

MNU MAQSUT  
NARIKBAYEV  
UNIVERSITY

VOLUME 05  
AUGUST 2023

# KAZZGUU LIBERAL ARTS DIGEST





## INFORMATION ABOUT THE JOURNAL

“KLAD” is a student journal first published at M. Narikbayev Kazguu University School of liberal arts. This journal is aimed at enhancing students’ involvement into science and research.

«KLAD” journal admits for publication various types of articles: original research, review articles, short reports or essays, reflections, case studies, methodologies and cases in english; containing the results of fundamental and applied research in the field of philosophy and identity, history of kazakhstan, pedagogy, linguistics and methods of teaching languages, translation, and tourism.

# CONTENTS

---

<b>Academically successful sophomores who struggle with procrastination at KAZGUU University .....</b>	<b>7</b>
Anelya Abildina, Daiana Abylkas, Dayana Bakirova	
Supervisor: Roza Sagitova	
<b>Diachronic corpus analysis of Russia-Ukrainian conflict .....</b>	<b>13</b>
Kalidolda Yernur	
Supervisor: Anar Ibrayeva	
<b>Semantic Change in the English Language .....</b>	<b>22</b>
Daiana E. Abylkas	
Supervisor: Anar Baizhanova	
<b>Lexical Features of New-Zealand English .....</b>	<b>28</b>
Salauatova Alina	
Supervisor: Anar Baizhanova	
<b>Linguistic features of headlines in the English press .....</b>	<b>33</b>
Sabina Sameeva	
Supervisor: Anar Baizhanova	
<b>Gender peculiarities of the use of the Russian language in verbal communication between male and female .....</b>	<b>41</b>
Kussainova Zarina	
Supervisor: Anar Ibrayeva	
<b>Translation Strategies of Humor in Subtitling .....</b>	<b>48</b>
Rakhimzhanova Sabina	
<b>Evaluate the advantages and disadvantages of innovative teaching and learning methodologies in higher education institutions and analyze which are the most effective .....</b>	<b>58</b>
Gyunay Zhakenova	
Supervisor: Yelena Yemelyanova	
<b>UNT as the main reason to commit suicide among adolescents in Kazakhstan; ways to prevent it .....</b>	<b>61</b>
Arina Yepifantseva	
Supervisor: Yelena Yemelyanova	

<b>Preventing suicide in Kazakhstan: measures and facts</b> .....	<b>64</b>
Kristina Assotova	
Supervisor: Yelena Yemelyanova	
<b>How to Prevent Violence Against Women</b> .....	<b>67</b>
Assylbek Nuray	
Supervisor: Yelena Yemelyanova	
<b>Fake News - False Information Passed off as Factual - is an Effective Weapon in the Information Age</b> .....	<b>70</b>
Baizov Alikhan	
Supervisor: Yelena Yemelyanova	
<b>The development of a “virtual autism” among children: problems and solutions</b>	<b>73</b>
Dariya Beisembina	
Supervisor: Imanzhanova Dinara	
<b>Deepfake as a disinformation tool in 21st century</b> .....	<b>76</b>
Kaiyrzhan Togzhan	
Supervisor: Yelena Yemelyanova	
<b>What measures could be taken to prevent fake news dissemination?</b> .....	<b>80</b>
Kazi Venera	
Supervisor: Yelena Yemelyanova	
<b>Each president should be elected only once</b> .....	<b>84</b>
Koltsov Konstantin	
Supervisor: Yelena Yemelyanova	
<b>Violence Against Women in Kazakhstan</b> .....	<b>87</b>
Orazbayeva Aruzhan	
Supervisor: Yelena Yemelyanova	
<b>The UNT is the reason for suicide in Kazakhstan</b> .....	<b>91</b>
Pshembayeva Dolores	
Supervisor: Yelena Yemelyanova	
<b>Domestic violence against women</b> .....	<b>95</b>
Samarbayeva Leila	
Supervisor: Yelena Yemelyanova	
<b>KAZGUU Liberal Arts Digest</b> .....	<b>98</b>



PART 03

KAZGUU LIBERAL ARTS DIGEST  
**ESSAYS**



# EVALUATE THE ADVANTAGES AND DISADVANTAGES OF INNOVATIVE TEACHING AND LEARNING METHODOLOGIES IN HIGHER EDUCATION INSTITUTIONS AND ANALYZE WHICH ARE THE MOST EFFECTIVE

GYUNAY ZHAKENOVA

SUPERVISOR: YELENA YEMELYANOVA

The use of innovative teaching and learning in higher education institutions has become very popular recently. However, implementation of innovative teaching and learning methodologies obviously has disadvantages as well as advantages. This essay agrees that implementing innovative technologies into an educational process benefits students and teachers. But this essay will discuss both points of view.

There are many teaching and learning methodologies that prove that an innovative approach is very effective and useful. Let's discuss some of them. One of the most effective innovative methods that allows students to gain hands-on experience and develop critical thinking skills. Mergendoller et al. (2006) found that project-based learning positively affected students' engagement and motivation in a study of 14 learning groups. Krajcik et al. (1998) also found that a project-based learning approach improved students' performance in science.

Flipped classrooms represent another innovative teaching methodology that has gained popularity in recent years. Bergmann and Sams (2012) described this methodology as a model in which students watch recorded lectures before classes, while the class time is entirely dedicated to discussions. Tucker (2012) also found that flipped classroom methods improved students' engagement and achievement in a study of 48 teachers.

Cooperative learning is a teaching methodology that also represents an advantage of innovative teaching and learning methodologies. It involves small groups of students working together to complete tasks and assignments. Johnson and Johnson (1989) found that cooperative learning increased students' achievements and social skills in this study. Johnson and Johnson (2009) also proved that cooperative learning improved academic achievements and interpersonal relationships in their research.

Another innovative teaching methodology that proves the effectiveness of this approach is conducting online quizzes and assignments. This method can be used to engage students and provide immediate feedback. Kibble (2007) found that online quizzes improved students' performance. Borup et al. (2014) also found that student-constructed digital stories increased student engagement and storytelling skills.

However, there are some studies that disagree that innovative teaching and learning methodologies are effective and positively affect students' engagement and achievement.

A research conducted by Kay and LeSage (2009) showed that there are significant variations in the effectiveness of innovative teaching and learning methodologies for different groups of students. These scholars found that project-based learning

was less effective for students with low prior achievement than for students with high prior achievement. Similarly, a study by Sana et al. (2011) agreed that the effectiveness of multimedia learning varied depending on the students' prior knowledge of the subject matter.

Another research has shown that time constraints are a significant barrier to the implementation of innovative teaching and learning methodologies. In a study conducted by Barbour and Reeves (2009) teachers agreed and reported that a lack of time was a significant barrier to their implementation of online and blended learning. Furthermore, in a survey of higher education instructors So and Brush (2008) discussed that a lack of time was a significant barrier to the adoption of innovative learning and teaching methods. Teachers cannot ensure a total and active presence and satisfaction for all students in a blended learning enrollment environment. Thus it proves that there are some critical factors that cannot be avoided when implementing innovative teaching and learning methodologies. Moreover, implementation of these strategies can be time consuming for educators. Making presentations, searching for modern tools for an implementation during online classes deprives teachers of time.

Another disadvantage of using innovative teaching and learning methodologies is that not all students may benefit equally from these methods. For instance, some students may struggle with technology which can prevent them from participation in online lectures, discussions or quizzes. Moreover, there are students that do not have access to innovative teaching and learning approaches due to the fact that they may have limited access towards the Internet or laptops because of lack of money. So, the material possibilities of students can deprive them of access to innovative learning.

Furthermore, not all students are as

comfortable with group work as others, which can limit their ability to participate fully in cooperative learning activities or project-based assignments. Some students can have problems in sharing responsibilities with their group mates or may lack social and soft skills to productively cooperate with group members while working on a group assignment.

In conclusion I would like to say that while the implementation of innovative teaching and learning methodologies has some disadvantages. It allows students to get access to more sources of information and can positively influence the development of soft skills, cooperative and collaborative abilities of students. These methodologies prove the educational benefits for students and teachers as long as they are implemented wisely, based on the subject, prior knowledge of students and their access to all means of innovative learning and teaching approaches.

## REFERENCES

- Barbour, M., & Reeves, T. C. (2009). The reality of virtual schools: A review of the literature. *Computers & Education*, 52(2), 402-416.
- Bergmann, J., & Sams, A. (2012). *Flip your classroom: Reach every student in every class every day*. International Society for Technology in Education.
- Borup, J., West, R. E., & Graham, C. R. (2014). The influence of asynchronous video communication on learner engagement: The role of teaching presence. *Journal of Online Learning and Teaching*, 10(2), 201-220.
- Johnson, D. W., & Johnson, R. T. (1989). *Cooperation and competition: Theory and research*. Interaction Book Company.
- Johnson, D. W., & Johnson, R. T. (2009). *An educational psychology success story*:

Social interdependence theory and cooperative learning. *Educational researcher*, 38(5), 365-379.

Kay, R. H., & LeSage, A. (2009). Examining the benefits and challenges of using audience response systems: A review of the literature. *Computers & Education*, 53(3), 819-827.

Kibble, J. (2007). Engaging students with online quizzes. *British Journal of Educational Technology*, 38(6), 1056-1068.

Krajcik, J. S., Blumenfeld, P. C., Marx, R. W., & Soloway, E. (1998). Inquiry in project-based science classrooms: Initial attempts by middle school students. *The Journal of the Learning Sciences*, 7(3-4), 313-350.

Mergendoller, J. R., Maxwell, N. L., & Bellisimo, Y. (2006). The effectiveness of problem-based instruction: A comparative study of instructional methods and student characteristics. *Interdisciplinary Journal of Problem-Based Learning*, 1(2), 49-69.

Sana, F., Weston, T., & Cepeda, N. J. (2013). Laptop multitasking hinders classroom learning for both users and nearby peers. *Computers & Education*, 62, 24-31.

So, H. J., & Brush, T. A. (2008). Student perceptions of collaborative learning, social presence and satisfaction in a blended learning environment: Relationships and critical factors. *Computers & Education*, 51(1), 318-336.