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On the issue of introducing an improved model of pedagogical education within the framework of the implementation of innovative educational programs in foreign languages

This article analyzes the implementation aspects of an enhanced model of teacher education in the context of introducing advanced educational programs in foreign languages in Kazakhstan. The relevance of the topic is driven by the need to improve teacher training in light of current educational trends, digitalization, and the shortage of qualified professionals, particularly in the country's regions. The scientific novelty lies in a comprehensive approach to integrating international standards, a competency-based orientation, as well as the principles of inclusive and digital learning into the structure of teacher education programs. The article places a primary focus on the theoretical foundations for updating teacher education and presents a conceptual model developed within the framework of the national project "Quality Education — An Educated Nation" and the KZEMP/QCBS-03 project. It thoroughly examines the development and implementation of innovative educational programs at Buketov Karaganda National Research University, including programs 6B01708 — English Language and 6B01709 — Foreign Languages, which incorporate CLIL methodology, STE(A)M, academic mobility, and digital and inclusive teaching technologies. As a result, the implementation of the enhanced model has led to increased practice-oriented training and the development of research and professional skills among future educators. The conclusion highlights that the proposed model contributes to the formation of competitive professionals who meet the current demands of the educational landscape.

Keywords: Competency-based approach, student-centered approach, constructive alignment, interdisciplinary learning, digital competence, inclusive education, teaching practice, content and language integrated learning (CLIL), academic mobility, soft skills.

Introduction

In recent years, Kazakhstan has seen a need to modernize the system of pedagogical education to ensure a higher quality of the educational process and the training of competitive specialists. Increasing the potential of pedagogical education helps attract and retain professionals in the educational sphere, which currently has a shortage of qualified teachers, especially in rural areas.

Thus, for 2021-2025, the national project "Quality Education "Educated Nation" was adopted, the purpose of which is to create conditions for ensuring the availability and high quality of education at all levels, from preschool to higher professional education. The project is aimed at the formation of a competitive, comprehensively developed personality, capable of quickly adapting to modern challenges and contributing to the development of Kazakhstan's society and the country's economy. Taking as a basis this national project, implemented by the Government of Kazakhstan in cooperation with the International Bank for Reconstruction and Development (World Bank), the Ministry of Science and Higher Education launched the KZEMP / QCBS-03 project "Strengthening the Potential of Pedagogical Education", which in turn is the practical implementation of the above-mentioned national project. The purpose of this project is to improve the quality of pedagogical education in Kazakhstan through the development and implementation of modern educational programs, advanced training and the creation of favorable conditions for the professional development of teachers who can effectively solve the problems of modern education and contribute to the development of the country's intellectual potential.

This project describes:

- educational program based on a competency-based approach.
- student-oriented approach and methods that promote active learning.

- constructive coordination.
- implementation of pedagogical education based on scientific research.
- interdisciplinary learning.
- digitalization in education and development of digital competence of teachers.
- inclusive education and recognition of different categories of students.
- professional development of teachers.

First of all, let us define teacher education. Teacher education is the process of preparing future teachers as the initial stage of entry into the profession. It provides the basis for the quality and quantity of teachers, which in turn is the main factor influencing the quality of the entire education. The model of teacher education means its structure and content and includes the following components: qualification models (level of education/educational service provider, required level of education, duration, funding); organization of programs (parallel, sequential or mixed); selection of candidates, regulation of the number of future graduates and entry into the profession (e.g. to regulate the surplus or shortage of teachers); a plan for continuous professional development of teachers (in-service teacher education) [1].

Drawing on research in teacher education and continuous professional development, we speak of the professionalization of teaching that is characteristic of high-performing educational systems. The conceptual framework for teacher education needed to align teacher competencies with knowledge of teaching and learning and the complexity of teaching is presented in the following figure 1 [2]:

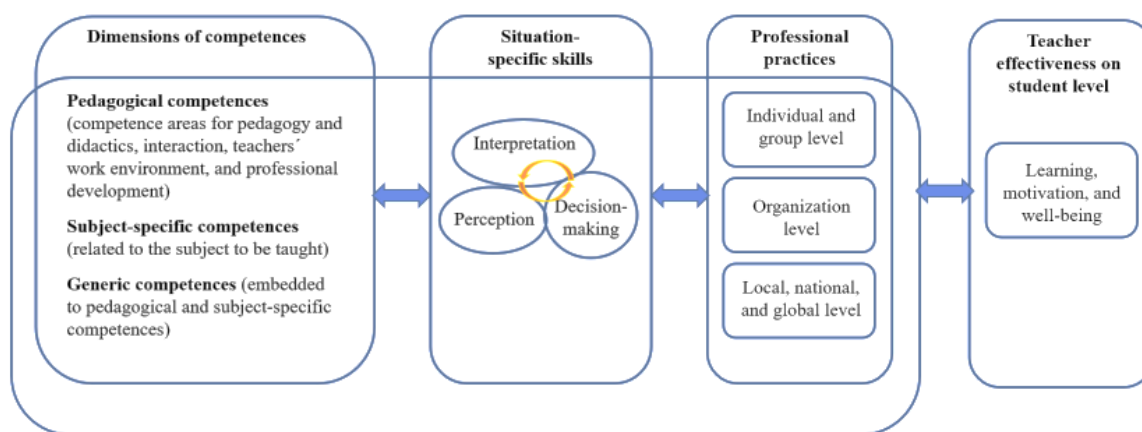


Figure 1. Multidimensional adapted process model of teaching (MAP) used as a Conceptual framework for teacher competences

Based on this adapted model of the learning process used as a conceptual basis for teacher competencies, the following key competencies are identified: pedagogical, subject-specific, general. Special attention is given to professional practices, which also require the formation of the above-mentioned competencies. Situation-specific skills included in the model of the learning process represent cognitive processes necessary in the professional activity of a teacher and include the processes of perception, interpretation and decision-making, which are closely interconnected.

The final part of the model reflects the effectiveness of the teacher's work at the level of students. Teachers must have the skills not only to perceive and interpret students' knowledge from a cognitive point of view, but also from a motivational and emotional point of view.

Methods and Materials

In order to implement the project “Strengthening the Potential of Pedagogical Education”, since 2024, the faculty of foreign languages of Buketov Karaganda National Research University has been implementing innovative educational programs (IP) 6B01708 — English Language, 6B01709 — Foreign Languages. When developing the innovative IP, the following were taken into account: general pedagogical principles set out in the basic curriculum and aligned with the competencies of teachers in the implementation of all pedagogical education programs; assessment practices and training guidance in accordance with the principles of the IP, which is based on competencies and constructive alignment; competency-based descriptions of learning and assessment goals; “flexible” skills in the competencies spelled out in the IP and ensuring the development of these competencies; sufficient flexibility in the IP; the structure of the pedagogical compo-

nent of the basic curriculum and the relationship between subject and pedagogical research (for example, through school practice, research work on subject didactics); participation in academic mobility programs, participation in conferences, writing articles, etc.

New concepts and methods introduced into the secondary education program in Kazakhstan, such as Content and Language Integrated Learning (CLIL) and STE(A)M teaching (interdisciplinary approach), were taken into account when developing innovative IP [3].

An important feature of innovative educational programs is the consideration and implementation of the principles of inclusive education in the training of foreign language specialists, such as a general understanding of inclusive education in institutional policies; principles of an inclusive approach in all elements and processes of educational program development; course content taking into account the diverse interests and experience of students; basic knowledge of inclusive education among teaching staff; the use of inclusive teaching methods and consideration of the needs of different students (social, economic and cultural background, religion, gender, ethnicity, etc.); the use of a variety of assessment formats and tools to meet the different needs of students (pace, personal characteristics, cognitive skills); the use of digital technologies to ensure accessibility and inclusiveness [4].

A distinctive feature of the modern learning process is its digitalization, which has created a positive experience and increases the competence of teachers. Today, when talking about digital competencies, there is still a significant gap in their application in the educational process. Thus, when developing innovative educational programs, the needs for the development of digital competencies of future teachers were taken into account: updating curricula to improve the digital skills and competencies of teachers preparing to work in a digital environment; innovative and technologically advanced learning, teaching and assessment; digital literacy and media competencies of students and teachers.

The analysis of employers' needs shows that students' teaching practice also requires reform. This is due to the gap between students' theoretical training and lack of practical skills, sometimes poor communication and lack of common understanding of the functions of the university and school. There is a pressing need to develop and implement new approaches to teaching practice with the involvement of all stakeholders, which was taken into account when developing and implementing innovative educational programs. Thus, teaching practice was systematized, goals and criteria of competence were defined, taking into account the following recommendations: strengthening the continuity of teaching practice; defining assessment criteria for completing practice; rationalizing the model of cooperation between schools and universities; creating a model or process for preparing and orienting students to teaching practice; self-analysis of students' achievements before entering work; cooperation between university teaching staff and school teaching staff [5].

To implement this concept, the following measures were undertaken:

- The content and duration of teaching practice were revised, taking into account its continuity from the first to the fourth year of study:

First year — familiarizing students with the educational process of the institution and supporting the adaptation of future teachers to the conditions of their prospective professional activity;

Second year — introducing students to the integrated pedagogical process of the educational institution and developing analytical-reflective, research, design, and other competencies, particularly in the field of psychology and in support of the educational process;

Third year — developing subject teachers in all types of pedagogical activity and enhancing their professional and subject-specific competencies necessary for work as teachers (educators, primary school teachers, subject teachers, or assistant class teachers/mentors);

Fourth year — consolidating and deepening theoretical knowledge and practical skills, including the acquisition of research skills and professional communication abilities.

- clear assessment criteria for students' teaching practice were formulated. The assessment of teaching practice included the student's reflection on their practical experience to conceptualize the relationship between theory and practice and to support the formation of the future teacher's professional identity. Examples of materials prepared by student teachers for assessment include a digital portfolio, reflective journal, lesson plans and teaching materials, and demonstration lessons [6].

- an algorithm and model of collaboration between the school and the university were established to ensure shared responsibility for providing a high-quality, planned, and guided learning experience for future teachers during their teaching practice.

- attention was given to the self-analysis of future teachers prior to the start of their pedagogical activity, based on comprehensive information about performance outcomes as well as feedback from mentors.

- university-school cooperation was expanded to integrate acquired knowledge and competencies. This cooperation includes inviting future teachers to conduct methodological seminars and practical sessions (e.g., criterion-based assessment techniques, teaching methodologies, etc.) through joint seminars and webinars with pre-graduation practice teachers, as well as discussing practice outcomes in the presence of the school teacher, practice supervisor, and pre-graduation practice teachers.

In order to prepare students for work in educational institutions and to develop competencies that are necessary throughout life, it is important that graduates of pedagogical educational programs know methods for developing research skills, critical thinking of students, decision-making, problem solving, and so on.

The emphasis on this aspect was integrated into the innovative IP graduate model so that future teachers could conduct research in the classroom. In this regard, university students will improve their research planning and conducting competencies during their studies, which also requires university teachers to be highly qualified in the field of scientific research. Therefore, the following recommendations were taken into account when developing innovative IP: integration of research and research methodology and their implementation both at the level of improving competencies and on the basis of joint research activities (of teaching staff and students); adherence to the standards of academic integrity and research ethics among students and university teachers; creation of an individual trajectory for university teachers in order to improve research skills and carry out research activities; expansion of cooperation and professional links between universities at the national and international levels for conducting interdisciplinary and comparative research [7].

Educators must consistently engage in research activities to expand and strengthen their knowledge and develop their skills from the very beginning of their professional careers. Research in teacher education contributes to the collection of additional information about educational programs. It not only provides a deeper understanding of educational policy but can also influence and improve teaching practices. Experts from the Organisation for Economic Co-operation and Development have expressed the opinion that the integration of research into pedagogical practice can serve as a tool to help educators reflect on their work. It can also enhance their competencies, and improve learning and relationships among future teachers. For prospective educators, such integration can serve as a source of inspiration for conducting their own research and refining teaching methods in schools. The results of a survey on the scientific research work of university teachers are presented in the following diagram 1.

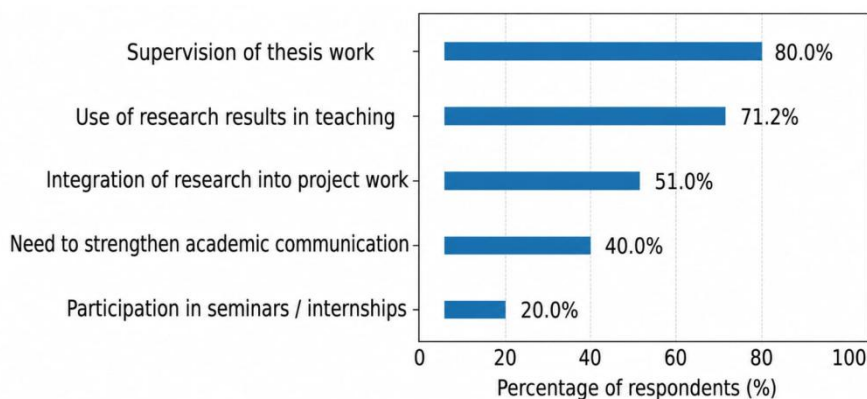


Diagram 1. Structure of Scientific Research Engagement among University Teachers

The survey involving 30 university teachers was carried out to clarify how research is actually functioning within the updated teacher education model, rather than how it is formally described in official program documents. Supervisory activity, pedagogical application, and broader academic engagement are distinguished as three dimensions of research involvement in the analysis.

The strongest position is observed in thesis supervision. Twenty-four respondents (80 %) guide students' final research projects. This indicates that research is institutionally anchored in graduation requirements and is perceived as a standard component of academic responsibility.

Though still substantial, a slightly lower proportion reported applying their own research outcomes in teaching (71.2 %). This means that research does influence course content and instructional decisions in

practical terms. However, the degree of methodological transformation behind this integration cannot be assumed automatically. The data confirm usage, but not necessarily depth of pedagogical redesign.

Around half of the respondents (51 %) stated that they include research components in project-based learning formats. This points to the presence of inquiry-based approaches, although they are not yet dominant in everyday teaching practice.

The most restrained indicators relate to external academic participation. Only 20 % of teachers reported participating in seminars or internships. Meanwhile, 40 % pointed to insufficient professional communication and the need for stronger collaboration in research. This contrast between low participation and expressed demand indicates a structural gap. Awareness of the importance of scientific interaction exceeds the current level of engagement.

A clear pattern emerges, if the data are considered collectively. Research activity is concentrated in vertically structured formats, as supervision and individual classroom application. Horizontally organized practices remain comparatively underdeveloped, including academic networking and joint initiatives.

This configuration suggests that the revised teacher education model has successfully embedded research procedures into the formal curriculum from an institutional perspective. At the same time the development of a sustained research culture requires further consolidation characterized by collaboration, mobility, and shared production of knowledge.

Consequently, the findings demonstrate measurable structural progress yet also highlight areas where qualitative transformation is still unfolding.

The survey data on students' satisfaction with scientific research work reveal a generally positive perception of research integration within university education and also indicate certain conceptual limitations in how research is understood by students. The data is presented in the following diagram 2:

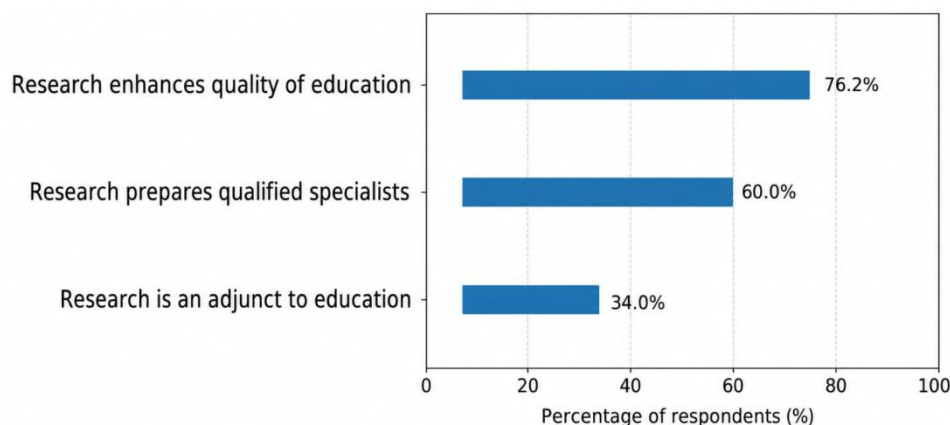


Diagram 2. Students' Satisfaction with Scientific Research Work

More than three quarters of respondents (76.2 %) agreed that scientific research work enhances the quality of education. This result suggests that students clearly recognize the added educational value of research activities, particularly in terms of deepening subject knowledge and fostering analytical thinking.

A smaller proportion of respondents (60 %) emphasized the role of research work in preparing qualified specialists. Thus, it indicates that research is perceived not only as an academic requirement, but also as a practical component contributing to professional competence and employability. Nevertheless, the gap between this indicator and the previous one may reflect an incomplete understanding of how research skills are directly translated into professional readiness.

One-third of students (34 %), at the same time, viewed research work primarily as an adjunct to the educational process. This perception points to a more instrumental or peripheral understanding of research, where it is seen as supplementary rather than integral to learning. Such a point of view may be associated with limited involvement in authentic research practices or insufficient alignment between research tasks and core coursework.

As a whole, the results demonstrate that students largely acknowledge the positive impact of research on educational quality, but the depth of its integration into professional training remains uneven. Research is increasingly associated with general academic development rather than with structured professional formation.

These findings suggest that further efforts are needed to embed research-oriented learning more explicitly into educational programs from an institutional perspective. Strengthening the link between research and professional outcomes can help students change their perception of scientific research not as an auxiliary component, but as a central element of teacher education.

In order to achieve results from the use of the research-oriented approach in teacher education, changes must be made to educational programs. Research in the field of teacher education should be conducted regularly and comprehensively, taking into account educational policy and the challenges faced by society. Educational programs should be flexible to facilitate timely adjustments based on research findings [8].

For the successful implementation of innovative educational programs at the faculty of foreign languages, it is necessary that all participants in this process follow the principles of an improved model of pedagogical education, recommendations for strengthening the potential in the field of teaching methods, scientific research, taking into account the requirements of modern society (digitalization, inclusive education, etc.). Only if all conditions are met is it possible to achieve the goal of the national project — improving the quality of pedagogical education and, as a result, improving the quality of life of the whole society [9].

Results and Discussion

As a result of implementing educational programs at the Faculty of Foreign Languages at Buketov Karaganda National Research University, the institution's teacher training methodologies have been demonstrably enhanced. A core positive outcome has been the reshaping of program content to synchronize with contemporary benchmarks for foreign language teacher preparation. This overhaul encompassed fostering pedagogical expertise, subject matter proficiency, and broader skill sets, while concurrently incorporating digital technologies and inclusive teaching practices into the instructional framework.

Thus, the following courses were included in the working curriculum of the innovative educational program 6B01708 — English Language: “New Technologies in the Renewed Educational Content,” “Criterion-Based Assessment Technologies,” “Artificial Intelligence in Professional Activity,” “Design and Modeling of the Learning Process Based on Cognitive-Interactive Technologies,” “Use of IT Technologies in Teaching English in Distance Learning,” “Smart Technologies in Education,” “Computer Applications and Resources for Learning and Teaching English,” “CLIL Technologies in English Language Teaching,” “STEM and STEAM Technologies in English Language Teaching,” and “Teaching Planning and Personalization of Learning.” The working curriculum of the innovative educational program 6B01709 — Foreign Languages includes the following courses: “Foreign Language Learning Strategies,” “Criteria and Descriptors for Assessing Learning Achievements,” “Classroom Language Assessment: Stages and Tools,” “Criterion-Based Assessment Technologies,” “Computer Applications and Resources for Learning and Teaching Foreign Languages,” “IT Technologies in Foreign Language Training,” “Foreign Languages and Digital Communication,” and “Language Teaching and Media Literacy.”

A primary area of emphasis was the cultivation of digital proficiency among aspiring educators. A baseline assessment underscored a significant discrepancy between the demands of the digital landscape and the existing skill sets of teachers. This prompted curriculum revisions, a reinforcement of digital literacy training, and improvements to media comprehension, benefiting both students and instructors [10].

The methodologies applied to practical teaching experiences were also revisited. The structuring of practical work, the establishment of explicit learning objectives and evaluation metrics, coupled with enhanced university-school partnerships, proved instrumental in linking theory to practice more effectively. Moreover, student engagement in research activities was encouraged by incorporating research components into the coursework and developing skills vital for conducting educational research.

A deliberate effort was extended to inclusive education, thereby constructing a learning environment designed to meet the specific needs of each learner. The application of inclusive teaching strategies, a diverse range of assessment formats, and the utilization of digital tools contributed to a more adaptable and accessible educational atmosphere.

In summary, the deployment of a revised teacher education blueprint—with competency-based, inclusive, and digital foundations—has demonstrated success in equipping educators to navigate the evolving realities of modern education. The outcomes observed validate the potential for expanding this model to other educational establishments nationwide.

Conclusion

The implementation of an updated teacher-education model, especially in the context of innovative foreign-language educational programs abroad represents an important stage in the modernization process of higher education in the Republic of Kazakhstan. This model is oriented toward transforming both the content of pedagogical education and the methodological foundations of the professional training of future specialists in the conditions of globalization and internationalization of the educational space.

The developed strategy considers contemporary socio-educational challenges driven by the digitalization of society, the expansion of inclusive education principles, and the growing importance of forming research competences and critical thinking skills in future teachers. In this regard, training a new-type teacher implies developing professional mobility, competitiveness, and the ability for continuous self-improvement throughout the entire professional career.

The educational models implemented within this concept are based on a competency-oriented and student-centered approach, ensuring a transition from reproductive forms of learning to active student involvement in the educational process. The key characteristics of these models include the variability of educational trajectories, the expansion of the volume and quality of practical training, the integration of interdisciplinary methodologies, as well as the systematic use of digital educational resources and distance learning technologies.

Special attention is given to the formation of professional competencies necessary for effective pedagogical activity in a dynamically changing educational environment, where teachers are required not only to possess subject knowledge but also to be ready to apply innovative pedagogical technologies, modern assessment methods, and interactive forms of interaction with students. Thus, the implemented model contributes to aligning the national system of teacher education with international educational standards [11].

The results of the initial approbation of the model at the Faculty of Foreign Languages of Buketov Karaganda National Research University confirm its practical significance and effectiveness. There is noted an increase in students' academic motivation and engagement, improvement in academic performance, and growth of graduates' readiness to carry out pedagogical activities. Students demonstrate a higher level of independence, analytical thinking, and reflective ability, which indicates the productivity of the applied educational approaches.

The sustainability and further development of this initiative depend on coordinating the efforts of all participants in the educational process, including students, academic staff, university administration, and the education authorities. A crucial factor in this is consistent state support aimed at normative-legal, organizational-methodological, and resource provision for the ongoing transformations.

Thus, the implementation of an updated model for training foreign language teachers can be considered an effective mechanism for improving the quality of pedagogical education in Kazakhstan. The realization of this model contributes to the formation of professionally competent, adaptive, and socially responsible teachers capable of carrying out their professional activities in a rapidly changing educational environment. The results obtained make it possible to recommend the further extension of this model to other pedagogical areas of training, as well as to consider it as the basis for a comprehensive reform of the national pedagogical education system, considering global trends in the development of higher education.

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Шетел тілдері бойынша инновациялық білім беру бағдарламаларын іске асыру аясында педагогикалық білім берудің жетілдірілген моделін енгізу мәселесі туралы

Мақалада Қазақстанда шетел тілдері бойынша озық білім беру бағдарламаларын енгізу контексінде педагогикалық білім берудің жетілдірілген моделін іске асыру аспектілері талданды. Тақырыптың өзектілігі қазіргі білім беру үрдістері, цифрландыру және әсіресе ауылдық аймақтарда білікті мамандардың жетіспеушілігі аясында мұғалімдерді даярлау сапасын арттыру қажеттілігімен айқындалады. Зерттеудің ғылыми жаңалығы — педагогикалық бағдарламалар құрылымына халықаралық стандарттарды, құзыреттілікке негізделген бағытты, инклюзивті және цифрлық оқыту қағидағтарын кешенді түрде кіріктіру тәсілінде жатыр. Мақалада педагогикалық білім беруді жаңартудың теориялық негіздеріне, сондай-ақ «Сапалы білім — білімді ұлт» ұлттық жобасы және KZEMP/QCBS-03 жобасы аясында әзірленген тұжырымдамалық модельге баса назар аударылды. Академик Е.А. Бөкетов атындағы Қарағанды ұлттық зерттеу университетінде 6B01708 «Ағылшын тілі» және 6B01709 «Шетел тілдері» сияқты инновациялық білім беру бағдарламаларын әзірлеу мен енгізу мәселелері жан-жақты қарастырылды. Аталған бағдарламаларға CLIL әдістемесі, STE(A)M, академиялық ұтқырлық, цифрлық және инклюзивті оқыту технологиялары енген. Нәтижесінде жетілдірілген модельді енгізу болашақ педагогтардың практикалық дайындығын арттыруға, сондай-ақ зерттеу және кәсіби дағдыларын дамытуға ықпал етті. Қорытынды бөлімде бұл моделдің қазіргі білім беру кеңістігінің талаптарына жауап беретін бәсекеге қабілетті мамандарды қалыптастыруға септігін тигізетіні атап өтілді.

Кілт сөздер: құзыреттілікке негізделген тәсіл, студентке бағытталған оқыту, конструктивті келісім, пәнаралық оқыту, цифрлық құзыреттілік, инклюзивті білім беру, педагогикалық тәжірибе, пән мен тілді кіріктіріп оқыту (CLIL), академиялық ұтқырлық, икемді дағдылар.

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К вопросу о внедрении улучшенной модели педагогического образования в рамках реализации инновационных образовательных программ по иностранным языкам

В данной статье анализируются аспекты реализации усовершенствованной модели педагогического образования в контексте внедрения передовых образовательных программ по иностранным языкам в Казахстане. Актуальность темы обусловлена потребностью в улучшении подготовки учителей в свете текущих образовательных тенденций, цифровизации и недостатка квалифицированных специалистов, особенно в регионах страны. Научная новизна заключается в комплексном подходе к интеграции ме-

ждународных стандартов, компетентностного ориентирования, а также принципов инклюзивного и цифрового обучения в структуру педагогических программ. Основной акцент в статье сделан на теоретических основах обновления педагогического образования, представлении концептуальной модели, разработанной в рамках национального проекта «Качественное образование “Образованная нация”» и проекта KZEMP/QCBS-03. Подробно рассматриваются разработка и внедрение инновационных ОП в Карагандинском национальном исследовательском университете им. академика Е.А. Букетова, в том числе программ 6B01708 «Английский язык» и 6B01709 «Иностранные языки», включающих в себя методологию CLIL, STE(A)M, академическую мобильность, цифровые и инклюзивные технологии обучения. В итоге внедрение усовершенствованной модели привело к увеличению практической направленности подготовки, а также развитию исследовательских и профессиональных навыков у будущих педагогов. В заключительной части делается вывод о том, что представленная модель способствует формированию конкурентоспособных специалистов, отвечающих современным требованиям образовательного пространства.

Ключевые слова: компетентностный подход, студентоориентированный подход, конструктивное согласование, междисциплинарное обучение, цифровая компетентность, инклюзивное образование, педагогическая практика, предметно-языковое интегрированное обучение (CLIL), академическая мобильность, гибкие навыки.

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