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Prospective English language teachers' self-efficacy beliefs in English language teaching environment

This study examines prospective English language teachers' self-efficacy beliefs in English language teaching environment. Self-efficacy as ability can impact on students doing task sufficiently. Nowadays self-efficacy plays an important role in developing English language proficiency, because the term "self-efficacy" demonstrates individuals' competence. Therefore in order to prepare qualified future English teachers, their self-efficacy beliefs also should be tested. For that reason, the purpose of this research study was to figure out prospective English language teachers' self-efficacy beliefs. Participants of present research study were 54 students, enrolled at Foreign Languages Teaching Department of Khoja Akhmet Yassawi International Kazakh-Turkish University. Quantitative research design was used in this study to describe the current condition of future teachers. The data was collected with the help of online questionnaire, through survey method prepared by Google form. Results demonstrated that future English teachers possess adequate level of self-efficacy beliefs. There were not significant differences between male and female undergraduate students, due to Mann-Whitney's U-test analysis. Overall, research study provided information about undergraduate students' self-efficacy beliefs using Statistical Package for the Social Sciences (SPSS) program which played a huge role to examine the data.

Keywords: self-efficacy beliefs, prospective English language teachers, language proficiency, competence, quantitative research, survey method, English as a foreign language, SPSS program.

Introduction

Language itself is a combination of different concepts in difference verdicts. As nowadays to know more languages are beneficial, however, become proficient at them is challenging. English as international language all over the world is being learnt by people day after day.

Self-efficacy according to A. Bandura indicates individual's personal determination of whether a person deals with the circumstances properly or not, using their perceived abilities. Having knowledge for some circumstances might not be enough in order to succeed in your life and career. For that reason self-efficacy beliefs of individuals must be recognized and developed [1].

A person learning a particular language also faces self-efficacy beliefs. Skills which we gained can sense on our self-efficacy accomplishments. Apart from that, low-sense of self-efficacy will appear stress and non-confidence. A. Bandura assumed that person who believes accomplishing any challenging task competently has high self-efficacy level. The research studies related to self-efficacy were also examined not only in pedagogical sphere but also in others [2].

K. Hamann, M. Pilotti and B. Wilson stated that self-efficacy is cognitive varying which can notify about students' academic realization. To support learners' achievement, pedagogical methodologies helped.

Investigating male and female successes during the college lifetime women's presence were greater than men learners [3].

According to L. Myrsky, T. Karaharju-Suvanto, A.M.K. Virtala, M.R. Raekallio, O. Salminen, M. Vesalainen and A. Nevgiresearch specified that during the testing assessment had a crucial role towards being aware of students' self-efficacy. From their point of view teachers are able to know levels of their students' self-efficacy if they are qualified and open to assessment [4].

B. Bai, J. Wang and Y. Nie assume that in order to stimulate students' self-efficacy, writing skill in English language is requirement. The failure from English writing skill may validate students' chances for realization. Besides, optimistic feedback should be set to students to acquire progresses in self-efficacy. Reassurance has to be used in order to remain harmonious [5].

According to A. Kosimov there are many factors which influence on English teachers' self-efficacy towards learning a language as a second language acquisition [6]. He also claimed, as a teacher to put into practice proper techniques must do element.

C. Terzi claimed that one of the vital predictor in academic accomplishment is self-efficacy. Educators should know various types of selections and introduce numerous writing strategies. From that, scholars can select which would be more appropriate in their writing skills. Therefore, ESL learners' writing abilities were expecting to be developed by guiding them, in order to enlarge their self-efficacy beliefs [7].

O. Otmane, M. Mohammed and R. Driss's research study was about factors which influence on students respectable performance. Self-efficacy was the main aspect when learners present themselves appropriately. There were dissimilarities between students who live with parents during the period of university progressions and with those students who reside distantly. Getting knowledge either governmental or non-public institution did not matter in obtaining a good self-efficacy belief [8].

R. Cobo-Rendón et al. argued that mental health plays a vital role on welfare and in academic performance. Furthermore, in order to adapt new environment, if to be more precisely, university life students need to have self-confidence which is close to self-efficacy [9]. In their study researchers focused on first-year students' study and their performing during that period. They scrutinized students' optimistic and undesirable affects towards educational self-efficacy.

A.D. Anders reported mainly about how magnify self-efficacy for social media skills. The research was devoted to explore crucial aspects of both social and communicative abilities. The article informed that students' self-efficacy could boost with the help of activities which belongs to networked learning [10]. From the authors' research study, we can say that self-efficacy must need skill in all spheres and it should be developed in order to succeed in professional development.

According to S. Demir in civilized countries, the sphere of education and knowledge — teachers play an important role to enroll educators with high quality. To have profitable teaching system teachers' self-efficacy is pivotal. In order to have a good satisfaction on their occupation and other essential features, teachers need to have high self-efficacy beliefs. To have a good self-efficacy belief influence on professional capacity. On the other hand, having a lot of teachers who have high level of self-efficacy beliefs and potential is the main factor to aid students' self-efficacy and work together. Nevertheless, learners' attitudes changes to positive way after conducting a lesson with a teacher who is confident and uses creative methods. Students of such kind of educators, whom they had a lesson, avoid disabilities like not to cope with issues and do not feel resilient towards learning a subject [11].

D.B. Hajovsky, S.R. Chesnut and K.M. Jensen analyzed about teachers' self-efficacy and their abilities. They indicated that specifying school psychologists, aid educators to expand their assurance on the way to succeed management in classroom [12].

A. Kurmanova identified that teachers' self-efficacy, impact on human beings' behavior in variety of ways. People have to face challenges and make an effort in order to use it in practice then built findings. It was recommended that teachers should know how to work with young learners and use approaches properly to segregate accurate assessment which is important in recent days [17].

Considering the importance of self-efficacy beliefs in the sphere of language teaching the following purpose was established to identify undergraduate students' level of self-efficacy.

Purpose of the study. The aim of the research work is to investigate prospective English language teachers' self-efficacy beliefs in English language teaching environment. Therefore, for this purpose, the present study took up with the following research questions which will be discussed in details in result section.

Research questions:

1. What is the perceived level of self-efficacy beliefs of undergraduate ELT students?

2. Are there any differences between first, second, third and fourth-year ELT students in terms of their self-efficacy beliefs?
3. Are there any significant differences between male and female students' self-efficacy beliefs?

Experimental

Research design. Quantitative research design was used in the present research study. The data was collected with the help of conducting online questionnaire as the form of a survey method. A. Falk, A. Becker, T. Dohmen, D. Huffman and U. Sunde observed survey module, informed that survey as an instrument for all experimental and survey research which is helpful to collect data information and acquire an easy way [14].

In this study survey was used to check samples self-efficacy beliefs and it was conducted anonymously.

Participants. The participants were the first, second, third and fourth-year students of Foreign Languages Teaching Department studying at Khoja Akhmet Yassawi International Kazakh-Turkish University which situated in Turkistan, Kazakhstan. Convenience sampling method was used in choosing the participants in this study. The form of convenience sampling method as one of the types of non-probability procedure is advantageous and not long-delayed [15]. The participants participated voluntarily and randomly. The demographic information related to the participants is given in (Table 1).

Table 1

Demographic information about participants

Grade level of undergraduate students	Number of participants	The age of students
First-year students	11	16-17
Second-year students	11	17-18
Third-year students	10	18-19
Fourth-year students	22	19-20

There were overall 54 undergraduate students. In terms of the gender difference, 83,3% of the students were females ($f = 45$), whereas 16,6% were males ($m = 9$), aged from 16 to 20 years. Moreover, 22 of them were fourth-year students, 11 of them were second-year students, other 11 first-years students, and other 10 were third-years students.

Data collection instruments. The instrument Questionnaire of English Self-Efficacy (QESE) used in this study was developed by C. Wang, D.H. Kim, M. Bong and H.S. Ahn which was originally appeared with observations and interviews [13].

The self-efficacy scale consisted of 28 questions in four subscales which are: Self-efficacy for listening (7 items), self-efficacy for speaking (8 items), self-efficacy for reading (6 items) and self-efficacy for writing (7 items). The questionnaire was conducted in the form of 7 point Likert scale. The responses were ranged as the following:

1 — I am totally unable to do this; 2 — I am unable to do this; 3 — I am possibly unable to do this; 4 — I am possibly able to do this; 5 — I am basically and in principle able to do this; 6 — I am able to do this; 7 — I am able to do this well.

Data analysis procedure. The participants were required to complete the questionnaire which was provided on online form. Online questionnaire was made with the help of Google form. The Cronbach's Alpha value was $\alpha = 0.97$. Reliability statistics is shown in (Table 2).

Table 2

Reliability statistics of Cronbach's Alpha

Reliability Statistics	
Cronbach's Alpha	N of Items
971	28

As the initial step of the research test of normality was computed to the data. This was done to determine whether parametric or non-parametric tests would be more appropriate to reach the goal of the study.

Following, to answer to the first research question descriptive statistic were performed to the data. As P. Mishra, C.M. Pandey, U. Singh, A. Gupta, C. Sahu and A. Keshri acknowledged, descriptive statistics are one of

the types of method which analysis and computes the data from the samples' given answers [16]. In order to figure out descriptive statistics, test of normality should appropriately be tested, then chosen whether do research with Kolmogorov-Smirnov or Shapiro-Wilk's test. This is very crucial to select parametric or non-parametric test.

The results of the first research question were presented in the form of means and standard deviations. As the next step, in order to find the answer to the second research question Kruskal-Wallis H -test was employed to the data. Finally, Mann-Whitney U-test was used to distinguish the difference between male and female participants' levels of self-efficacy beliefs.

Results and Discussion

This section provides information regarding to the research questions. To answer the first research question "What is the perceived level of self-efficacy beliefs of undergraduate ELT students?", descriptive statistics were computed. The results are presented in Table 3.

Table 3

Descriptive statistics of the Questionnaire of English Self-Efficacy (QESE)

Subscales	N	Minimum	Maximum	Mean	Std. Deviation
Self-efficacy for listening	54	2,57	7,00	5,0344	1,16486
Self-efficacy for speaking	54	1,50	7,00	5,1412	1,28674
Self-efficacy for reading	54	1,83	7,00	4,9290	1,31616
Self-efficacy for writing	54	1,57	7,00	4,9206	1,33743
Total	54	2,00	7,00	5,0139	1,21809

The results of descriptive statistics presented in Table 3, showed that the level of participants' self-efficacy beliefs is in medium level (total \bar{X} =5.01), since the min was distributed as 1, whereas maximum as 7. The scores related to the subscales were also analyzed. "Self-efficacy for listening" subscales mean score was found \bar{X} =5.03; "self-efficacy for speaking" was \bar{X} =5.14; "self-efficacy for reading" subscale's mean score \bar{X} =4.92; "self-efficacy for writing" subscale score was also found \bar{X} =4.92.

According to the second research question, "Are there any differences between first, second, third and fourth-year ELT students in terms of their self-efficacy beliefs?". Kruskal-Wallis H -test was performed. The results from Kruskal-Wallis H -test are given in (Table 4).

Table 4

Kruskal-Wallis H -test

Subscales	Grade level	N	Mean Rank	H	P
Self-efficacy for listening	1 year students	11	28,45	1,179	,758
	2 year students	11	28,32		
	3 year students	10	22,65		
	4 year students	22	28,82		
Self-efficacy for speaking	1 year students	11	26,86	,458	,928
	2 year students	11	29,32		
	3 year students	10	24,95		
	4 year students	22	28,07		
Self-efficacy for reading	1 year students	11	30,95	1,459	,692
	2 year students	11	27,77		
	3 year students	10	22,75		
	4 year students	22	27,80		
Self-efficacy for writing	1 year students	11	28,68	1,688	,640
	2 year students	11	26,14		
	3 year students	10	22,45		
	4 year students	22	29,89		
Total	1 year students	11	29,05	,804	,849
	2 year students	11	27,91		
	3 year students	10	23,55		
	4 year students	22	28,32		

* $p < 0.05$

According to the results of Kruskal-Wallis *H*-test no statistically significant differences were found among four years students regarding their level of self-efficacy beliefs ($H=.804$; $P=.849$). However, the results were analyzed according to their mean rank scores. As stated in the first subscale “self-efficacy for listening” the fourth (MR=28.82), the first (MR=28.45), and the second-year (MR=28.32) students’ indicated similar scores, whereas the third-year students results showed lower scores (MR=22.65).

According to the second subscale “self-efficacy for speaking” the second (MR = 29,86) and the fourth-year (MR = 28,07) students represented the highest scores, rather than the first-year (MR = 26,86) and the third-year (MR = 24,95) students.

If to look at the third subscale called “self-efficacy for reading”, it can be seen that first-year students (MR = 30,95) peaked the reach, whereas the lowest was third-year (MR = 22,75) students. The second (MR = 27,77) and the fourth-year (MR = 27,80) students had a similar scores.

In the last scale “self-efficacy for writing”, results of the first-year (MR = 28,68) and the fourth-year (MR = 29,89) students were similar. The second-year students’ findings (MR = 26,14) were in a medium when the third-year students stood in the lowest position.

The third question is about “Are there any significant differences between male and female students’ self-efficacy beliefs?”. Mann-Whitney U-test was accomplished in order to acquire the reply to the third research question. The results are given in (Table 5).

Table 5

Mann-Whitney U-test

Subscales	Gender	N	Mean Rank	Sum of Ranks	U	P
Self-efficacy for listening	Male	9	32,67	294,00	156,000	,280
	Female	45	26,47	1191,00		
Self-efficacy for speaking	Male	9	33,00	297,00	153,000	,250
	Female	45	26,40	1188,00		
Self-efficacy for reading	Male	9	34,11	307,00	143,000	,166
	Female	45	26,18	1178,00		
Self-efficacy for writing	Male	9	32,72	294,50	155,000	,274
	Female	45	26,46	1190,50		
Total	Male	9	32,44	292,00	158,000	,302
	Female	45	26,51	1193,00		

* $p<0.05$

Conforming to the results obtained from Mann-Whitney U-test, it was found no particular significant difference between male and females self-efficacy beliefs ($U=158.0$; $P=.302$), as well as in the results according to the subscale: “self-efficacy for listening” ($U=156$, $P=.280$); “self-efficacy for speaking” ($U=153$, $P=.250$); “self-efficacy for reading”, ($U=143$, $P=.166$); “self-efficacy for writing” ($U=155$, $P=.274$).

However, although there was not found statistically significant differences, if to look at the mean rank scores of two groups we may see that male participants possess higher level of “self-efficacy for listening” (male =32.67; female=26.47); “self-efficacy for speaking” (male=33,00, female=26,40); “self-efficacy for reading”, (male = 34,11, female= 26,18); “self-efficacy for writing” (male= 32,72 , female=26,46).

All in all, even if total outcome presented that there was no significant difference among subscales. Since, p -value is .302 which means that it is bigger than > 0.05 . However, all mean rank deviation demonstrated that the male undergraduate students’ score were higher than female learners. It also should be noted that the cause of being male gender’s mean rank score higher could be due to its number of participants. In fact, males were nine, whereas females were forty five. Total males (MR = 32,44), females (MR = 26,51) which also represents that males’ score was greater.

The current study reported about prospective English language teachers’ self-efficacy beliefs in English language teaching environment. As a consequence, given answers from online questionnaire was found that undergraduate students’ self-efficacy beliefs were in a moderate level. Undergraduate students from Foreign Languages Teaching Department at Khoja Akhmet Yassawi International Kazakh-Turkish University were participated. All four course students were enrolled. From setting research questions, results were examined. Findings exhibited that there were neither similarities nor differences among courses and genders.

In this section, other researchers findings from different countries will be considered and discussed whether their results are similar with present research study or not. Each of researchers’ investigation was

about mainly self-efficacy beliefs and its difference among genders, academic performance and even in teaching.

Terzi's findings about English language teachers' self-efficacy beliefs among junior and senior educators showed that there was steady growth in the participants' efficacy levels towards classroom management (80%) and instructional strategies (67%) during the course time. Even though, after four years of teaching, the rise was established to be more significant and predominant. As a result, work experience changed junior and senior teachers' self-efficacy beliefs across years. From that point of view, we might confirm, that C. Terzi in his before and after practicum period came up with conclusion that pre-service English language teachers promoted because of having real practice with students and that is advanced on their self-efficacy [7].

The results of S. Demir found in his research, that many educators' self-efficacy beliefs, motivation, work gratification and engagement were developed. It influenced positively on their occupation participation. Relationship towards other teachers' self-efficacy inspiration completely facilitated [11].

O. Otmame, M. Mohammed and R. Driss's findings designated the significance of self-efficacy beliefs to improve students' learning performance. They measured students' level of education, viewpoints towards university professors' lessons and their preliminary intention to being involved university as they were the main factors of self-efficacy. The experiment was set at different universities. In the result, third-year students were more efficacious than first-year and second year students. Additionally, students' living styles whether with parents or separately was also considered. Moreover students who live in parents' home and who chose the profession due to its possibility were less efficacious than those who live without parents and those who were involved with subject to succeed in future [8].

R. Cobo-Rendón et al. who examined about self-efficacy, quantity of learners with a positive and negative stability performance in academic years, identified that second-year students' optimistic affect declined during that year. Furthermore, researchers stated that psychological wellbeing foresees positive feelings. First-year students' performance transmitted into negative from positive up to 10% due to post-stress issues which appeared from university life and this reflected on self-efficacy level [9].

K. Hamann, M.A. Pilotti and B.M. Wilson took up with investigating the role of self-efficacy and gender differences among college students. Convenience research sampling was chosen as in the present study. Acquired findings stated that learners from public university in the USA, male and female student' self-efficacy were different and female attended to college more than male genders. Samples were mostly those students who inspired doing well in college. Male students depended more seriously on the elements as getting good marks under the impact of family and friends, however there were no particular differences in academic success as GPA among genders [3].

The findings of A. Kurmanova, researcher from the Republic of Kazakhstan, examined teachers' self-efficacy beliefs and their relationship at one of the Nazarbaev Intellectual schools. Research study confirmed that educators' work experience cannot impress on their level of obtained self-efficacy. In the research work done by her, one of the teachers had self-confidence despite the fact that she had only two years of professional experience.

Kazakhstani researcher chose six educators from NIS then used survey and interview as observation. Only five of them exposed their capacity that they were ready to face challenges, whereas one of them had low self-efficacy belief. More importantly, researcher figured out that during the professional development self-efficacy would be appeared. Apart from that, some of the participants agreed that it helped them to encourage personal growth in teaching environment [17].

Results taken from interviews and surveys specified that educators with more confidence and level of self-efficacy, open towards new methodology and innovations as well as to tackle with struggles.

Considering some of the researchers' investigation, it can be noted that not all researchers observed learners' level of self-efficacy, some of them examined how efficacy effects on academic performance and teaching strategies. However, from the findings of researchers' O. Otmame, M. Mohammed and R. Driss's [8] results were not similar with the current study. More importantly, the present study's results based on online questionnaire and analyzed subscales related to listening, speaking, reading and writing. Whereas O. Otmame, M. Mohammed and R. Driss [8] investigated about learners' education, interests and differences between universities towards self-efficacy level.

On the other hand, the author agrees with S. Demir [11] and C. Terzi [7] statements about self-efficacy development and having a real practice with students face to face can develop self-efficacy level.

The author also cannot agree with R. Cobo-Rendón et al. [9] and K. Hamann, M.A. Pilotti and B.M. Wilson [3] research examinations.

Since the teacher has a few experiences from teaching, the efficacy level might be higher from the results of A. Kurmanova [17]. Research study was about teachers' self-efficacy beliefs in teaching among both more experienced and at least two year experience. In order to define the accuracy of A. Kurmanova's [17] research study, it should be specified by experimenting.

Conclusion

The current research study pointed out the significance of self-efficacy beliefs of undergraduate students. Questions from research questions were answered and shown in tables. The questionnaire was conducted according to the purpose of the study. Participants of Khoja Akhmet Yassawi International Kazakh-Turkish University, Faculty of Philology were controlled to take part in questionnaire.

Findings of this research indicated that the self-efficacy beliefs of students enrolled at Foreign Languages Teaching Department, Khoja Akhmet Yassawi International Kazakh-Turkish University were in a medium level. Moreover, no significant differences were found between male and female students. The results analysis also indicated that self-efficacy beliefs of the first, second, third and fourth-year students' were identical.

Subscales in current research study were demonstrated that subscale of "self-efficacy of listening" distributed first, second and fourth-year students' scores as similar, when third-year students showed low scores. In "self-efficacy for speaking" second and fourth-year students' scores were greatest, from "self-efficacy for reading" first-year, in "self-efficacy for writing" first and fourth-year students' scores were the highest.

As A. Kurmanova stated, people who have powerful self-efficacy level are prepared to set aims to realize them [17].

The researcher of the resent research study comes up with conclusion that self-efficacy gives an opportunity to evaluate performance in learning as well as in teaching environments.

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Ж.А. Абдураимова, Л. Қазыханқызы

Болашақ ағылшын тілі мұғалімдерінің ағылшын тілін оқыту ортасындағы өзіндік тиімділікке деген сенімдері

Мақалада болашақ ағылшын тілі мұғалімдерінің ағылшын тілін оқыту ортасында өзіндік тиімділікке деген сенімдері қарастырылған. Қабілет ретінде өзіндік тиімділік оқушылардың тапсырманы жеткілікті түрде орындай алуына әсер етуі мүмкін. Қазіргі уақытта өзіндік тиімділік ағылшын тілін меңгеруді дамытуда маңызды рөл атқаруда, өйткені «өзіндік тиімділік» термин ретінде жеке тұлғаның қалыптасқан құзыреттілігін көрсетеді. Сондықтан білікті де білімді болашақ ағылшын тілі мұғалімдерін даярлау үшін олардың өзіндік тиімділікке деген сенімдері де тексерілуі керек. Зерттеудің мақсаты болашақ ағылшын тілі мұғалімдерінің өзіндік тиімділігіне деген сенімдерін анықтау. Зерттеуге Қожа Ахмет Ясауи атындағы Халықаралық қазақ-түрік университетінің педагогикалық шетел тілдері кафедрасында оқитын 54 студент қатысты. Бұл зерттеудегі сандық сипаттамалық зерттеу дизайны зерттеуге қатысқан болашақ мұғалімдердің қазіргі өзіндік тиімділік сенім деңгейлерін анықтау үшін қолданылды. Мәліметтер Google формасы арқылы дайындалған сауалнама әдісімен онлайн түрде жиналды. Нәтижелер болашақ ағылшын тілі мұғалімдерінің өзіндік тиімділікке деген сенімдерінің барабар деңгейіне ие екенін көрсетті. Mann-Whitney U тестісінің талдауына сәйкес, бакалавриат студенттері, яғни ұлдар мен қыздар арасында айтарлықтай айырмашылықтар болған жоқ. Тұтастай алғанда, деректерді зерттеуде үлкен рөл атқарған Қоғамдық ғылымдардың статистикалық пакеті (SPSS) бағдарламасын қолдана отырып, өзін-өзі тиімділікке деген сенімдері туралы ақпарат ұсынылды.

Кілт сөздер: өзіндік тиімділік сенімдері, болашақ ағылшын тілі мұғалімдері, ағылшын тілін меңгеру, құзыреттілік, сандық зерттеу әдісі, сауалнама әдісі, ағылшын тілі шет тілі ретінде, SPSS бағдарламасы.

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Убеждения будущих учителей английского языка в самоэффективности в среде преподавания английского языка

В исследовании рассмотрено убеждение будущих учителей английского языка в самоэффективности в среде преподавания английского языка. Самоэффективность как способность может повлиять на выполнение учащимися задания в достаточной степени. В настоящее время самоэффективность играет важную роль в развитии владения английским языком, поскольку термин «самоэффективность» демонстрирует компетентность индивидов. Поэтому чтобы подготовить квалифицированных будущих учителей английского языка, их убеждения в самоэффективности также должны быть проверены. По этой причине целью данного исследования было выяснить убеждения будущих учителей английского языка в собственной эффективности. Участники данного исследования — 54 студента, обучающиеся на кафедре педагогических иностранных языков Международного казахско-турецкого университета имени Ходжи Ахмета Ясауи. Количественный описательный дизайн исследования был использован для описания текущего состояния будущих учителей. Данные были собраны с помощью онлайн анкеты и метода опроса, подготовленного Google формой. Результаты показали, что будущие учителя английского языка обладают адекватным уровнем убеждений в самоэффективности. Согласно анализу U-теста Манна-Уитни, существенных различий между студентами бакалавриата мужского и женского пола не выявлено. В целом, исследование предоставило информацию об убеждениях студентов бакалавриата в самоэффективности с использованием программы Статистического пакета для общественных наук (SPSS), которая сыграла огромную роль в изучении данных.

Ключевые слова: убеждения в самоэффективности, будущие преподаватели английского языка, уровень владения языком, компетентность, количественное исследование, опрос, английский как иностранный язык, программа SPSS.

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