ТІЛДІҢ ЖӘНЕ ӘДЕБИЕТТІҢ ОҚЫТУ ӘДІСТЕМЕСІ

МЕТОДИКА ПРЕПОДАВАНИЯ ЯЗЫКА И ЛИТЕРАТУРЫ

_____

A.E.Ismagulova[1], D.S.Ryspayeva[1], A.S. Zholdabayeva[2], O.V. Furman[3]
[1]Sh. Ualikhanov Kokshetau University, 020000, Kokshetau, Kazakhstan
[2]A. Margulan Pavlodar Pedagogical University, 140000 Pavlodar, Kazakhstan
[3]K.Zhubanov Aktobe Regional University, 030000 Aktobe, Kazakhstan

IMPACT OF THE PEDAGOGICAL UNIVERSITY DEVELOPMENT PROJECT ON KAZAKHSTANI ENGLISH TEACHERS

The objective of enhancing professional abilities is to elevate the competency and expertise of educators in their respective subject domains or specialized fields. The goal of professional development initiatives is to address to the constantly evolving demands of education by equipping teachers with the most current knowledge and skills necessary to address the shifting requirements of students and society.

This study presents the discoveries resulting from the examination of the effects of teacher training programs within the framework of the pedagogical development program developed by the Akmola Region English Language Teachers Association (ARELTA) and the Regional English Language Office of the U.S. Embassy in Astana. The purpose of the post-training survey was to collect feedback from participants of the teacher training courses regarding the degree to which these courses have genuinely impacted their professional growth and personal advancement. In this research, 325 teachers with varying backgrounds, teaching qualifications, work experiences, and institutional affiliations participated in the post-training survey from different regions of Kazakhstan.

Key words: teacher training courses, professional growth, professional skills, innovative teaching approaches, learning activities, impact, methodology, technology, course design, lesson planning.

MAIN PROVISIONS

There is a growing disconnection between teacher professional development and the demands of the working environment. Developers of teacher education courses are encountering challenges. As a result, the primary objectives of enhancing teacher expertise, fostering analytical skills for reflecting on the teaching process and its outcomes, and establishing a comprehensive framework for individual pedagogical activities are not adequately fulfilled. This disconnection highlights the need for addressing the obstacles faced by developers of teacher training courses to bridge the gap between theoretical preparation and practical application in the field of education. The aim of enhancing professional skills is to improve the competence and expertise of teachers in their respective subject areas or fields of specialization. Professional development programs should be aimed to address the ever-evolving demands of education by equipping teachers with the latest knowledge and skills required to meet the changing needs of students and society. Teachers should be provided with opportunities to enhance their instructional strategies, explore innovative teaching methods, and utilize various educational tools and resources to create effective learning environments, to develop their creative abilities, enabling them to devise innovative teaching approaches, design engaging learning activities, and adapt to diverse classroom situations effectively. These tasks collectively support the continuous professional growth of teachers, enabling them to provide high-quality education and meet the challenges of modern teaching and learning environments.

Ш. Уәлиханов атындағы КУ хабаршысы. Филология сериясы. № 4 2023
Вестник КУ имени Ш.Уалиханова. Серия филологическая. № 4, 2023
ISSN 2788-7979 (online)

Bulletin of S.Ualikhanov KU.
Philological Series. № 4, 2023

INTRODUCTION

The topic of professional development for teachers, including both secondary schools and higher educational institutions, has been the subject of numerous scholarly studies. Each research study focuses on a different aspect of this phenomenon while exploring various facets of teachers' professional development program for university teachers on their teaching conceptions and self-efficacy beliefs [1], the effectiveness of a distance learning professional development course [2], and the potential of new technologies for teacher professional development [3]. Continuous teacher education is a topic that is being researched in Kazakhstan by A.K.Kusainov [5], Sh.T.Gabdrakhmanova [6], T.M. Baimoldaev [7], and others. From the standpoint of the teacher, scientists are studying the ongoing professional growth of teaching personnel. The analysis of their works indicates the importance of improving teachers' qualifications for the development of the education system. Teachers' professional and personal growth is facilitated through ongoing professional development. It enables them to increase their knowledge, investigate novel instructional ideas, and adjust to changing educational trends. Teachers can improve the effectiveness of their lessons, encourage student involvement, and create a positive learning environment by actively learning new things. The Akmola Region English Language Teachers Association (ARELTA) and the Regional English Language Office of the U.S. Embassy in Astana developed a pedagogical development program. This research presents the findings of the investigation into the impact of teacher training courses during advanced training courses for Kazakhstani English teachers. 325 instructors from different regions of Kazakhstan, with different levels of pedagogical training, professional experience, and institution type, participated in the post training survey.

Post-training surveys are essential for the success of a training course. The success of the training can be assessed, and areas for improvement can be determined, by polling participants for their opinions. This input will be helpful in developing future lessons and ensuring that the training is in accordance with its intended objectives. Post-training surveys are an important tool for improving the training experience and ensuring its effectiveness because they actively seek participant feedback.

MATERIALS AND METHODS

The aim of the post-training survey was to gather data from participants of the teacher training courses regarding the extent to which these courses have effectively impacted their professional and personal development.

The following research tasks were set:

- to gather information about the methods and technologies covered during the courses and their implementation into the learning process or utilization in the development of the final product (course);

- to identify the items or areas in which participants have learned or improved as a result of the course, focusing on the program design;

- to explore the difficulties or challenges that participants encountered during the development of their final program;

- to assess the development of hard and soft skills, examining the impact on participants' communicative skills in English, and gathering feedback on the collaborative working opportunities during the training period;

- to assess participants' satisfaction with the course, evaluate the pace of learning, and determine the clarity of content presentation.

The object of the research is the participants of the teacher training courses who completed the training program. The subject is the data reflecting the professional and individual impact of the training courses. The specific focus of the research is the impact of the training courses on participants'' professional and personal development.

Ш. Уәлиханов атындағы КУ хабаршысы. Филология сериясы. № 4 2023   Bulletin of S.Ualikhanov KU.
Вестник КУ имени Ш.Уалиханова. Серия филологическая. № 4, 2023   Philological Series. № 4, 2023
ISSN 2788-7979 (online)

The main research method employed in the study was a survey, which involved collecting data from the participants using questionnaires. The data collected from the survey was then analysed and subjected to quantative and qualitative analysis.

Quantitative research methods included using questionnaires with numerical rated items, which allowed participants to submit number evaluations or responses. Qualitative research methodologies, on the other hand were used with the use of open-ended questions, allowing participants to provide more thorough and descriptive responses [8], [9].

A questionnaire was created specifically for the survey to collect information on the participants' experience and perceptions of the training program. This questionnaire was created to gather useful data and insights based on the outcomes of the training program. The questions of the post-training survey were divided into five sections: general information, methodology and technology, course design and lesson planning, professional skills and expectations.

RESULTS

General information.

The Post-Training Survey, an important component of the Pedagogical University Development Project, gathered responses from 325 people with a wide range of educational backgrounds and experiences. The teachers were from Almaty, Kostanay, Aktau, Semey, and Kokshetau, from other cities in Kazakhstan. Pavlodar (8%), Petropavl (6.5%), Semey (15.1%), Shymkent (7.4%), Taraz (4.9%), and Turkestan (3.4%) are significant city percentages.

Respondents were classified as Teachers-Researchers (27.4%), Teachers without a category (24.3%), Teachers-Moderators (22.2%), Teachers-Experts (20.6%), and Teachers-Masters (3.7%). Their knowledge strengthened the survey's findings.

Participants'level of teaching experience varied from those with over 20 years of experience to young specialists with less than five years of experience, as well as a middle group of 61 teachers with 6 to 10 years of experience. 78.2% (254) of the participants teach at secondary schools, 13.5 % (44) at colleges, and 8.3% (27), respectively, at preschools and primary schools.

The survey brought together educators from various cities and with different backgournds, and each provided a unique viewpoint to the project's evaluation of the Pedagogical University Development Project training courses. Their critical evaluation plays an important role in determining the direction of the innovation in Kazakhstani educational system.

Methodology and Technology.

In the Methodology and Technology section participants were asked about their perceived capabilities after completing the training program. Respondents were encouraged to select options that applied to their recently acquired skills. According to the findings, 88% of teachers felt competent in creating curricula, modules, and collections of communicative activities and the lesson plans. Furthermore, 76.9% of respondents claimed to be able to design and modify modern, engaging lesson plans. Additionally, 78.2% of respondents said they were capable of using a variety of digital educational resources and tools in their teaching environment. When it came to using communicative, learner-centered activities in the classrooms, 702% of repondents felt prepared to implement them. 69.2% said they were able to use cutting0edge websites and digital tools, like americanenglish.state.gov, VOA Learning English, Breaking News, and others, to improve their teaching techniques. This thorough evaluation sheds light on the extent to which participants felt the training had given them valuable pedagogical and technological skills.

Ш. Уәлиханов атындағы КУ хабаршысы. Филология сериясы. № 4 2023   Bulletin of S.Ualikhanov KU.
Вестник КУ имени Ш.Уалиханова. Серия филологическая. № 4, 2023   Philological Series. № 4, 2023
ISSN 2788-7979 (online)

Do you agree that upon completing this course you are able to do the following? (choose all options that apply)
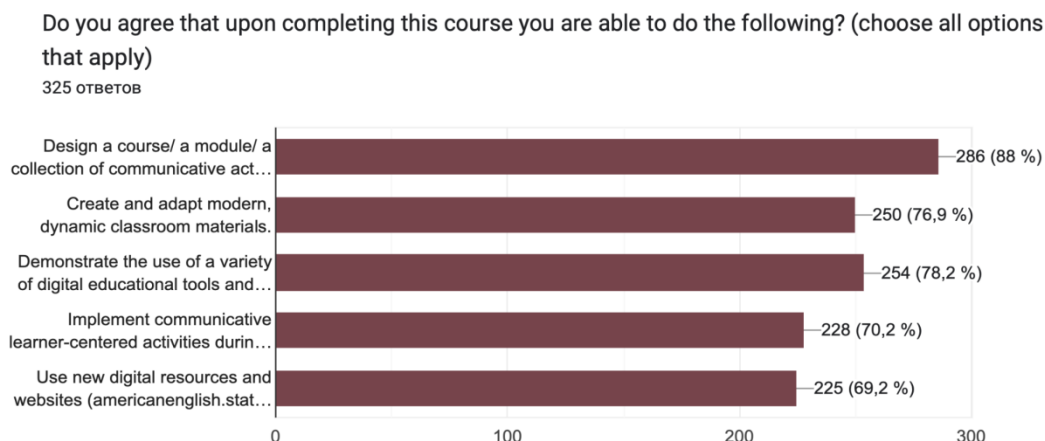325 ответов

Figure 1 – The ability to perform tasks (%)

As a part of our course design evaluation, we aimed to assess participants' comprehension of the concept of Backward Curriculum Design. The question ""The idea of Backward Curriculum Design supposes the following implementation" was to provide valuable insights. Among the responses, 54.5% of participants correctly identified the sequence: designing learning objectives and outcomes (LGOs), then developing evaluations, and finally creating learning activities. It was connected with defining instructor actions, assessment questions, and content creation by 9.2% of respondents. Furthermore, 18.8% understood the concept only partially, relating it to content selection, instructional materials creation, and the use of appropriate teaching methods. Another 17.5% responded with a partial understanding, explaining action like designing evaluations, planning educational activities, and selecting materials. These results reflect participants' level of comprehension of Backward Curriculum Design, allowing us to adapt the approach in the future to ensure a comprehensive understanding.

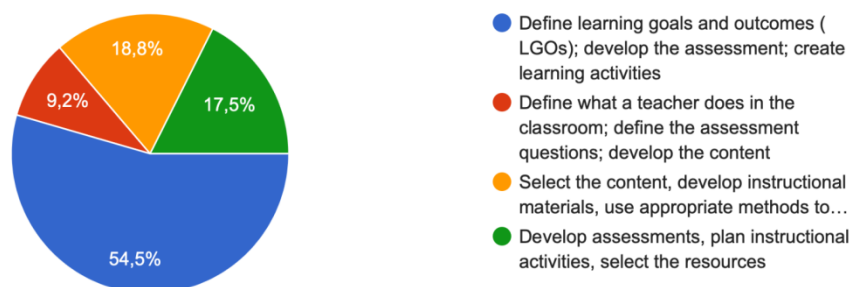The idea of Backward Curriculum Design supposes the following implementation:
325 ответов

Figure 2 – Participants' levels of comprehension regarding Backward Curriculum Design

Based on the teachers' course design experience, they were asked about the integration of assessment strategies into their courses. The outcomes revealed a wide range of approaches. 77.2% of teachers used performance-based assessment, using elements like presentation, role plays and games into their final products. Self-assessment was appreciated by 48.6% of participants, demonstrating their dedication to personal development. 47.6% of teachers used peer assessment for shared learning, demonstrating clear collaboration. A smaller percentage (15.1%) chose portfolio assessment, 44.6% employed both summative and formative assessment for a complete understanding of students' progress.

Ш. Уәлиханов атындағы КУ хабаршысы. Филология сериясы. № 4 2023
Вестник КУ имени Ш.Уалиханова. Серия филологическая. № 4, 2023
ISSN 2788-7979 (online)

Bulletin of S.Ualikhanov KU.
Philological Series. № 4, 2023

Additionally, innovative techniques such as thorough checking of work, assessing in groups, and evaluating projects bring more depth to teaching methods. These different assessment strategies not only improve the process of learning but also offer insights for future course designs, helping in understanding effective evaluation methods.
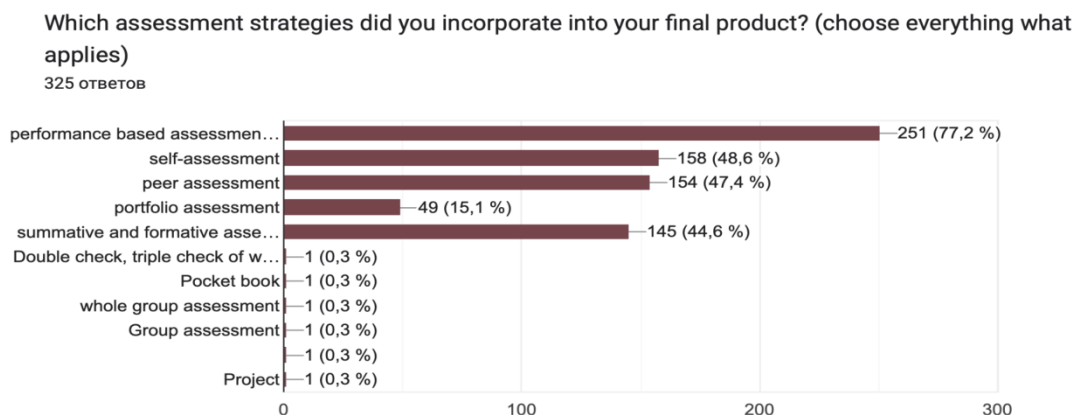
Which assessment strategies did you incorporate into your final product? (choose everything what applies)
325 ответов

performance based assessmen…	251 (77,2 %)
self-assessment	158 (48,6 %)
peer assessment	154 (47,4 %)
portfolio assessment	49 (15,1 %)
summative and formative asse…	145 (44,6 %)
Double check, triple check of w…	1 (0,3 %)
Pocket book	1 (0,3 %)
whole group assessment	1 (0,3 %)
Group assessment	1 (0,3 %)
	1 (0,3 %)
Project	1 (0,3 %)

Figure 3 – The integration of assessment strategies into participants' courses

In the post-training survey, teachers were asked about the tools they have used or plan to use for students assessment in their teaching practice. A significant 68.3% of teachers expressed a strong need for rubric design tools such as RubiStar, RCampus, and Rubric Maker, indicating a preference for organized evaluation frameworks. Meanwhile, 52.9% planned to use Quizizz.com, indicating a trend toward interactive quizzes. Furthermore, 60% of teachers planned to use wordwall.net, while 53.2% planned to use quizlet.com, indicating a preference for a variety of online resources. The adaptability of Google Docs and Google Forms was acknowledged by 61.5% of participants, indicating a preference for streamlined, adaptable evaluation procedures. These findings demonstrate a widespread desire for a diverse and technologically integrated evaluation that embodies a purposeful approach.
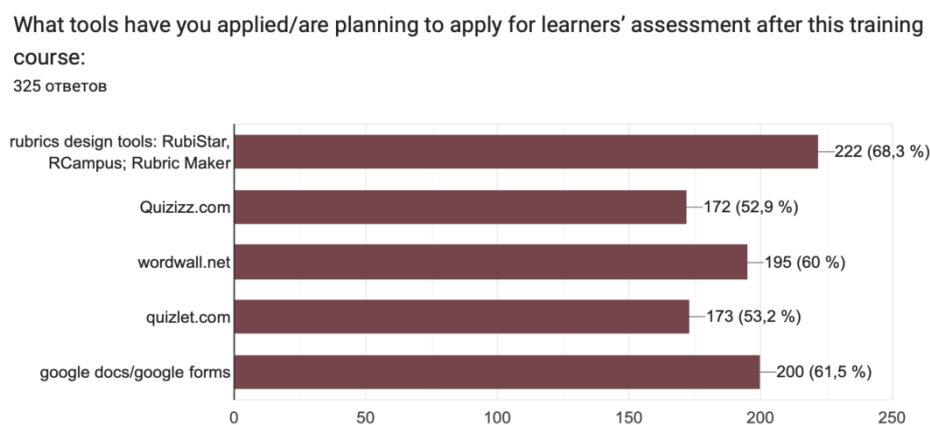
What tools have you applied/are planning to apply for learners' assessment after this training course:
325 ответов

rubrics design tools: RubiStar, RCampus; Rubric Maker	222 (68,3 %)
Quizizz.com	172 (52,9 %)
wordwall.net	195 (60 %)
quizlet.com	173 (53,2 %)
google docs/google forms	200 (61,5 %)

Figure 4 - The tools participants' have utilized or plan to implement for learners' assessment

Course Design and Lesson Planning
When participants were questioned about the module Program Design, a variety of positive changes became evident. 67.7% of participants emphasized the importance of selecting themes that are appropriate to the students' requirements and their teaching approach. 66.2% of participants underlined the fact that setting clear goals helped them to stay focused. 72.9% which is a large majority of participants learned to formulate clear learning outcomes, which structure the process of teaching effectively. Additionally, a respectable percentage (62.8%) prepared detailed rubrics for

Ш. Уәлиханов атындағы КУ хабаршысы. Филология сериясы. № 4 2023
Вестник КУ имени Ш.Уалиханова. Серия филологическая. № 4, 2023

Bulletin of S.Ualikhanov KU.
Philological Series. № 4, 2023

assessment. Approximately 67.1% of the teachers who created rubrics demonstrated proficiency in using digital tools. Half of the participants (55.1%) paid special attention on division of the content into models and a similar percentage (52.6%) ensured that the material covered in the course logically continued. In terms of creativity, 71.7% of teachers improved their skills and they (64.6%) showed confidence in selecting resources and content for their classes.

Name the items/things that you have learned/improved during the Course (in terms of Program Design)

325 ответов

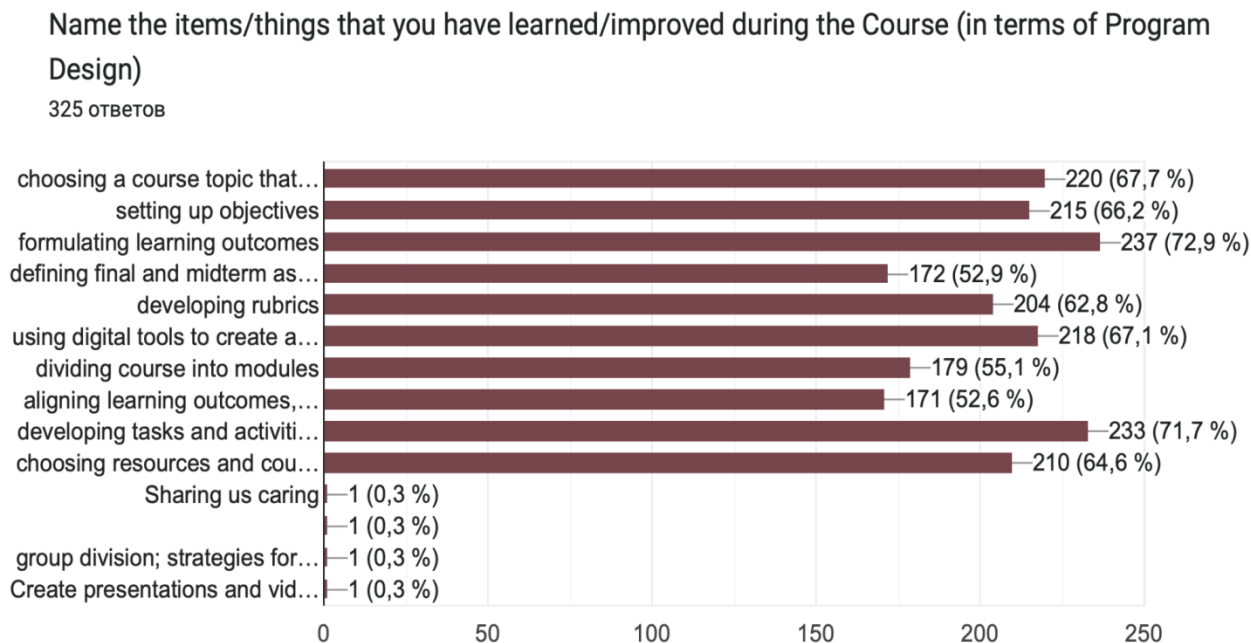| Item	Value
choosing a course topic that…	220 (67,7 %)
setting up objectives	215 (66,2 %)
formulating learning outcomes	237 (72,9 %)
defining final and midterm as…	172 (52,9 %)
developing rubrics	204 (62,8 %)
using digital tools to create a…	218 (67,1 %)
dividing course into modules	179 (55,1 %)
aligning learning outcomes,…	171 (52,6 %)
developing tasks and activiti…	233 (71,7 %)
choosing resources and cou…	210 (64,6 %)
Sharing us caring	1 (0,3 %)
	1 (0,3 %)
group division; strategies for…	1 (0,3 %)
Create presentations and vid…	1 (0,3 %)

Figure 5 – The items/things that participants have learned/improved during the Course

Teachers in the Program Design Course demonstrated a range of learning advancements. 79.7% of participants implemented task-based learning, giving priority to practical instruction. The balanced Test-Teach-Test technique, which combines assessment and teaching was used by 65.8%, 77.5% used interactive vocabulary teaching, 65% implemented elements of gamification, while 71.4% preferred active reading, 71.7% taught grammar with communicative approach. These demonstrate teachers commitment to innovative program design approach.
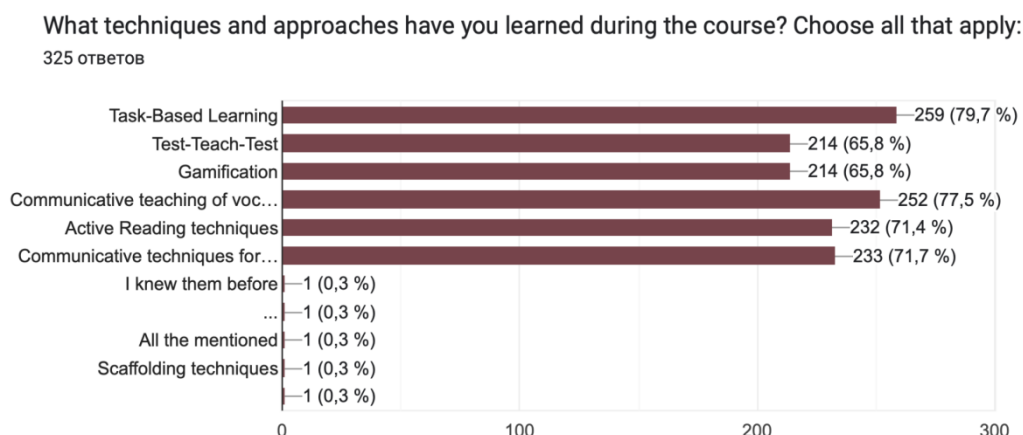
What techniques and approaches have you learned during the course? Choose all that apply:

325 ответов

Technique	Value
Task-Based Learning	259 (79,7 %)
Test-Teach-Test	214 (65,8 %)
Gamification	214 (65,8 %)
Communicative teaching of voc…	252 (77,5 %)
Active Reading techniques	232 (71,4 %)
Communicative techniques for…	233 (71,7 %)
I knew them before	1 (0,3 %)
…	1 (0,3 %)
All the mentioned	1 (0,3 %)
Scaffolding techniques	1 (0,3 %)
	1 (0,3 %)

Figure 6 – Techniques and approaches participants' have learned during the course

Ш. Уәлиханов атындағы КУ хабаршысы. Филология сериясы. № 4 2023
Вестник КУ имени Ш.Уалиханова. Серия филологическая. № 4, 2023
ISSN 2788-7979 (online)

Bulletin of S.Ualikhanov KU.
Philological Series. № 4, 2023

Within the context of the Pedagogical University Development Project, teachers started designing their own courses. The post-training survey reflected experiences and challenges faced by participants in this endeavor. Approximately 61% of respondents (198) perceived the process of creating their final course products as relatively complex, while 23.4% (76) found it to be quite simple. The most challenging aspects of developing their final programs for teachers were setting objectives, lesson planning, assessment and development of rubrics, designing divers activities, using Backward Design and time constraints.

Data showed that 74.5% of teachers incorporated communicative activities, 73.5% engaging games, 69.2% digital tools, 46.2% final projects and 36.9% fully utilized self-designed courses.

Professional skills. The bar graph illustrates the most common hard skills the participants developed during the training period. It can be seen that the following hard skills stand out: "Planning curriculum and lesson plan" with the number of 230 votes, "Up-to-date teaching methods" and "Language skills" with over 200 votes. This data proves that the training has met the trainees' expectations about creating and adapting materials for lessons (51.8%). Less developed professional skills are "Maintaining records" and "Conflict resolution", which were not a part of the training curriculum.

What hard skills did you develop during the training period? (Choose as many as you like)
325 responses

Planning curriculum and lesson… — 230 (70.8%)
Maintaining record — 62 (19.1%)
Classroom management — 177 (54.5%)
Conflict resolution — 73 (22.5%)
Up-to-date teaching methods — 222 (68.3%)
Behavior management — 107 (32.9%)
Aware of digital tools — 173 (53.2%)
Ability to grade assessments — 188 (57.8%)
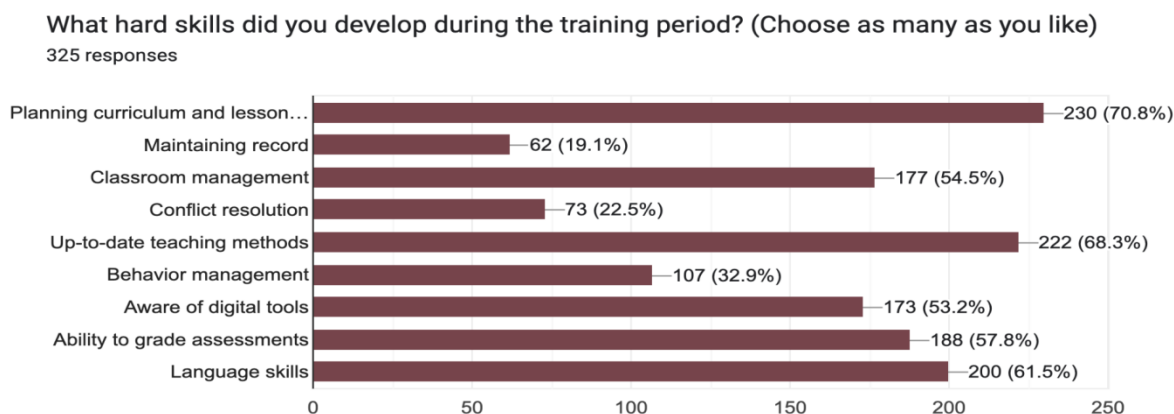Language skills — 200 (61.5%)

Figure 7 – Hard skills participants' developed during the training period

The percentage of trainees who considered the training to be helpful in practicing communicative skills in English is the overwhelming majority of the participants, they agree that the training advanced their language skills. In comparison with the results of the Needs analysis survey, where nearly 70% of respondents desired to enhance their communicative skills, the training provided a lot of opportunities for it.

The influence of courses on the development of soft skills as an important element of pedagogical excellence was also an important aspect. This connection emphasized the broader educational value of integrating such skills into teaching practices. A great number of trainees (91.1%) stressed teamwork skills, which is an obvious outcome as the training contained lots of group work, not to mention joint final projects. With effective teamwork, teams are more productive, deadlines are met, relationships with your team members are stronger and knowledge is shared. Also, participants emphasized creativity and communication skills (over 78%), which are directly connected with teamwork and course design.

Ш. Уәлиханов атындағы КУ хабаршысы. Филология сериясы. № 4 2023
Вестник КУ имени Ш.Уалиханова. Серия филологическая. № 4, 2023
ISSN 2788-7979 (online)

Bulletin of S.Ualikhanov KU.
Philological Series. № 4, 2023

What soft skills did you aquire during the training period? (choose as many options as you like)
325 responses

Leadership —133 (40.9%)
Communication —255 (78.5%)
Teamwork 296 (91.1%)
Multi-Tasking —204 (62.8%)
Punctuality —114 (35.1%)
Organization —213 (65.5%)
Time managment —187 (57.5%)
Reflectiveness —165 (50.8%)
Creativity —254 (78.2%)
Social and Emotional Intelligence —165 (50.8%)
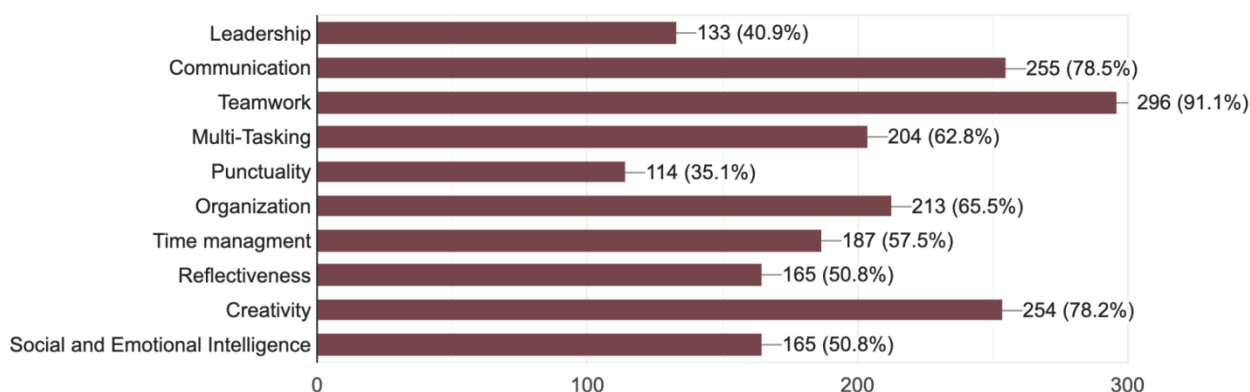
Figure 8 – Soft skills participants acquired during the training period

Please rate the collaborative working opportunities on the course
325 responses

1: 10 (3.1%)
2: 5 (1.5%)
3: 12 (3.7%)
4: 28 (8.6%)
5: 270 (83.1%)
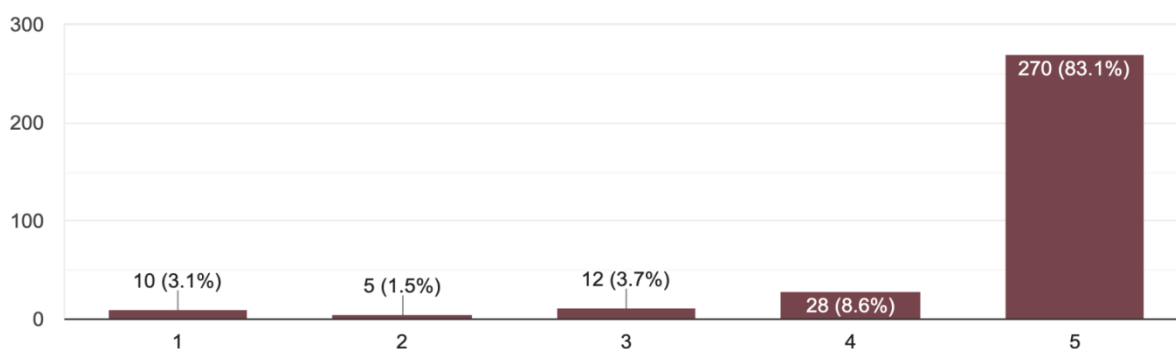
Figure 9 – The collaborative working opportunities on the course

As the project provided many chances for group work, participants highly rated (83.1%) the collaborative working opportunities on the course. The training entailed collaboration between participants during and after the sessions on their final products, microteaching, and peer assessment.

The open-ended question "In what ways did you promote a positive and safe work atmosphere in your group?" revealed that participants appreciated democratic style of teaching, where they had voice and choice, a positive workplace environment, where they shared ideas, respecting different opinions, equally divided responsibilities, and supported each other. A positive work atmosphere is known to foster creativity, productivity, and efficiency. They also avoided stress, anger, and poor communication, kept all discussions open and transparent.

Expectations

According to the results of the survey, most of the trainees had clear expectations for the course. The course objectives and intended learning outcomes were explicitly presented in the course outline distributed among participants on the introduction sessions. Also, while interviewing the future trainees, the interviewers highlighted the main aim and objectives of the training.

Analyzing responses, given to the follow-up question "What were your expectations of the course?", made it clear that the trainees' priority was to design an author's course, having a step-by-

Ш. Уәлиханов атындағы КУ хабаршысы. Филология сериясы. № 4 2023
Вестник КУ имени Ш.Уалиханова. Серия филологическая. № 4, 2023
ISSN 2788-7979 (online)

Bulletin of S.Ualikhanov KU.
Philological Series. № 4, 2023

step instruction. Also, they expected to learn more about new approaches of teaching English with using modern techniques and methods, to develop skills related to evaluating the effectiveness of scaffolding strategies and making data-driven decisions to improve student learning outcomes, to gain knowledge and skills related to the use of digital tools and platforms to support learning and assessment, to develop skills related to effective collaboration with colleagues and stakeholders, including communication, problem-solving, and negotiation, to gain an understanding of pedagogical principles and how they can be applied to scaffold learning experiences for students.

The majority of the trainees (nearly 90%) admitted that the course met their expectations, with very little number of 8.6% saying 'to some extent'. This data proves the efficiency of the course itself and the successful outcome of the project in general.

Most of the participants (70.8%) rated the pace of learning on the course as medium, and 28% considered it fast. There was a great diversity in teaching experiences, from novice teachers with one year of teaching English to thirty years of teaching experience. Moreover, the training period was very long (15 weeks), which gave trainees sufficient time to learn, discuss, collaborate and work out the final projects extensively.

Nowadays, there is a great number of teacher trainings which might be helpful for in-service teachers. Before every course, trainees have their expectations about the course content and decide whether this or that course is worthwhile and useful for their professional development. The data shows that the participants of the Scaffolding PUDP are overwhelmingly (89.2%) satisfied with the content, which proves relevance and urgency of the project.

All trainees unanimously admitted that the content was clearly presented. Moreover, the overwhelming majority (98.5%) of respondents emphasized clarity of the structure, which proves the coherence of the topics and materials covered in the course. Respondents' answers to the open-ended question about unclear or confusing aspects of the course left no room for doubts about the clear structure of the program and its presentation.

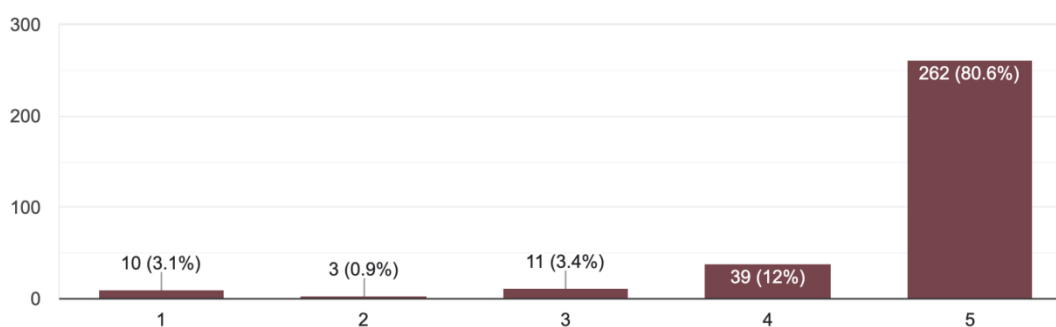**How helpful did you find the multimedia on this course?**
325 responses

Figure 10 – Effectiveness of the multimedia utilized throughout the course

Some groups of trainees utilized Google sites and shared Google documents for creating final products. 80.6 % of respondents found this multimedia to be very helpful as the projects were mostly collaborated by two or more teachers. In addition to that, trainees did not experience any technical issues during the input sessions and while integrating the new technology to their teaching practices, according to their responses.

Ш. Уәлиханов атындағы КУ хабаршысы. Филология сериясы. № 4 2023
Вестник КУ имени Ш.Уалиханова. Серия филологическая. № 4, 2023
ISSN 2788-7979 (online)

Bulletin of S.Ualikhanov KU.
Philological Series. № 4, 2023

How satisfied or dissatisfied were you with the course trainer?
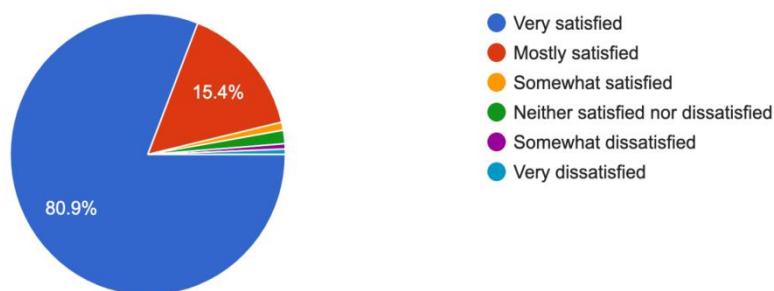325 responses

Figure 11 – The level of satisfaction of course participants with the trainers

Course trainers shared their expertise in curriculum design and lesson planning. Most of the trainees (80.9%) were satisfied with their trainer and 15.4% were mostly satisfied. This data shows the level of competence and expertise of the project trainers.

The participants highlighted the peculiarities of the course in comparison with other courses. The most popular comment was about the Backward Design, which turned the course from a traditional bottom-up approach to top-down one. Secondly, trainees emphasized the English language environment during the whole course. Also, all learning preferences (visual, analytical, kinaesthetic, etc.) were taken into account by providing a variety of multimedia content and carefully designed assignments that helped them learn in the way that worked best for them. Besides, trainees admitted that offline setting was much more beneficial for in-person communication and collaboration. Finally, the course outcome - author's program was one more distinctive feature of the Scaffolding PUPD.

The greatest impact of any professional development events is further learning and improvement. The course trainees were motivated to participate in the OPEN Programmes, Fulbright TEA, Kaz TEA conference, and massive open online courses. The alumni of the Scaffolding PUDP showed strong intentions for further collaboration and development of the ELT communities.

Please evaluate the training course on the scale from 1 to 10
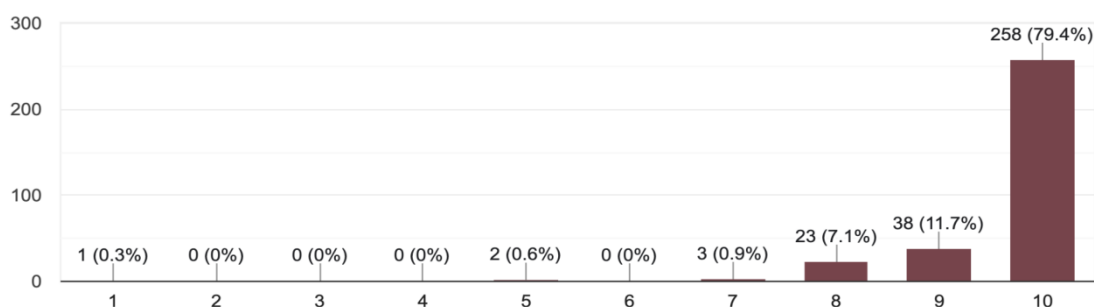325 responses

Figure 12 – The participants evaluation of the training courses

On the scale from 1 to 10, the training course was evaluated with the highest point by 79.4%, which is an excellent mark and evidence of the efficiency of the course.

Ш. Уәлиханов атындағы КУ хабаршысы. Филология сериясы. № 4 2023
Вестник КУ имени Ш.Уалиханова. Серия филологическая. № 4, 2023

Bulletin of S.Ualikhanov KU.
Philological Series. № 4, 2023

CONCLUSION

The insights gathered from the Post-training survey within the pedagogical university development project, developed by the Akmola Region English Language Teachers Association (ARELTA) and the Regional English Language Office of the U.S. Embassy in Astana, reveal a wide range of teacher experiences and achievements. The majority of teachers accepted the challenge of creating their own course in the short time period and showed admirable commitment to improving their professional skills. The experience was marked by both triumphs and challenges, as teachers navigated complexities such as Backward Curriculum Design, assessment strategies, and the integration of digital tools.

The survey highlighted the transformative impact of the training program on participants' skill sets. Teachers reported significant growth in a number of areas, including the ability to design courses, formulate learning outcomes, and developing assessments. Furthermore, the skillful incorporation of interactive and communicative strategies, digital tools, and diverse assessment methods into teaching practices demonstrated a commitment to innovative and student-centered learning environments.

While certain aspects were challenging, participants overwhelmingly expressed feelings of empowerment and enthusiasm. The broad adoption of techniques and strategies showed during the training course, coupled with the incorporation of self-designed final products, underscores a commitment to practical application and an eagerness to enrich classroom experiences. The Post-Training Survey shows that the pedagogical university development project had a big impact on teachers, helping them grow and improve their teaching methods.

The data obtained during such Post-training surveys and careful processing have both theoretical and practical value. From a theoretical point of view, allowing us to consider aspects influencing the successful development of professional skills, explore gaps, and consider possible solutions. The practical value lies in the fact that they enable more extensive methodological and pedagogical course preparation for the formation of professional skills as teachers.

REFERENCES

1 Noben, Ine & Deinum, Jan & Douwes-van Ark, Irene & Hofman, W. (2021), "How is a professional development programme related to the development of university teachers' self-efficacy beliefs and teaching conceptions?", *Studies in Educational Evaluation Volume 68*, no.100966.
2 Noben, I., Brouwer, J., Deinum, J. F., & Hofman, W. H. A. (2022), "The development of university teachers' collaboration networks during a departmental professional development project" *Teaching and Teacher Education*, vol. 110, no. 103579.
3 Bichler, S., Gerard, L., Bradford, A., Linn, M.C (2021), "Designing a remote professional development course to support teacher customization in science", *Computer in Human Behavior*, vol. 123, no. 106814.
4 Marx, R. W., Blumenfeld, Ph.C.,. Krajcik, J.S., Soloway, E. (1998) "New technologies for teacher professional development", *Teaching and Teacher Education*, vol. 14, pp. 33-52.
5. Kusainov, A.K. (2016), "Advanced training and retraining of teaching staff in the system of vocational education in Kazakhstan", *Professional education in Russia and abroad*, no. 2 (22). Available at: https://cyberleninka.ru/article/n/povyshenie-kvalifikatsii-i-perepodgotovka-pedagogicheskih-kadrov-v-sisteme-professionalnogo-obrazovaniya-kazahstana (date of access: 11/30/2021).
6 Gabdrakhmanova, Sh.T. (2014) "Organization of level courses for advanced training ", *Beru mekemesi basshylarynyn anyktamalygy = Directory of the head of an educational institution,* no. 8, pp. 64-66.
7 Baymoldaev, T.M. (2008) "Advanced training of educators is a component of lifelong education" Bilim zhane gylym: Kazakhstan men Resey ынтымақтастыгынын tazhiribesi men bolashagy =

Ш. Уәлиханов атындағы КУ хабаршысы. Филология сериясы. № 4 2023
Вестник КУ имени Ш.Уалиханова. Серия филологическая. № 4, 2023
Bulletin of S.Ualikhanov KU.
Philological Series. № 4, 2023

Education and science: experience and prospects for cooperation between Kazakhstan and Russia, *Proceedings of the International scientific-practical conference*, vol.1, pp.14-15.

8 Check, J., and Schutt, R. K. (2012), *Research methods in education.* Thousand Oaks, CA: Sage Publications, pp. 159–185.

9 Singleton R. A., Straits B. C. (2009), *Approaches to social research* . New York: Oxford University Press.

Педагогикалық университеттерді дамыту» жобасының Қазақстандағы ағылшын тілі мұғалімдерінің кәсіби дамуына әсері

А.Е. Исмагулова[1], Д.С. Рыспаева[2], А.С. Жолдабаева[2], О.В. Фурман[3]
[1]Ш.Уәлиханов атындағы Көкшетау университеті, 020000, Көкшетау, Қазақстан Республикасы
[2]Ә.Марғұлан атындағы Павлодар Педагогикалық университеті, 140000 Павлодар, Қазақстан Республикасы
[3]Қ.Жұбанов атындағы Ақтөбе өңерлік университеті, 030000, Ақтөбе, Қазақстан Республикасы

Кәсіби біліктілікті арттырудың мақсаты – мұғалімдердің тиісті пәндер немесе мамандық салаларындағы құзыреттілігін арттыру. Біліктілікті арттыру бағдарламалары мұғалімдерді студенттер мен қоғамның өзгермелі қажеттіліктерін қанағаттандыру үшін қажетті соңғы білім мен дағдылармен қамтамасыз ету арқылы білім берудегі үнемі өзгеріп отыратын талаптарды қанағаттандыруға бағытталған болуы керек. Бұл зерттеу Қазақстандағы ағылшын тілі мұғалімдерінің біліктілігін арттыру курстарының әсерін талдау нәтижелерін ұсынады. Бұл біліктілікті арттыру бағдарламасы Ақмола облыстық ағылшын тілі мұғалімдері қауымдастығы (ARELTA) және Астанадағы АҚШ Елшілігінің Ағылшын тілі аймақтық кеңсесі әзірлеген жоба аясында жүзеге асырылды.

Тренингтен кейінгі сауалнаманың мақсаты курс қатысушыларынан мұғалімдердің кәсіби және тұлғалық дамуына әсер ету тиімділігінің дәрежесі туралы мәліметтерді жинау болды. Жоғары оқу орнын бітіргеннен кейін зерттеу үшін сауалнамаға Қазақстанның әр өңірінен педагогикалық біліктілігі, жұмыс тәжірибесі және оқу орындарының типі әртүрлі 325 мұғалім қатысты.

Кілт сөздер: мұғалімдердің біліктілігін арттыру курстары, кәсіби біліктілігін арттыру, кәсіби шеберлік, оқытудағы инновациялық тәсілдер, оқу әрекеті, әсер ету, әдістеме, технология, курсты дамыту, сабақты жоспарлау.

ӘДЕБИЕТТЕР ТІЗІМІ

1 Noben I., Deinum J., Douwes-van Ark, Irene & Hofman W. How is a professional development programme related to the development of university teachers' self-efficacy beliefs and teaching conceptions?, 2021//Studies in Educational Evaluation// Vol.68, no.100966.

2 Noben I., Brouwer J., Deinum J. F., Hofman, W. H. A. The development of university teachers' collaboration networks during a departmental professional development project, 2022 //Teaching and Teacher Education//vol. 110, no. 103579.

3 Bichler S., Gerard L., Bradford A., Linn M.C Designing a remote professional development course to support teacher customization in science, 2021// Computer in Human Behavior// Vol. 123, no. 106814.

4 Marx R. W., Blumenfeld Ph.C., Krajcik J.S., Soloway E. New technologies for teacher professional development, 1998//Teaching and Teacher Education// vol. 14, pp. 33-52.

5. Кусаинов А.К. Повышение квалификации и переподготовка педагогических кадров в системе профессионального образования Казахстана// Профессиональное образование в

Ш. Уәлиханов атындағы КУ хабаршысы. Филология сериясы. № 4 2023
Вестник КУ имени Ш.Уалиханова. Серия филологическая. № 4, 2023
Bulletin of S.Ualikhanov KU.
Philological Series. № 4, 2023

России и за рубежом// 2016 – № 2 (22). URL: https://cyberleninka.ru/article/n/povyshenie-kvalifikatsii-i-perepodgotovka-pedagogicheskih-kadrov-v-sisteme-professionalnogo-obrazovaniya-kazahstana (өтініш берілген күні: 11/30/2021).

5 Кусаинов А.К. Қазақстанның кәсіптік білім беру жүйесінде педагогикалық кадрлардың біліктілігін арттыру және қайта даярлау // Ресейде және шетелде кәсіптік білім//2016 – № 2 (22). URL: https://cyberleninka.ru/article/n/povyshenie-kvalifikatsii-i-perepodgotovka-pedagogicheskih-kadrov-v-sisteme-professionalnogo-obrazovaniya-kazahstana (өтініш берілген күні: 11/30/2021).

6 Габдрахманова Ш.Т. Деңгейлік біліктілікті арттыру курстарын ұйымдастыру // Білім беру мекемесі басшыларының анықтамалығы// 2014 – № 8, б. 64-66.

7 Баймолдаев Т.М. Білім беру қызметкерлерінің біліктілігін арттыру – өмір бойы білім берудің құрамдас бөлігі // Білім және ғылым: Қазақстан мен Ресей ынтымақтастығының тәжірибесі мен болашағы// Халықаралық ғылыми-практикалық. конференция материалдары// 2008, Т.1, б.14-15.

8 Check J., Schutt R. K. Research methods in education. – Thousand Oaks, CA: Sage Publications, 2016, – pp. 159–185.

9 Singleton R. A., Straits B. C. Approaches to social research . – New York: Oxford University Press, 2009.

Влияние проекта «Развитие педагогических университетов» на профессиональное развитие учителей английского языка в Казахстане
А.Е. Исмагулова[1], Д.С. Рыспаева[1], А.С. Жолдабаева[2], О.В. Фурман[3]
[1]Кокшетауский университет им. Ш.Уалиханова, 020000, Кокшетау, Республика Казахстан
[2]Павлодарский педагогический Университет им. Ә. Марғұлан , 140000 Павлодар, Республика Казахстан
[3]Актюбинский региональный университет им. К Жумбанова, 030000, Актобе, Республика Казахстан

Целью повышения профессиональных навыков является улучшение компетентности учителей в их соответствующих предметных областях или сферах специализации. Программы профессионального развития должны быть направлены на удовлетворение постоянно меняющихся требований в образовании, путем оснащения учителей новейшими знаниями и навыками, необходимыми для удовлетворения изменяющихся потребностей обучающихся и общества. Данное исследование представляет результаты анализа влияния курсов повышения квалификации учителей английского языка в Казахстане. Данная программа повышения квалификации была реализована в рамках проекта, разработанного Ассоциацией учителей английского языка Акмолинской области (ARELTA) и Региональным Офисом английского языка Посольства США в г. Астана.

Цель проведения опроса после завершения обучения заключалась в сборе данных от участников курсов относительно степени эффективности влияния на профессиональное и личностное развитие учителей. В опросе для исследования после завершения обучения приняли участие 325 учителей из разных регионов Казахстана с различной педагогической квалификацией, опытом работы и типами учебных заведений.

Ключевые слова: курсы подготовки учителей, профессиональный рост, профессиональные навыки, инновационные подходы к обучению, учебная деятельность, воздействие, методология, технология, разработка курсов, планирование уроков.

Ш. Уәлиханов атындағы КУ хабаршысы. Филология сериясы. № 4 2023
Вестник КУ имени Ш.Уалиханова. Серия филологическая. № 4, 2023

Bulletin of S.Ualikhanov KU.
Philological Series. № 4, 2023

СПИСОК ЛИТЕРАТУРЫ

1 Noben I., Deinum J., Douwes-van Ark, Irene & Hofman W. How is a professional development programme related to the development of university teachers' self-efficacy beliefs and teaching conceptions?, 2021//Studies in Educational Evaluation// Vol.68, no.100966.

2 Noben I., Brouwer J., Deinum J. F., Hofman, W. H. A. The development of university teachers' collaboration networks during a departmental professional development project, 2022 //Teaching and Teacher Education//vol. 110, no. 103579.

3 Bichler S., Gerard L., Bradford A., Linn M.C Designing a remote professional development course to support teacher customization in science, 2021// Computer in Human Behavior// Vol. 123, no. 106814.

4 Marx R. W., Blumenfeld Ph.C., Krajcik J.S., Soloway E. New technologies for teacher professional development, 1998//Teaching and Teacher Education// vol. 14, pp. 33-52.

5. Кусаинов А.К. Повышение квалификации и переподготовка педагогических кадров в системе профессионального образования Казахстана// Профессиональное образование в России и за рубежом// 2016 – № 2 (22). URL: https://cyberleninka.ru/article/n/povyshenie-kvalifikatsii-i-perepodgotovka-pedagogicheskih-kadrov-v-sisteme-professionalnogo-obrazovaniya-kazahstana (дата обращения: 11/30/2021).

6 Габдрахманова Ш.Т. Организация уровневых курсов повышения квалификации // Справочник руководителя образовательного учреждения// 2014 – № 8, С. 64-66.

7 Баймолдаев Т.М. Повышение квалификации работников образования – составляющая непрерывного образования // Образование и наука: опыт и перспективы сотрудничества Казахстана и России. Материалы международной научно-практической конференции// 2008, Т.1, С.14-15.

8 Check J., Schutt R. K. Research methods in education. – Thousand Oaks, CA: Sage Publications, 2016, – pp. 159–185.

9 Singleton R. A., Straits B. C. Approaches to social research. – New York: Oxford University Press, 2009.

A.K.Zhukenova[1], N.A.Amiraslanova[1]
[1]Sh.Ualikhanov Kokshetau University Kokshetau, 020000, Republic of Kazakhstan

THE PROCESS OF FORMING THE LANGUAGE COMPETENCE OF STUDENTS STUDYING FOREIGN LANGUAGES

This article raises topical issues related to teaching English. The main issue of the study is the formation of language competence among junior students who speak a foreign language at the Intermediate level. The purpose of this study is to form the language competence of students studying foreign languages in the course "Practical grammar of the English language by two modules: direct speech and the sequence of tenses".

The article presents the exact facts and provisions, which increases the value of this work. The authors rely on the Concept of foreign language education of the Republic of Kazakhstan, national and foreign literature, analysis of the views of Kunanbayeva S.S., Galskova N.D., Shchukin A.N. and Safonova V.V., Larsen-Freeman D. and Anderson M.

A distinctive feature of this article is that it offers an unconventional method of teaching English grammar: automation of grammatical knowledge, skills, and skills of students based on a