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ӘДІСТЕМЕСІ  
ТЕОРИЯ И МЕТОДИКА ПРЕПОДАВАНИЯ ОБЩЕСТВЕННО-  
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**А. У. Кубейсин<sup>1</sup>, Д. М. Абдрашева<sup>2</sup>**

<sup>1</sup>Қорқыт Ата атындағы Қызылорда мемлекеттік университеті,

Шетел тілі: екі шетел тілі (7M01723) ғылыми-педагогикалық бағыт бойынша  
магистратура студенті, Қызылорда қ., Қазақстан Республикасы, Email:  
[aruzhan091002@gmail.com](mailto:aruzhan091002@gmail.com)

<sup>2</sup> PhD. Басқарма мүшесі - академиялық мәселелер жөніндегі проректор,

Қорқыт Ата атындағы Қызылорда мемлекеттік университеті, Қызылорда қ., Қазақстан  
Республикасы, <https://orcid.org/0000-0001-9881-945X>, Email: [Abdrashevadana@korkyt.kz](mailto:Abdrashevadana@korkyt.kz)

**LEARNING ENGLISH THROUGH SHADOW EDUCATION: FROM THE  
STUDENT'S PERSPECTIVE**

This study investigates the perceptions and lived experiences of 11th-grade students engaged in English language shadow education in Kyzylorda, Kazakhstan. With the increasing importance of English proficiency in academic and professional settings, many students rely on private tutoring as a supplement to mainstream school instruction. Using a qualitative research design grounded in Dörnyei's L2 Motivational Self System, the study gathered data through semi-structured interviews with 35 participants attending a private educational center. Thematic analysis of the interview transcripts revealed that most students were driven by extrinsic motivations, such as preparing for the IELTS and gaining access to higher education. Students valued the individualized attention, flexible pace, and speaking practice provided by private tutors - elements they reported as missing in public school classrooms. Shadow education was perceived to enhance learners' language confidence, especially in oral communication and grammar mastery. However, participants also reported significant challenges, including emotional stress, financial burden, and a growing dependency on tutoring support. These findings suggest that while shadow education plays a critical role in English language acquisition, it also reflects systemic deficiencies in public education and raises concerns related to equity and learner autonomy. The study calls for policy reforms aimed at strengthening public instruction, promoting inclusive language programs, and developing students' independent learning skills.

**Keywords:** *Shadow education, private tutoring, English language learning, student motivation, IELTS preparation, L2 Motivational Self System, Kazakhstan, communicative competence, educational inequality, learner autonomy, public vs. private education, qualitative research, academic pressure, personalized learning, school reform.*

**INTRODUCTION**

In recent decades, the English language has become a key component of global communication, higher education, and professional mobility. As a result, an increasing number of students in non-English-speaking countries are seeking additional support beyond mainstream schooling to improve their English proficiency. One of the most prominent forms of this support is *shadow education*, which refers to private, fee-based tutoring that supplements the regular curriculum.

In Kazakhstan, the demand for English language acquisition has grown significantly, especially among high school students preparing for national exams (e.g., UNT), international certification tests (e.g., IELTS), or aiming to study abroad. Despite the widespread presence of shadow education in the country, relatively few studies have focused on students' *own perspectives* and experiences within this system. Understanding how students perceive and evaluate their learning through private tutoring is essential for shaping more equitable and effective educational policies and practices. While numerous studies have analyzed the structural, economic, and academic impacts of shadow education, the voices of students themselves are often overlooked. Yet, students are the primary stakeholders in this process. Investigating how they perceive private English tutoring provides valuable insights into their motivations, expectations, and challenges. This study is particularly relevant in the Kazakhstani context, where English language skills are becoming increasingly essential for access to higher education and international opportunities. Exploring students' lived experiences in shadow education can help improve both private and public language instruction by highlighting gaps, successes, and areas for development.

**Research Aim** - The primary aim of this study is to explore how high school students perceive and experience learning English through shadow education (private tutoring).

#### **Research Objectives**

1. To identify the motivational factors that lead students to seek private English language tutoring.
2. To examine students' experiences and perceptions of the effectiveness of private lessons compared to mainstream school education.
3. To determine the main challenges and barriers students face while learning English in shadow education contexts.

#### **Literature Review**

The phenomenon of shadow education, particularly in the field of English language acquisition, is increasingly becoming the subject of academic scrutiny. In the context of globalization and intensifying academic competition, private tutoring has emerged as a parallel educational system that supplements mainstream schooling. Researchers from Kazakhstan, Russia, and the international academic community have contributed to the understanding of shadow education from various disciplinary perspectives, with a growing focus on students' subjective experiences and motivations.

In the Kazakhstani academic landscape, there is a clear recognition of the rapid growth of private English tutoring as a response to both systemic limitations in public education and rising societal demands for international competitiveness. Aytkulov A.A. conceptualizes shadow education in Kazakhstan as a strategic response to standardized testing pressures and limited instructional time in schools, emphasizing its role in preparing students for the IELTS and university entrance exams [1, p. 45–52]. Ospanova G.B. supports this view, noting that more than 65% of high school students in her urban sample perceive private English lessons as significantly enhancing their communicative competence and self-confidence, especially in oral production [2, p. 88–97]. Further deepening the pedagogical analysis, Kaliyeva A.Zh. examines the methodological distinctions between public school instruction and private tutoring. Her research highlights that communicative language teaching techniques, more frequently adopted in tutoring environments, foster increased learner autonomy and spontaneous language use [3, p. 22–29]. Complementing these findings, Isatayev T.K. compares outcomes between public and private instruction in the Kyzylorda region, concluding that private tutoring's adaptability to individual learning styles and paces results in better student engagement and language retention [4, p. 77–85]. From a psychological perspective, Zhanabayeva D.N. identifies a notable increase in academic self-efficacy among students who consistently attend private English lessons, emphasizing the emotional and motivational benefits of such instruction [5, p. 34–42].

Russian research similarly underscores the effectiveness and complexity of shadow education in language learning. Avdeeva V.S. provides evidence that private tutoring fosters higher engagement due to the personalized nature of instruction and the use of flexible, student-centered

materials, which contrast with the often rigid structures of traditional classrooms [6, p. 121–130]. The integration of digital resources into private tutoring is explored by Malysheva S.A., who demonstrates that blended learning formats, including online platforms and multimedia content, significantly increase students' lexical acquisition and intrinsic motivation [7, p. 50–59]. Rozhdestvenskaya I.V. explores how measurable progress in private tutoring positively influences students' motivational orientations, contributing to a shift from extrinsic to intrinsic learning goals [8, p. 65–73]. Shevchenko A.P., focusing on the affective domain, shows that private tutoring environments reduce language anxiety and promote communicative risk-taking through closer teacher-student rapport and low-pressure settings [9, p. 40–48]. Building on this, Solovyova N.A. highlights the social dimension of private tutoring, arguing that it serves as a compensatory mechanism in rural areas with underdeveloped school infrastructure, thereby reducing regional disparities in English language proficiency [10, p. 17–25].

The international academic literature situates shadow education within broader educational and socio-economic frameworks. Mark Bray, a foundational figure in this field, conceptualizes shadow education as a reflection and intensification of systemic inequities in formal education systems. His analysis suggests that while private tutoring can enhance academic outcomes, it often exacerbates social inequalities and places excessive pressure on students [11, p. 1–121]. In the East Asian context, Zhang Wei investigates the cultural and familial drivers behind the demand for English private tutoring in China, concluding that parental expectations and test-centered education systems normalize supplementary education as a necessity rather than a choice [12, p. 23–37]. A more innovative perspective is offered by Sugata Mitra, who considers informal and self-directed learning environments—including tutoring settings—as fertile grounds for language development. His experiments demonstrate that non-traditional instructional contexts can foster learner independence and cognitive flexibility, especially when supported by digital technology [13, p. 71–81]. However, the psychological consequences of intensive tutoring are not universally positive. In her South Korean study, Kyung-Sook Lee documents increased academic stress and emotional exhaustion among students in highly competitive tutoring environments, highlighting the potential cost of overreliance on private instruction [14, p. 405–421].

From a sociolinguistic standpoint, Hamid and Jahan's work in Bangladesh offers valuable insights into how shadow education shapes learners' linguistic identities and functional use of English. Their findings indicate that students in private tutoring contexts exhibit greater oral fluency and pragmatic competence compared to their peers in conventional classrooms [15, p. 53–68]. Complementing this, John Hattie's meta-analysis *Visible Learning* ranks tutoring as one of the most effective strategies for improving academic performance, particularly when it is coupled with real-time feedback and formative assessment [16, p. 112–124]. Finally, Zoltán Dörnyei's L2 Motivational Self System provides a compelling theoretical lens through which to examine the internal motivational processes underpinning student engagement in shadow education. According to Dörnyei, students' investment in private English tutoring is often driven by their "ideal L2 self"—a vision of themselves as successful English users in academic or professional domains [17, p. 9–42].

Taken together, the reviewed literature reveals that shadow education in the context of English language learning is a multidimensional construct that intersects with pedagogy, psychology, sociology, and economics. The findings suggest that private tutoring offers significant benefits in terms of learner motivation, academic outcomes, and psychological confidence. However, they also caution against uncritical reliance on such services, particularly in light of access inequities and emotional burdens. In under-researched contexts such as Kazakhstan, further empirical studies are needed to explore how students' subjective experiences within shadow education shape their language development, self-perception, and educational trajectories.

## METHODS

This study adopted a qualitative research design to explore the lived experiences and

perceptions of high school students involved in English-language shadow education in Kazakhstan. The decision to use a qualitative approach was based on the nature of the research questions, which sought to uncover subjective experiences, motivational dynamics, and personal evaluations that cannot be adequately captured through quantitative instruments alone.

#### Research Context and Participants

The study was conducted in Kyzylorda, a regional city in southern Kazakhstan, known for its growing educational sector and increasing demand for English language proficiency among high school students. The research site was “Dostyq LLP School”, a private educational institution that specializes in academic tutoring and preparatory courses for standardized exams, including English.

A total of 35 participants were recruited for the study, all of whom were 11<sup>th</sup>-grade students currently attending English language tutoring sessions at the institution. Participants were selected using purposive sampling, based on the following inclusion criteria:

- actively enrolled in private English tutoring for a minimum of three months;
- willingness to participate in the study;
- ability to reflect on their learning experiences.

In order to ensure diversity of perspectives, efforts were made to include students of varying academic performance levels, genders, and socio-economic backgrounds.

#### Data Collection Instruments and Procedure

The primary data collection method was semi-structured interviews, which allowed for a balance between guided inquiry and open-ended responses. An interview protocol was developed to elicit information on several key domains:

1. Students’ initial motivations for joining shadow education;
2. Their perceptions of learning strategies and teacher support in tutoring sessions;
3. Comparisons between private tutoring and mainstream school instruction;
4. Perceived outcomes in terms of language proficiency, confidence, and exam preparedness;
5. Emotional and psychological aspects, including stress, pressure, or motivation.

Each interview lasted approximately 30–40 minutes and was conducted either in Kazakh or Russian, depending on the student’s language preference. All interviews were audio-recorded with the participants’ consent and later transcribed verbatim for analysis.

#### Theoretical Framework

The study was informed by Zoltán Dörnyei’s (2009) L2 Motivational Self System, a widely recognized framework in second language acquisition (SLA) research. The framework consists of three key components:

- Ideal L2 Self – the learner’s vision of themselves as a successful L2 user in the future;
  - Ought-to L2 Self – the attributes a learner believes they should possess due to external expectations or obligations;
  - L2 Learning Experience – the immediate learning environment and experience.
- This theoretical lens was used to interpret how students’ motivation to pursue shadow education aligns with their imagined language-related future selves and perceived social pressures.

#### Data Analysis

The qualitative data were analyzed using thematic analysis, following the six-step model proposed by Braun and Clarke (2006):

1. Familiarization with the data through repeated readings of transcripts;
2. Initial coding of meaningful data units;
3. Searching for themes by clustering codes into broader categories;
4. Reviewing themes to ensure internal consistency and distinctiveness;
5. Defining and naming themes to reflect the essence of each;
6. Producing the report by linking themes to research questions and theory.

Nvivo 12 software was used to assist with data organization and coding, ensuring transparency and traceability in the analytical process. Themes that emerged were also cross-checked by a second coder to enhance the reliability of the findings.

Ethical approval was obtained from the institutional review board at the researcher's affiliated university. All participants were provided with an informed consent form, explaining the purpose of the study, their right to withdraw at any time, and how their data would be anonymized and securely stored. Pseudonyms were used in all transcripts and reports to protect the identity of the participants.

## RESULTS

This section presents the main findings derived from the analysis of 35 semi-structured interviews with 11th-grade students attending English private tutoring at “Dostyq LLP School” in Kyzylorda. The themes are organized into four key categories: motivation and expectations, learning experience, comparison with school education, and perceived challenges.

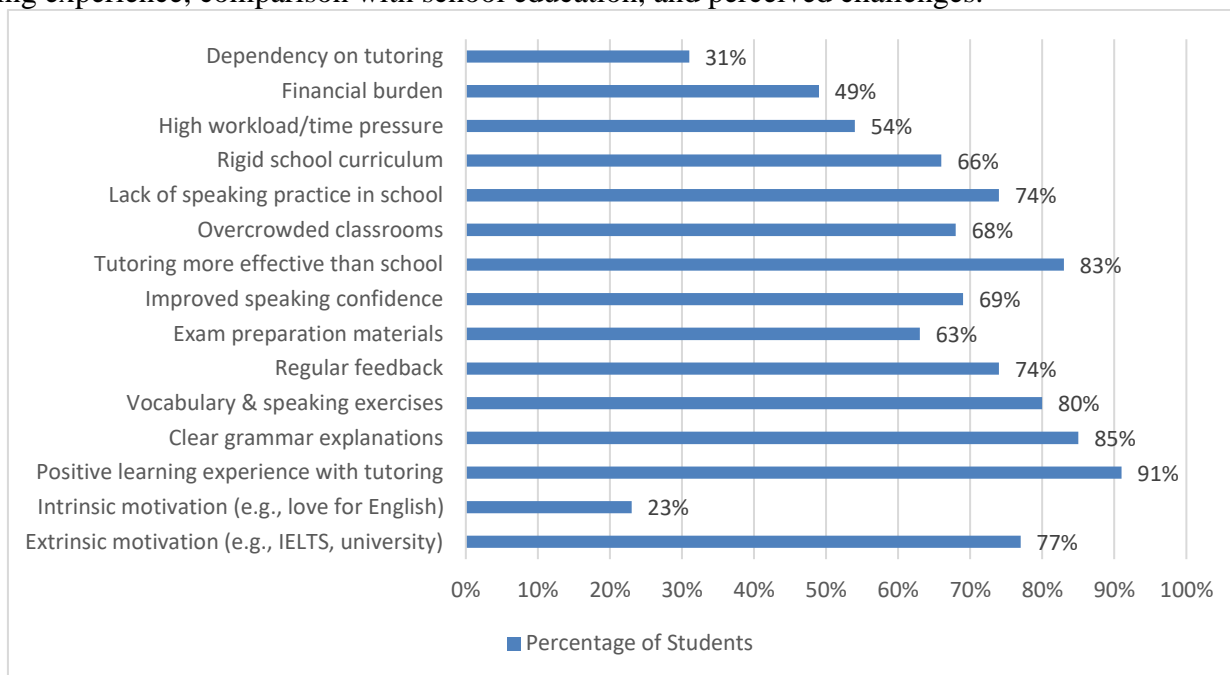


Diagram 1. The perception and experience of 11th grade students regarding shadow English language education

### Motivation and Expectations

Analysis of student responses revealed that the majority (77%) were driven primarily by extrinsic motivations, such as preparing for the IELTS exam, gaining admission to international universities, or meeting parental expectations. One student commented:

“I need at least 6.5 on IELTS to apply for a university abroad, so private tutoring is not optional for me—it’s necessary.”

Only 23% of students reported intrinsic motivations, such as a genuine interest in the English language, desire to travel, or enjoyment of learning for its own sake. Even among those with intrinsic tendencies, extrinsic goals were usually more dominant. This aligns with the constructs of Dörnyei’s (2009) L2 Motivational Self System, where the *ideal L2 self* is often shaped by future academic or professional aspirations.

### Learning Experience

Nearly all participants (91%) described their experience with English private tutoring as positive and highly effective. They emphasized the individualized instruction, which allowed them to receive personal feedback and learn at their own pace. According to one respondent:

“At school, the teacher has to manage 25 students. Here, it’s just me and the tutor. I feel like I actually learn faster.”

Students noted that their tutors provided:

- Clear grammatical explanations (mentioned by 85% of students)
- Targeted vocabulary and speaking exercises (80%)
- Regular and detailed feedback (74%)
- Exam preparation materials specifically tailored to their needs (63%)

Moreover, 69% reported that tutoring improved their confidence in speaking, which they attributed to more opportunities for active use of the language in a low-pressure environment.

#### Comparison with School Education

A significant number of students (83%) believed that private tutoring was more effective than school-based English instruction. They cited several reasons for this perception, including:

- Overcrowded classrooms (noted by 68%)
- Lack of speaking practice in school (74%)
- Rigid, exam-oriented curriculum in mainstream education (66%)

One student shared:

“In school, I memorize texts and do grammar exercises for marks. With my tutor, I talk and think in English.”

Some participants (17%) acknowledged the value of school education in providing theoretical grammar foundations but believed it lacked practical application and speaking focus.

#### Challenges

While the majority of students viewed tutoring as beneficial, several challenges emerged:

- High workload and time pressure were mentioned by 54% of students. Many felt overwhelmed when combining school responsibilities with frequent tutoring sessions. One student stated:

“Sometimes I have tutoring five days a week after school. I’m tired but I can’t afford to stop.”

- Financial burden was reported by 49% of participants. Although their families supported their learning, some students expressed concern for peers who could not afford similar services. As one interviewee said:

“I’m lucky. But I know others who want to improve but can’t pay for a tutor.”

- Dependency on tutoring was a concern for 31% of respondents. They feared that they were becoming too reliant on private help and losing their ability to learn independently.

These findings point to the dual nature of shadow education: while it offers undeniable academic benefits, it also raises issues of accessibility, emotional stress, and long-term self-regulation.

## DISCUSSION

The findings of this study demonstrate that shadow education, particularly in the domain of English language learning, is perceived by students as a critical and often indispensable supplement to mainstream schooling. From the students’ point of view, private tutoring offers not only academic reinforcement but also emotional and motivational support, which is often lacking in the traditional classroom context. A major insight emerging from the interviews is the superior adaptability and personalization provided by shadow education. This resonates with the work of Bray and Lykins (2012), who emphasize that the core strength of shadow education lies in its ability to respond to individual learner needs more flexibly than formal education systems [Bray & Lykins, 2012, p. 10–13]. In the present study, 91% of participants highlighted the benefit of personalized instruction, which included targeted speaking practice, regular feedback, and exam-specific preparation. This tailored approach was viewed as essential to the development of students’ communicative competence, especially in high-stakes exam environments. Moreover, these results strongly align with Zoltán Dörnyei’s L2 Motivational Self System (2009). A substantial proportion of students were motivated by what Dörnyei identifies as the “ideal L2 self” — a future self-image in which the learner envisions themselves as fluent in English, often in an international academic or professional setting. The prevalence of extrinsic goals, such as IELTS certification or university admission, reflects a strong orientation toward future identity construction through language

learning. Shadow education, in this context, serves as a strategic mechanism through which students attempt to bridge the gap between their current and desired linguistic selves.

At the same time, the study reveals critical concerns that call for deeper policy and pedagogical attention. Firstly, the high level of reliance on private tutoring (reported by 83% of students) points to underlying limitations of public school English instruction. Participants consistently cited large class sizes, insufficient speaking practice, and a rigid exam-focused curriculum as key weaknesses of mainstream education. These systemic shortcomings not only diminish student engagement but also shift the responsibility for effective language instruction onto families who can afford private services.

Secondly, the issues of equity and emotional well-being are strongly evident in the responses. Financial constraints were reported by nearly half the participants, raising questions of educational access and social fairness. As shadow education becomes increasingly normalized, students from lower-income backgrounds risk falling behind, not due to lack of ability, but due to lack of resources. This supports Bray's (2009) concern that the rise of private tutoring may reinforce and even exacerbate social inequalities within education systems.

In addition, the psychological cost of continuous academic pressure emerged as a significant theme. Over 50% of students mentioned fatigue, stress, and reduced time for rest or extracurricular development. These findings echo the caution raised by Kyung-Sook Lee (2012) in the South Korean context, where excessive private tutoring has been linked to emotional exhaustion and burnout. For Kazakhstani learners, particularly those combining intensive tutoring with school responsibilities, the risk of overdependence and motivational fatigue should not be underestimated.

Finally, it is important to consider the long-term implications of shadow education on learners' autonomy. While private tutoring may temporarily boost language proficiency, several students expressed concern about becoming overly reliant on tutors for success. This dynamic may hinder the development of essential self-regulation and critical thinking skills — competencies that are vital for success in higher education and lifelong learning. Taken together, the results of this study confirm that shadow education functions as both a solution and a symptom: a solution to the immediate needs of students seeking effective English instruction, and a symptom of deeper structural limitations in the public education system. Addressing these contradictions requires not only recognition of the pedagogical value of tutoring but also a commitment to strengthening school-based language education, reducing student-to-teacher ratios, promoting communicative methodologies, and ensuring equal access to high-quality instruction.

## CONCLUSION

The present study provides a comprehensive examination of how students in Kazakhstan experience and perceive learning English through shadow education. The findings clearly demonstrate that private English tutoring plays a pivotal role in the academic lives of many high school learners, serving as a key supplement to the limitations of formal school instruction. Through personalized approaches, one-on-one feedback, and exam-focused preparation, shadow education enables students to achieve higher levels of language competence, particularly in speaking, grammar, and test-taking strategies.

Students overwhelmingly reported that individualized attention and flexible instruction were critical components missing from mainstream schooling. The contrast between public education and private tutoring was especially evident in the domains of student engagement, speaking practice, and communicative methodology. These advantages confirm that shadow education is not merely remedial but often perceived as superior to formal instruction, particularly when high-stakes examinations like IELTS are involved. However, alongside these academic benefits, the study also reveals significant challenges. The issue of educational inequality emerges prominently. Since access to private tutoring largely depends on family income, students from lower socio-economic backgrounds are often excluded from these additional learning opportunities. This perpetuates a cycle of unequal academic outcomes, where success becomes closely tied to financial capability

rather than effort or ability. If left unaddressed, this trend risks deepening existing educational disparities in Kazakhstani society. Furthermore, the study highlights a growing concern around student well-being and autonomy. Many students reported experiencing high levels of stress due to intensive tutoring schedules, which are layered on top of an already demanding school curriculum. Some learners also expressed fear of becoming too dependent on tutors, which may undermine their ability to learn independently — a crucial skill for success in university and beyond.

These findings underscore the need for policy interventions and pedagogical reforms. Educational stakeholders — including school administrators, curriculum designers, and policymakers — must work collaboratively to strengthen the quality of English instruction within the public education system. This includes reducing class sizes, incorporating communicative and student-centered teaching methods, providing continuous professional development for teachers, and ensuring that exam preparation is integrated into the curriculum in meaningful ways. Additionally, to bridge the equity gap, there is a pressing need for public programs that support disadvantaged students through free or subsidized tutoring initiatives or through after-school language support programs within the school system. Encouraging schools to partner with qualified private educators could also allow for hybrid models of learning that combine the strengths of both sectors.

In conclusion, shadow education in Kazakhstan represents both a solution to immediate educational needs and a symptom of deeper structural challenges within the public schooling system. By recognizing the dual nature of this phenomenon, educational reforms can be designed not only to improve language outcomes for all students but also to promote a more equitable, sustainable, and student-centered approach to English language learning.

## RECOMMENDATIONS

Based on the findings of this study, the following recommendations are proposed to enhance the effectiveness, accessibility, and equity of English language education in Kazakhstan, particularly in relation to the role of shadow education:

### 1. Strengthen Public School English Instruction through Methodological Innovation

To reduce the overreliance on private tutoring, the quality of English language instruction in public schools must be significantly improved. This includes integrating communicative language teaching (CLT) methodologies, increasing the use of formative assessment, and providing regular speaking practice within the classroom. Additionally, class sizes should be reduced where possible to allow for more individualized attention. The Ministry of Education should invest in continuous professional development for English teachers, focusing on differentiated instruction and learner autonomy.

### 2. Promote Educational Equity through Subsidized Support Programs

Given that many students are unable to afford private tutoring, state-supported tutoring initiatives should be introduced to ensure equal learning opportunities. These may include after-school language support clubs, online tutoring platforms operated by public institutions, or voucher-based systems for low-income families to access certified tutors. Such initiatives will help mitigate the widening educational gap caused by unequal access to shadow education and ensure that all students, regardless of financial background, have the opportunity to succeed.

### 3. Encourage the Development of Self-Regulated Learning Skills

While private tutoring can accelerate academic progress, long-term success depends on students' ability to learn independently. Therefore, both school-based and tutoring programs should emphasize the development of metacognitive strategies, goal-setting, and reflective learning practices. Tutors and teachers should avoid creating dependency and instead foster student agency and motivation, helping learners become confident, autonomous users of English. This will better prepare students for higher education and lifelong learning environments.



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## Көлеңкелі білім беру арқылы ағылшын тілін үйрену: студенттің көзқарасын

А. У. Кубейсин<sup>1</sup>!, Д. М. Абдрашева<sup>2</sup>

<sup>1</sup>Қорқыт Ата атындағы Қызылорда мемлекеттік университеті,

Шетел тілі: екі шетел тілі (7М01723) ғылыми-педагогикалық бағыт бойынша магистратура студенті, Қызылорда қ., Қазақстан Республикасы, Email: [aruzhan091002@gmail.com](mailto:aruzhan091002@gmail.com)

<sup>2</sup> PhD. Басқарма мүшесі - академиялық мәселелер жөніндегі проректор,

Қорқыт Ата атындағы Қызылорда мемлекеттік университеті, Қызылорда қ., Қазақстан

Республикасы, <https://orcid.org/0000-0001-9881-945X> , Email: [Abdrashevadana@korkyt.kz](mailto:Abdrashevadana@korkyt.kz)

**Аннотация.** Бұл зерттеу Қазақстанның Қызылорда қаласындағы ағылшын тілі бойынша көлеңкелі білім беру (жеке репетиторлық) үдерісіне қатысатын 11-сынып оқушыларының көзқарастары мен тәжірибелерін зерделеуге бағытталған. Соңғы жылдары ағылшын тіліне деген сұраныстың академиялық және кәсіби ортада артуына байланысты көптеген оқушылар мектептегі негізгі білімді толықтыру үшін жеке репетиторлардың көмегіне жүгінуде. Зерттеу сапалық әдіснамаға негізделіп, З. Дёрнхейдтің Екінші тілді мотивациялық «Мен» жүйесі теориясы (L2 Motivational Self System) аясында жүргізілді. Зерттеуге Қызылорда қаласындағы жекеменшік оқу орталығында білім алатын 35 оқушы қатысып, олармен жартылай құрылымдалған сұхбаттар өткізілді. Жиналған деректерді тақырыптық талдау нәтижесінде оқушылардың көбі IELTS емтиханын тапсыру және жоғары оқу орындарына түсу секілді сыртқы мотивациялық факторлармен жетелентіні анықталды. Студенттер жеке репетиторлардың тарапынан көрсетілетін жекелендірілген қолдауды, икемді оқу қарқынын және сөйлеу дағдыларын дамыту мүмкіндігін ерекше бағалайды. Бұл факторлар мемлекеттік мектептерде жиі кездеспейді деп танылды. Сонымен қатар, оқушылар көлеңкелі білім берудің тілдік сенімділікті, әсіресе ауызекі сөйлеу мен грамматикалық дағдыларды арттыратынын атап өтті. Алайда зерттеу барысында оқушылар репетиторлыққа деген тәуелділік, эмоционалдық күйзеліс және қаржылық ауыртпалық сияқты қиындықтарды да атап көрсетті. Зерттеу нәтижелері көлеңкелі білім берудің тіл үйренуде маңызды рөл атқаратынын, алайда бұл құбылыс қоғамдық білім беру жүйесіндегі құрылымдық кемшіліктерді көрсететінін және білім алудағы теңсіздік пен тәуелділік мәселелерін туындататынын көрсетті. Осыған байланысты зерттеу авторы білім беру саласына нақты реформалар енгізу, мектептегі ағылшын тілін оқыту сапасын арттыру, инклюзивті тілдік бағдарламаларды дамыту және оқушылардың өз бетімен білім алу дағдыларын қалыптастыру қажеттігін ұсынады.

**Түйінді сөздер:** Көлеңкелі білім беру, жеке репетиторлық, ағылшын тілін үйрену, оқушы мотивациясы, IELTS дайындық, Екінші тілді мотивациялық «Мен» жүйесі, Қазақстан, коммуникативтік құзыреттілік, білім берудегі теңсіздік, оқушы дербестігі, мектеп пен репетиторлықты салыстыру, сапалық зерттеу, академиялық қысым, жекелендірілген оқыту, білім беру реформасы.

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### **Изучение английского языка через теневое образование: взгляд студента**

А. У. Кубейсин<sup>1</sup>!, Д. М. Абдрашева<sup>2</sup>

<sup>1</sup>Қорқыт Ата атындағы Қызылорда мемлекеттік университеті,

Шетел тілі: екі шетел тілі (7М01723) ғылыми-педагогикалық бағыт бойынша магистратура студенті, Қызылорда қ., Қазақстан Республикасы, Email: [aruzhan091002@gmail.com](mailto:aruzhan091002@gmail.com)

2 PhD. Басқарма мүшесі - академиялық мәселелер жөніндегі проректор,

Қорқыт Ата атындағы Қызылорда мемлекеттік университеті, Қызылорда қ., Қазақстан Республикасы, <https://orcid.org/0000-0001-9881-945X> , Email: [Abdrashevadana@korkyt.kz](mailto:Abdrashevadana@korkyt.kz)

**Аннотация.** Данное исследование посвящено изучению восприятия и личного опыта учащихся 11-х классов, проходящих обучение английскому языку в условиях теневого образования в городе Кызылорда, Казахстан. В условиях роста значимости английского языка в академической и профессиональной сферах всё больше школьников прибегают к частным репетиторским услугам в качестве дополнения к школьному обучению. Исследование основано на качественном подходе и теоретической модели мотивационного «Я» второго языка (L2 Motivational Self System) Золтана Дёрньеи. Данные были собраны методом полуструктурированных интервью с 35 учащимися, обучающимися в частном образовательном центре. Тематический анализ показал, что большинство учеников движимы внешней мотивацией — такими факторами, как подготовка к экзамену IELTS и поступление в университет. Участники отметили высокую эффективность индивидуального подхода, гибкого темпа обучения и активного развития разговорных навыков, которые они не получают в школьной среде. Теневое образование способствует росту уверенности в использовании языка, особенно в устной речи и грамматике. Вместе с тем были выявлены такие трудности, как эмоциональное перенапряжение, финансовая нагрузка и растущая зависимость от репетиторов. Полученные данные свидетельствуют о том, что, несмотря на положительное влияние, теневое обучение также указывает на системные проблемы

государственного образования и вызывает обеспокоенность вопросами справедливости и автономии учащихся. В заключение подчеркивается необходимость реформ, направленных на повышение качества школьного преподавания, расширение доступа к языковым программам и формирование у обучающихся навыков самостоятельного обучения.

**Ключевые слова:** Теневое образование, частное репетиторство, изучение английского языка, мотивация учащихся, подготовка к IELTS, мотивационная система «Я» второго языка, Казахстан, коммуникативная компетенция, неравенство в образовании, автономия учащегося, школа и частное обучение, качественное исследование, академическая нагрузка, индивидуализированное обучение, образовательная реформа.

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