

**ЖОҒАРЫ ЖӘНЕ ЖОҒАРЫ ОҚУ ОРНЫНАН КЕЙІНГІ БІЛІМ:  
МӘСЕЛЕЛЕР, ЖАҢАШЫЛДЫҚ, ДАМУ БОЛАШАҒЫ  
ВУЗОВСКОЕ И ПОСЛЕВУЗОВСКОЕ ОБРАЗОВАНИЕ:  
ПРОБЛЕМЫ, ИННОВАЦИИ И ПЕРСПЕКТИВЫ**

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**THE USE OF AI-DRIVEN PLATFORMS IN TEACHING ENGLISH TO  
STUDENTS IN KAZAKHSTAN: ISSUES AND TRENDS**

*Abstract*




The education system in Kazakhstan has experienced a digital transformation which is based on the integration of artificial intelligence (AI). This process is increasingly important in teaching English as a foreign language (EFL). As a result of globalisation, urbanization and digital communication processes, the role of artificial intelligence platforms in foreign language instruction has increased and new structures are emerging.

The research explores the issues and trends of employing AI technology on Kazakhstani educational platforms for teaching English as a foreign language (EFL). The purpose of the study is to identify pedagogical opportunities and challenges of artificial intelligence in English lessons in higher education institutions.

The topic is currently relevant due to the significance of adjusting to the challenges of modern virtual learning. A descriptive, qualitative approach based on a literature review and teaching experience was used as a research method.

The results of the study highlights primary potentials including personalization of learning, automatization of assessment, increasing motivation of students and missing training of teachers. This study provides insights for a better theoretical and practical understanding of AI integration into English language teaching in Kazakhstan. Its practical relevance is to help design teacher training programs and digital learning environments.

**Keywords:** digital platform, personalization, artificial intelligence, English language learning, educational technology.

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**ҚАЗАҚСТАНДАҒЫ СТУДЕНТТЕРГЕ АҒЫЛШЫН ТІЛІН ОҚЫТУДА  
ЖАСАНДЫ ИНТЕЛЛЕКТКЕ НЕГІЗДЕЛГЕН ПЛАТФОРМАЛАРДЫ ҚОЛДАНУ:  
МӘСЕЛЕЛЕР МЕН ҮРДІСТЕР**

*Аңдатпа*

Қазақстандағы білім беру жүйесі жасанды интеллектті (ЖИ) интеграциялау негізінде цифрлық трансформацияны бастан өткеруде. Бұл үдеріс ағылшын тілін шетел тілі ретінде оқытуда да айқын көрінеді. Жаһандану, урбанизация және цифрлық коммуникация үдерістері нәтижесінде шетел тілін оқыту процессінде жасанды интеллект платформаларының ықпалы күшейіп, жаңа құрылымдар қалыптасып отыр.




Бұл зерттеу жұмысы Қазақстандағы ағылшын тілін шет тілі ретінде оқытуға арналған білім беру платформаларында жасанды интеллект негізіндегі технологияларды қолдану мүмкіндіктері мен шектеулерін зерделеуге бағытталған. Зерттеу жұмысының негізгі мақсаты - жоғары оқу орындарында ағылшын тілі сабағында жасанды интеллектті қолданудың педагогикалық мүмкіндіктері мен қиындықтарын анықтау.

Бұл зерттеу жұмысының тақырыбы қазіргі кезде білім беруді виртуалды форматқа бейімдеу қажеттілігіне байланысты өзекті болып отыр. Зерттеу әдісі ретінде әдебиеттерге шолу мен мұғалімдердің оқыту тәжірибесіне негізделген сипаттамалық және сапалық тәсілдер қолданылды.

Зерттеу жұмысының нәтижелері оқытуды жекелендірудің, бағалауды автоматтандырудың, студенттердің мотивациясын арттыру және мұғалімдерді даярлаудың жеткіліксіздігін көрсетеді. Бұл зерттеу Қазақстандағы

ағылшын тілін оқытуда жасанды интеллект интеграциясының теориялық және практикалық түсінігін жақсартуға ықпал етеді. Оның практикалық маңыздылығы - мұғалімдерді даярлау бағдарламаларын және цифрлық оқыту орталарын жобалауға көмектесу болып табылады.

**Түйін сөздер:** цифрлық платформа, оқытуды жекелеңдіру, жасанды интеллект, ағылшын тілін үйрену, білім беру технологиясы.

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## ИСПОЛЬЗОВАНИЕ ПЛАТФОРМ НА ОСНОВЕ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ СТУДЕНТОВ В КАЗАХСТАНЕ: ПРОБЛЕМЫ И ТЕНДЕНЦИИ

### *Аннотация*

Система образования Казахстана переживает цифровую трансформацию, основанную на интеграции искусственного интеллекта (ИИ). Этот процесс также очевиден в обучении английскому языку как иностранному. В результате процессов глобализации, урбанизации и цифровой коммуникации усиливается влияние платформ искусственного интеллекта в процессе обучения иностранным языкам, появляются новые структуры.

Данное исследование рассматривает возможности и ограничений использования технологий на основе ИИ на образовательных платформах для преподавания английского языка как иностранного. Целью данного исследования является выявление педагогических возможностей и проблем использования искусственного интеллекта в преподавание английского языка в высших учебных заведениях.

Данная тема в настоящее время актуальна в связи с необходимостью адаптации образования к виртуальному формату. В качестве метода исследования был использован качественный подход, основанный на обзоре литературы и преподавательский опыт в казахстанском контексте.

Результаты исследования показывают основные преимущества – недостаточность персонализации обучения, автоматизации оценки, повышения мотивации студентов и недостаточная подготовка преподавателей. Данное исследование способствует улучшению теоретического и практического понимания интеграции ИИ в преподавание английского языка в Казахстане. Его практическое значение заключается в помощи в разработке программ подготовки преподавателей и проектирования цифровых образовательных сред.

**Ключевые слова:** цифровая платформа, персонализация преподавания, искусственный интеллект, изучение английского языка, образовательные технологии.

**Introduction.** In recent years, Kazakhstan's education system has quickly adapted to the conditions of digital transformation. One of the most important aspects of this process is the incorporation of artificial intelligence (AI) into the teaching of foreign languages, specifically English. In the context of globalisation and the growing importance of the English language as a tool of international communication, the issue of improving the quality of its teaching takes on special significance. The relevance of the topic is caused by the increasing interest in AI in education and the lack of research of AI application practices in the Kazakhstani context. The introduction of AI in education has been the subject of considerable discussion. Recent research highlights the potential of Artificial Intelligence (AI) to enhance regulation of academic achievement (Abisheva et al., 2024). Incorporating research by Hwang et al. (2020), it examines methods for students to adjust to new technology. Furthermore, the use of Intelligent Tutoring systems is highlighted by Zawacki-Richter et al. (2022), along with the potential for automated assessment tools and data-driven monitoring of academic achievement. Additionally, García-Sánchez & Fidalgo-Blanco in 2021, emphasise AI's potential in aiding learners with adaptive paths, intelligent tutoring systems, automated tools for assessment, and data-informed tracking of learning progress. Although the use of these technologies in Kazakhstan is just beginning, there is very little practical experience in its local application. This raises the necessity for in-depth studies into the national environment and peculiarities of AI application in local education.

The efficiency of using AI in the personalization of learning, the analysis of the level of learning, the formation of adaptive educational pathways, and its formative assessment has been proven by foreign

studies. Despite it, there is a deficiency of both empirical and theoretical researches concerning possibility of having influence on the regional peculiarities in the adoption of AI in Kazakhstan.

The introduction of AI to educational platforms in Kazakhstan provides an opportunity to transform English language acquisition. To understand the implications of such work, we need to understand how AI can be used to personalize, and support student engagement in learning process. The purpose of this study is to determine the advantages and disadvantages of the use of AI in ELT in Kazakhstan. It offers insights into the capacity of AI to help close language gaps between students by looking at present educational engagements. One of the reasons is in examining the role AI tools might play in helping teachers plan the curriculum and select their teaching methods. The paper provides insights into the larger discussion of technology in education and transforming language education in Kazakhstan. Studying the impact of AI on learner performance can shed light on effective teaching methods and resource distribution

The object of research is the process of teaching English as a foreign language in Kazakhstan. The subject is the use of educational platforms with AI for teaching English. The purpose of the research is to establish the potential and constrains of the integration of AI in English teaching. Due to the purpose of the work, the following objectives were set:

- analyze modern Kazakh and world educational access platforms on the basis of artificial intelligence;
- identify pedagogical opportunities and challenges to implement them.
- create practical recommendations for the use of AI in English language learning.

The research indicates that not only does AI contribute to changing teaching tools and procedures, it also leads to novel ways to organize and individualize the learning process. AI-based apps such as chatbots for education, auto-feedback systems, and adaptive learning systems become able to motivate engagement and deliver individualized support at different proficiency levels. These technologies not only enhance teaching and assessment but also promote teacher-student communication. In addition, AI supports the flexibility of educational systems, since it allows for the implementation of new pedagogic strategies and methods.

*Basic provisions.* The current period of educational technology design is characterized by examples that heavily rely on artificial intelligence. Online learning resources and interactive platforms also contribute to engage students in learning activities. According to Kohnke et. al., (2023), artificial intelligence can enhance education by enabling independent knowledge acquisition and presentation, as well as independent learning modes in a communication environment (Kohnke et al., 2023). Learners are more autonomous and involved in the learning process when they choose the most appropriate organisational and methodological forms of instruction. In today's digital age, pedagogy should focus on developing learners' intellectual potential and personal cognitive strategies through research, measurement, and modelling, rather than just applying digital technologies.

Digital platforms in education are becoming more widely accepted as essential in crafting the professional and communicative competence of learners of English (Akkuş et al., 2023). The platforms used in the educational contexts incorporated various functions of the integrated language learning developed by learners to achieve communication competence, through the interactive experiences by digital immersion.

Artificial Intelligence (AI) refers to a broad category of decision making tools that are made without any human involvement. It has many faces, from conditional reasoning to neural networks. Machine learning is a subset of artificial intelligence, and it pertains particularly to decisions, or predictions, made by data centered technology. AI-based machine learning methods include deep neural networks (DNN; also known as deep learning (DL) (Tapalova et al., 2022).

Artificial intelligence (AI) is commonly accepted as one of the advanced educational technologies. Its value is at its clearest in the teaching of foreign languages. Artificial Intelligence in modern pedagogy fuel personalized learning, instant feedback and automatic evaluation of learning outcomes

(Luckin & Cukurova, 2019). This is also an indication of language learning moving from traditional methods towards personalised and interactive learning.

In addition, international research concerning AI in the teaching of EFL often reveal that it has the potential to boost speaking prowess, automatically correct language mistakes, and increase vocabulary (Wang et al., 2022). Adjusting these technologies to the Kazakh environment requires consideration of national linguistic and cultural peculiarities.

Kazakhstani academics have underlined the significance of integrating technology into the educational sphere to enhance language acquisition. Arapbayev (2024) delves into how Kazakhstan is incorporating AI into school curricula and the impact on student engagement and learning (Arapbayev, 2024). The research shows that AI platforms have the capability to customize learning experiences, meeting varied student needs and increasing motivation.

Additionally, a UNICEF study (2023) about individualized learning methods in schools in Kazakhstan highlights the role of personalized instruction. The report demonstrates how individualized approaches, augmented by technology, have enhanced academic achievement and student wellness.

**Materials and methods.** This research, using a qualitative descriptive research design, investigates the utilization of AI in ELT via Kazakhstani educational platforms. The methodological design aimed to comprehend local practices, attitudes and barriers towards the task from the standpoint of educators and all digital platform users. Three main data collection methods were employed:



Figure 1. Methods of data collection

The mixed-methods design allows for data triangulation, enhancing the credibility and validity of the findings. This will help establish shared understandings of engagement patterns, motivational effects, and pedagogical implications of using AI in English language learning in Kazakhstan.

Platforms were chosen using the following criteria:

- Availability for students and teachers.
- Functions of AI (automated feedback, adaptive learning, and virtual assistants).
- Implications for Teaching English as a Foreign Language

Interviewees were selected based on their teaching experience (at least 3 years) and knowledge of new technologies in ELT.

**Results and discussions.** The following section presents the overall findings from the analysis of five empirical studies such as Kemelbekova et al., 2024; Nauryzbayeva & Bimagambetova, 2024; Abisheva et al., 2024; Seitova et al., 2024; Kemelbekova et al., Eclecticism, 2024 on the use of artificial intelligence (AI) in EFL teaching in Kazakhstan.

The findings are organized around four central themes identified in the literature review: 1) implementation status, 2) impact on education, 3) challenges and competences of teachers, and 4) systemic opportunities and constraints.

According to recent Kazakhstani research, AI-based tools and platforms are increasingly used in educational settings. Grammarly, ChatGPT, Quizlet and Elsa Speak are the most commonly used tools, with at least two studies discussing each. Other tools tested included Text Cortex, Duolingo, Google

Translate, Yandex Translate, and natural language processing/quest-based gaming tools. These apps help with vocabulary learning, pronunciation practice, translation, essay writing, and grammar checking.

According to Kemelbekova et al. (2024), students who used AI-supported applications such as Grammarly and Elsa Speak demonstrated higher motivation and positive attitudes than those in the control group (Kemelbekova et al., 2024). This suggests that AI tools can enhance and empower learners. Seitova et al. (2024) found that while teachers are aware of AI tools, implementation is limited due to a lack of technical expertise and environment (Seitova et al., 2024).

Research suggests that AI systems can improve language learning through oral and written practice, particularly for isolated skills like grammar, vocabulary, and reading. Kemelbekova et al. (2024) found that students improved their oral communication skills, including intonation, stress, and slightly better pronunciation. These findings indicate that AI can supplement rather than replace traditional teaching methods, particularly in subjects with complex social contexts and human interaction.

The analysis also highlights the importance of teacher readiness. Despite widespread awareness of AI technologies (Abisheva et al., 2024), educators often lack the necessary technological skills and ethical mindset to use AI effectively in their practice. Their work outlines six ethical competencies and 24 sub-competencies for responsible AI use, emphasising the need for national standards and professional training.

Teachers expressed concerns about data privacy, student safety, and the responsible use of AI tools in schools. Concerns about institutional policy and professional development highlight the need for specialised courses on ethical and pedagogical aspects of AI implementation.

The studies highlight systemic issues, as well as individual classroom practices. Infrastructural barriers include unreliable internet connectivity, a lack of digital tools, and a lack of institutional encouragement and curricular connection (Bodaubekov et al., 2025). These barriers hinder the widespread adoption of AI technologies for language learning.

In addition, the interactive and adaptive style of instructions of AI applications tend to generate more engagement among learners. Both Kemelbekova et al. (2024) and Seitova et al. (2024) argued that these components led to better active classroom learning. However, while being able to teach simple communicative skills, such as being able to speak fluently and receive effective spoken instruction, is relatively straightforward, current AI technologies are not able to learn highly nuanced communicative skills within complex communicative contexts.

Despite limitations, the reviewed studies demonstrated a positive belief in AI's transformative power in education (Kismetova & Amirhanova, 2024). If the identified issues are addressed, AI could significantly improve language learning. As a result, the following suggestions are formed: AI-empowered learning environment, specialised teacher training program, and national plan for incorporating AI into education.

In order to gain an understanding of whether AI-supported devices are being utilized in EFL teaching, semi-structured interviews were carried out with 12 EFL university teachers from university level institutions across Kazakhstan. Five from urbanised universities and seven from regional. These interviews offered interesting perspectives on teachers' practices, attitudes and perceived benefits concerning the exploitation of AI-based tools in language instruction.

The respondents represented from different educational environments, including urban/regional area, and they also varied in gender, teaching experience, academic background, and digital capability (Table 1).

Table 1. Participant Demographics

Variable	Category	Number of Participants	Percentage (%)
Location	Urban	5	41.7%
	Regional	7	58.3%
Gender	Female	9	75%
	Male	3	25%
Teaching Experience	1–5 years	3	25%
	6–10 years	5	41.7%
	Over 10 years	4	33.3%
Academic Qualification	Master's Degree	7	58.3%
	PhD or Candidate of Sciences	5	41.7%
Digital Literacy Level	High	4	33.3%
	Moderate	6	50%
	Low	2	16.7%

As shown in table 1, the majority of participants (75%) were women and 58.3% worked at regional universities. All participants reported basic digital skills, but only one-third considered themselves highly digitally literate. The majority of respondents (41.7%) had between 6-10 years of teaching experience, indicating a mid-career group with significant experience.

Academic levels varied among participants, with 58.3% holding a Master's degree and 41.7% holding a PhD or equivalent. Rural educators cited unreliable internet and advanced technology tools as barriers, while urban teachers were more confident in their digital skills and used them more frequently.

The study used a thematic analysis of interview data to categorise perceived and practical challenges, including technology accessibility, confidence levels, pedagogical advantages, infrastructure limitations, and ethical concerns.

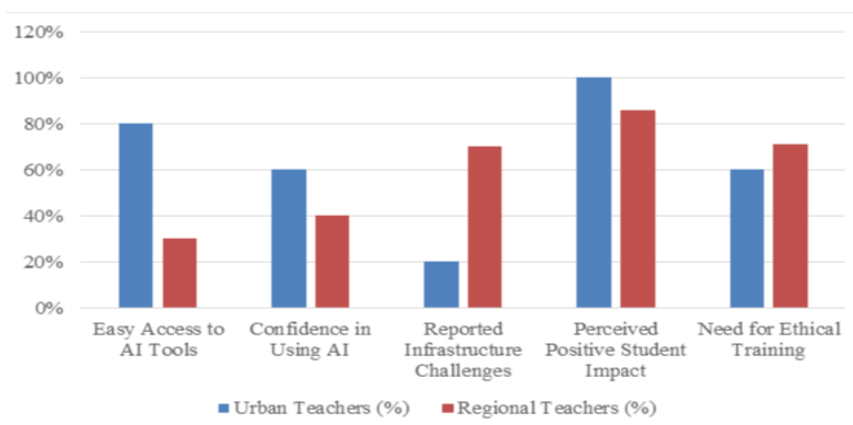


Figure 2. Access and confidence in AI use

Figure 2 shows that urban university teachers were more confident in using AI tools compared to their regional university counterparts. In cities, all teachers (100%) saw AI as a way to enhance student learning, while in rural areas, only 86% agreed.

Both groups of educators emphasised the critical need for formal instruction on ethical use of AI tools. Several local teachers reported learning about AI ethics through self-directed learning or peer-to-peer sharing, which may not be sufficient for responsible integration into pedagogy.

We compared the performance of five AI-infused platforms (ChatGPT, Diffit, Twee, Quizlet, and Wordwall) for English language instruction and found significant differences. The evaluation criteria for platforms include language support, flexibility, AI integration, UI design, creativity, interactivity, scene library, and curriculum relevance. Each platform has strengths and weaknesses that should be carefully considered during pedagogical integration.

Table 2. Comparative Features of Platforms

Platform	Pedagogical Focus	AI Integration	Usability	Key Opportunity	Main Challenge
ChatGPT	Planning, writing, grammar	High	Medium	Custom content generation	Requires training in prompt use
Twee	Listening, reading	Medium	High	Authentic video adaptation	Limited creative activity design
Diffit	Reading, vocabulary	Medium	High	Differentiated reading content	Less support for speaking/writing
Wordwall	Vocabulary games	Low	Very High	Engaging and fun learning tasks	Manual task creation
Quizlet	Vocabulary retention	Medium	Very High	Spaced retrieval practice	Not interactive for speaking/writing

We found that ChatGPT, Twee, and Diffit were especially useful to teachers since they help avoid the time involved to prepare for physical lessons by automatically generating content. In the meantime, tools such as Wordwall and Quizlet have had an important impact in increasing students' motivation and in fostering autonomy in learning. Each tool promoted different language skills: writing with ChatGPT, listening with Twee, speaking with ChatGPT voice, as well as Quizlet and Wordwall to support vocabulary practice.

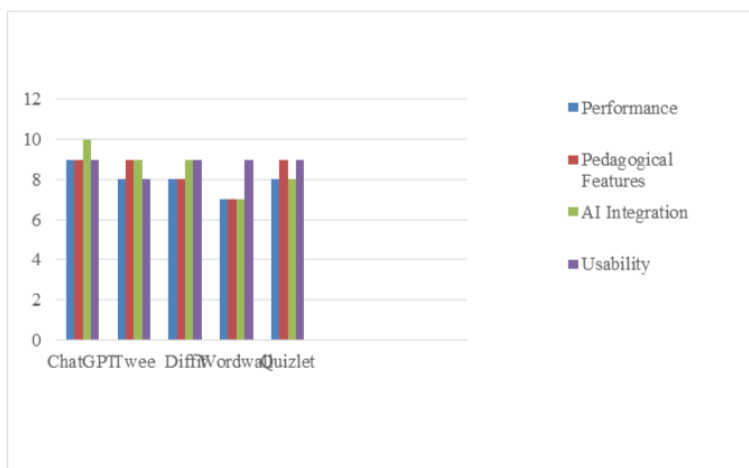


Figure 3. Comparative Analysis of AI-Based Language Learning Platforms in Kazakhstan

In figure 3, ChatGPT considered the best platform, to account for its great performance in each category of evaluation. It is equipped with advanced AI infrastructure and can be used for other languages, such as Kazakh and Russian, making it an effective tool for personalized and adaptive learning. Its potential for creative projects, portability, along with usefulness in academic work such as writing, translation, and discursive practice also make it attractive for higher education. These results align well with Utebayeva's (2024) and study, where students expressed high opinions of ChatGPT for EMI in Kazakhstan (Utebayeva, 2024).

Both Diffit and Twee scored 33 points, demonstrating their strong performances. The program's strengths include its user-friendliness and interactive nature, enabling personalised reading materials for different learners. Twee is useful for creating grammar and vocabulary-based activities with AI-generated content, but lacks language support. It is suitable for classroom use. According to Rebolledo and Araya (2023), automated content generation and lesson planning platforms benefit educators by saving time and increasing engagement (Rebolledo & Araya, 2023).

Quizlet and Wordwall received lower scores (29 and 27) than expected due to limited use of AI and limited creative freedom for educators. While these platforms are user-friendly and effective, their traditional content may not be suitable for personalised or interactive teaching.

Taken as a whole, findings point to the significance of selecting AI platforms that suit not just technical and pedagogical needs but also structural language policy and curricular standards. ChatGPT and Diffit are aimed at a slightly more advanced level or content-integrated learning, while Wordwall and Quizlet are useful for practising those foundational skills. These findings support the conclusions of Taşçı and Tunaz (2024), who highlighted the opportunities of AI tools to change language learning when blended meaningfully and in harmony with pedagogical aims (Taşçı & Tunaz, 2024).

A recent Kazakhstani study (2024) provides a comprehensive analysis of using artificial intelligence in teaching English as a Foreign Language. The study indicates a growing interest in and experimentation with AI platforms, but also highlights significant challenges that must be addressed before they can be effectively deployed.

This study aimed to analyse AI-powered educational platforms in Kazakh and international languages. Kazakhstani teachers and learners use AI-based tools such as Grammarly, ChatGPT, and Elsa Speak, as well as machine translation and interactive apps like Text Cortex. These systems promote language proficiency and personalised learning.

The second object was to identify pedagogical opportunities and challenges. AI can enhance student engagement, motivation, and self-directed learning, especially through real-time feedback and educational games. However, there are challenges related to teacher training, ethical awareness, and technological infrastructure, which are consistent with global research on the use of AIs (e.g., Oxford, 2023; UNESCO, 2022).

The experimental studies in the included works addressed the third object of examining the impact of AI on learning motivation, achievement, and engagement. Students who used AI tools performed better in written assignments due to increased interest and motivation.

Students recognised limitations in AI's ability to improve language, listening, and critical thinking skills, consistent with previous research (Lee & Lee, 2022).

The final object was to provide practical suggestions for implementing AI in ELL. The studies suggest implementing AI learning modules in pre-service teacher programs, developing ethical and competency guidelines, and investing in digital infrastructure at the school and national levels.

**Conclusion.** The study aimed to examine the use of artificial intelligence (AI) in English as a Foreign Language (EFL) teaching in Kazakhstan, including its benefits and limitations on educational platforms. This research paper examined the effectiveness of AI-based tools in pedagogy and their impact on student performance and engagement. It concluded with recommendations for their use.

Recent Kazakhstani studies (2025) also show that the demand for AI-tasks such as those implemented via ChatGPT, Grammarly, Elsa Speak, Text Cortex, has been rising among the students and the educators (Bodaubekov et al., 2025). Such tools offer a number of advantages, such as individualized learning experience, automatic feedback generation and elevated learning motivation. But there are still major hurdles, not least that teachers are not trained to deliver it, digital infrastructure is not in place and there remain concerns about academic integrity.

While AI tools can assist with some language skills, including writing and grammar, the analysis found that they do not replace the need for human guidance in teaching critical thinking, communication and intercultural competency. Efficient AI implementation demanded not just technology take-up, but institutional backing, ethical structures, and continuing teacher education.

Lastly, the AI platforms have a good potential for the enhancement of English language education in Kazakhstan. A complete solution that includes teacher training, infrastructure development, and ethical awareness is needed to achieve this potential. This will hold AI accountable to empowerment, not dependence, and lead to a more interactive, student-centred approach to language learning.

These findings suggest that successfully integrating AI into EFL instruction in Kazakhstan requires not only access to technology, but also pedagogical redesign, teacher training, and learners' ethical concerns. The study highlighted the importance of teacher digital literacy and policy interventions to promote long-term AI adoption.

Moreover, there is a significant gap between technological access and educational access. While AI-based platforms may be easy for students to use, a lack of teaching and ethical guidelines can lead to misuse or underuse. To address this, institutional capacity should be developed through workshops, digital toolkits, and partnership research.

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## DIGITAL TRANSFORMATION AND RESILIENCE IN TEACHER EDUCATION: A BIBLIOMETRIC ANALYSIS

### Abstract

Although the COVID-19 pandemic is no longer an ongoing global emergency, its impact on teacher education systems worldwide has led to long-term structural and pedagogical transformations. In the post-pandemic era, teacher education research has shifted from emergency remote teaching toward sustainable digital transformation, resilience, and innovation in pedagogical practices. Therefore, analyzing the evolution of research trends during and after the pandemic period provides valuable insights into how global teacher education systems adapt to educational disruptions and long-term digital change.

The study identifies key publication trends, highly cited works, prolific authors, influential institutions, and collaborative networks. We utilized the Bibliometrix package in RStudio and Biblioshiny web applications to analyze 2,185 peer-reviewed studies. The analysis covered publication and citation patterns, top-cited documents, authorship productivity, country-wise contributions, institutional influence, and journal impact. Collaborative networks among countries and co-citations were also visualized using Three-Fields plots and Trend Topics analysis. The findings identified *Sustainability* and the *International Journal of Environmental Research and Public Health* as the most influential publication sources. The University of California and Monash University emerged as leading research institutions. *Daniel (2020)* was the most cited paper with 868 citations, while Yang X and Liu H were the most productive authors. The USA, China, and Spain led in research output. This bibliometric analysis provides a comprehensive understanding of the evolving landscape of teacher education research in the post-pandemic era. The insights gained offer valuable implications for policymakers, educators, and researchers, guiding future advancements in teacher education.

**Keywords:** teacher education, during and post COVID-19, pandemic, bibliometrics analysis, research.