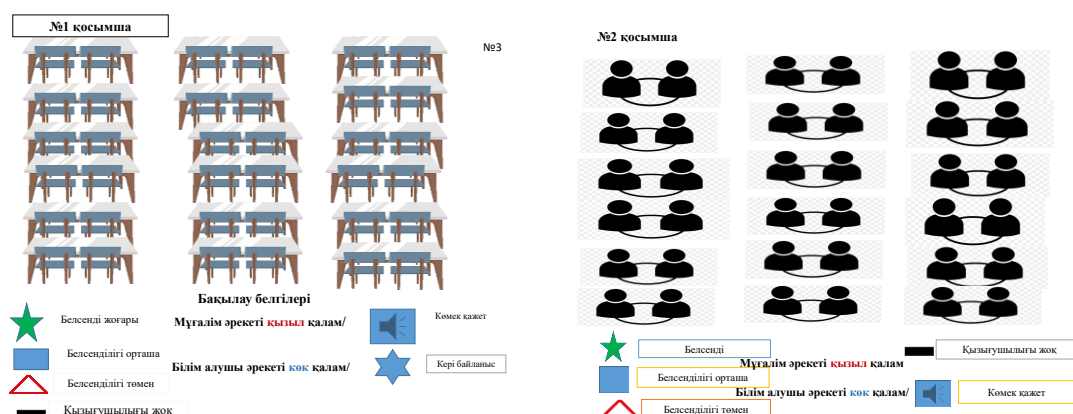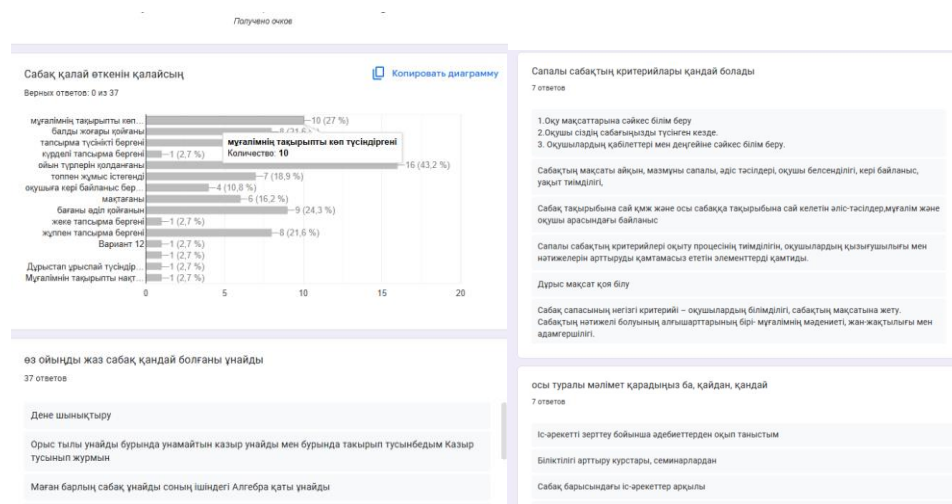
The students showed great interest in the 7 D. After drawing attention of the students to the lesson the new theme was explained by comparing pictures and rule tables.
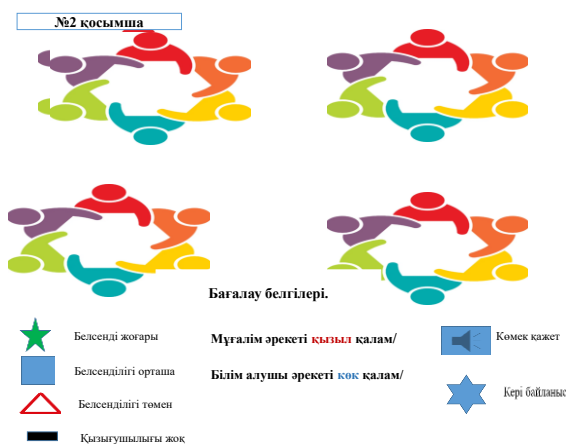
So these two classes liked the lessons which were conducted using modern platforms with individual or pair works.

Class out works "The beginning of student creativity" Independence is a national holiday. The purpose of the lesson was to teach the students love and protect their motherland.

The research question was answered by post survey analyses of teachers and students about classroom barriers.

To have the common view and criteria for Teaching and learning the online survey was hold among the staff. In addition an observation list was developed by research group to analyze the lesson properly.

№2 қосымша

Бағалау белгілері.

★ Белсенді жоғары	**Мұғалім әрекеті қызыл қалам/**	🔊 Көмек қажет
▮ Белсенділігі орташа	**Білім алушы әрекеті көк қалам/**	
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Two in School trainings were held on the basis of methodological assistance to the team. On November 11, 2024 training for teachers entitled "Student is a torch, which needs to be lit" was held. It aimed to professional growth, increasing the knowledge, skills and experience of the teacher.

Students were more engage when lessons included active participation such as discussions, project-based learning, and pair work. Calmer classroom environment helped students focus. Teachers who regularly reflected on their methods adjusted strategies more effectively.

Surveys and interviews were helpful for gathering feedback from students. Focus group discussions were held among colleagues. The most challenging method was conducting in depth interviews, as they required time and analytical skills.

Every research method has advantages and disadvantages. However all these methods helped to identify the problem by defining the issue in the learning environment.

The Question was refined to How to increase student motivation and improve academic performance?

After interviewing 7 A class teacher: I have learned a lot from the group members who worked in my class. After implementing the plan we have noticed good results, the students who were not doing well have shown a desire to move forward.

As a result of these observation lessons the teachers used interactive, problem based, pair work and group work teaching methods. Not all the students participated in group work.

However during the research we faced following difficulties

- Time management to find proper time for collaboration
- To attend the lesson observations for all members at one time.

To solve these problems we created a structured meeting schedule, received administrative support for resources and time allocation, make a video record of the observation lessons

Next time we would do the following things differently. We would focus on planning the research phases more clearly to ensure a smoother process. We would

improve time management by setting a more structured schedule for observations and discussions.

The research focused on increasing student engagement and improving the effectiveness of interactive teaching method.

We have noticed by observing lessons that pair work is more effective than group work in large classes. Teachers who constantly evaluate their methods can quickly identify effective strategies. Engagement increased when students saw the relevance of lessons to real life. Collaborative and reflective teaching practices significantly improved student motivation.

By observing the actions of the students, the teachers' actions were also taken into account. Colleagues realized the importance of the planning together, while observing the lessons they could pay attention to the methods discussing what worked well, what did not work, try to notice all students' actions, on the top of that it became clear that it was necessary to accept the opinion of a critical friend. We understood that we need to reflect on each taken action.

Leadership played a crucial role at all levels of the research process. Effective leadership helped guide discussions, maintain motivation, and ensure that changes were implemented successfully. Without strong leadership, the research process could have lacked direction and engagement from participants.

Sometimes it was difficult to hold the motivation and the cycle of the work because of large classes and overwhelmed duties it was hard to keep doing action research. In these cases leadership actions were the most significant in our work.

They encouraged inclusive collaboration and open dialogue, defined specific research objectives to maintain focus, supported team members with team time, materials and moral backing, modeled reflective practices that inspired others

School coordinator and the group leaders had to demonstrate leadership qualities during the work. Sometimes it was impossible to stick the schedule of the work so the leaders track the process and disseminate the work equally among the group.

During the process we realized that for good result it is necessary to create an open and inclusive environment where all voices were heard helped foster trust and engagement.

At each meeting we discussed about goals and tasks defining specific objectives for the research ensured that our efforts remained focused and productive.

Online webinars for head masters reminded them about providing support and resources. School administration and the coordinator who facilitated access to necessary materials, time, and administrative backing helped make the research more effective.

On March 13, 2025, a seminar titled "Exploring Students' Learning Activities: Effective Methods and Approaches" was held to share findings with the partner schools. The participants were the teachers from Schools No. 77 and 19.

Presentations included: "The importance of Action Research" by Indira Abdygalikova. Enhancing Students' Questioning Skills in Reading" by Perizat Musagalieva. Practical training session by Serikgul Ykhlas. The purpose was to share effective teaching strategies through the study of students' learning activities and promote professional exchange.

Sample lessons demonstrated in 2 classes. During these lessons, research teams actively participated in discussions based on the school's strategic goals

After the lessons, teachers collaboratively analyzed the outcomes and shared suggestions. The seminar strengthened collaboration between partner and lead schools and provided a valuable opportunity for professional learning and experience sharing.

This action research in NIS/Share project helped us identify effective strategies for increasing student motivation and interest in learning. Collaboration, leadership and structured planning were the main paths to success. This project provided a platform for professional exchange and further motivated us to apply the findings in practice. As a result of research lessons, it was noticeable that the quality of education has increased in both classes. Thus, the research lessons have had an impact on some students
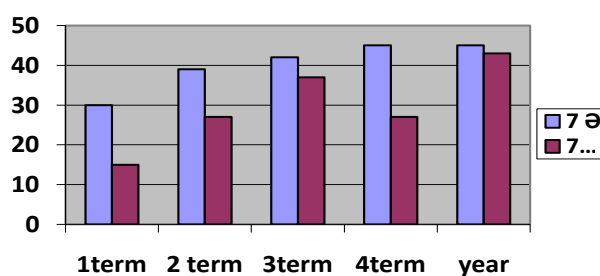
Comparative monitoring indicators of the two classes

Grade 7 A

1 term- 30 %
2 term--39%
3 term- -42%
4 term- 45%
the year -45%

Grade 7 D

1-term -15%
2-term-27%
3-term-37%
4-term 27%
The year -43%

Surveys and interviews were helpful for gathering feedback from students. Focus group discussions were held among colleagues. The most challenging method was conducting in depth interviews, as they required time and analytical skills.

Every research method has advantages and disadvantages. However all these methods helped to identify the problem by defining the issue in the learning environment.

These things we learned about teaching and learning in our school
-   Students engage better when they actively participate (e.g. discussions, project-based learning) pair work is more productive than group work because of the size of classes, number of students.

- Teachers who regularly reflect on their methods can quickly identify effective strategies.
- Student engagement increases when they see the real-world relevance of their learning.

Through this research, we learned several important things about teaching and learning in our school.

From this research we learned several key conditions for effective teamwork:
- Regular meetings and a structured discussion format improve productivity.
- Open communication reduces resistance to change.
- A supportive environment (time, resources, administrative backing) is crucial for success of the team.

Time was often insufficient, especially for data analysis and implementing changes. The main challenges were time constraints and varying levels of commitment among participants.

That is why we establish flexible and comfortable conditions and adopted agreements. We implemented:
- A clear meeting schedule
- Shared access to research data and findings (Google Docs)
- Administrative support to facilitate the process.

Next time we would focus on planning the research phases more clearly to ensure a smoother process. We would improve time management by setting a more structured schedule, allocate more time for discussions and data analysis, involve more colleagues in decision-making, define roles and responsibilities within the group.

After conducting conversations and interviews with students we noticed that they were not afraid of making mistakes and they spoke honestly and confidently.
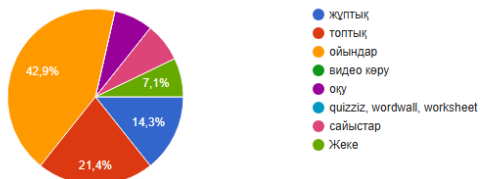
Analyzing the teachers' responses, it is clear that comprehensive work is needed to systematically conduct research. That is, it is important to make a team of enthusiastic teachers and administration that can truly monitor and support the activities.

What we noticed is the work will go smoothly if a teacher works voluntarily and the administration of the school maintained the discipline and the coordinator provides methodological assistance. Also the online webinars for head masters helped to go process dynamically. But the crucial activity is reflection no matter what kind of work is done; it cannot be judged and valued without this process. Owing to collaborative work we could achieve these results.

1. Сабақтарда қандай тапсырмалар оңай және қандай тапсырмалар жасаған ұнайды?
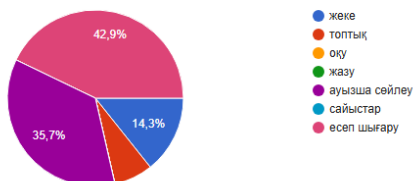
Копировать диаграмму

14 ответов

- жұптық
- топтық
- ойындар
- видео көру
- оқу
- quizziz, wordwall, worksheet
- сайыстар
- Жеке

42,9%
7,1%
14,3%
21,4%

2. Қандай тапсырмаларды орындау қиын?

Копировать диаграмму

14 ответов

- жеке
- топтық
- оқу
- жазу
- ауызша сөйлеу
- сайыстар
- есеп шығару

42,9%
14,3%
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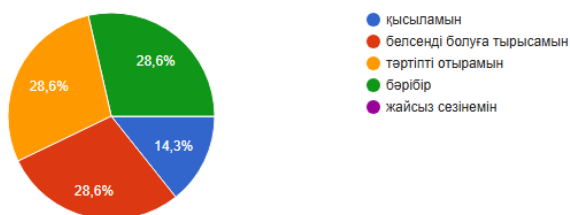## 3. Бірнеше басқа пән мұғалімдері сабақтарға қатысқанда өзіңді қалай сезінесің?

Копировать диаграмму

14 ответов

- қысыламын
- белсенді болуға тырысамын
- тәртіпті отырамын
- бәрібір
- жайсыз сезінемін

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28,6%
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28,6%

4. Оқу жылының басымен салыстырғанда сабаққа қызығушылығың өзгерді ма? Оқу сапаң жақсарды ма?

Копировать диаграмму

14 ответов

- иә біршама қызығушылығым белсенділігім артты, бағаларым жақсарды
- өзгермеді, бағаларым да бұрынғыдай
- Вариант 3

28,6%
71,4%