References:

1.Taubaeva Sh.T., Imanbaeva S.T., Berikkhanova A.E. Pedagogika. Oqulyq. 2018. – 357 b.

2.Adam quqyqtarynyn zhalpyga birdei deklaratsiyasy. Birikken Ulttar Uyiymy Bas Assambleyasynyn rezolyutsiyasy. 1948 zhyl, 10 zheltoksan, № 217 A (III).

3.Zhumabaev M. Shygarmalary. 3 t. – Almaty: «Bilim», 1996. – 512 b.

4.Sundberg R., & Gustavsson G. Defending the national identity: exploring the links between a multidimensional national identity concept and the willingness to defend one's country. European Security, 2025. 1–21. https://doi.org/10.1080/09662839.2025.2540091

5.Brooks C., & Kitto E. Folk Pedagogies of Change: Developing an Early Years Education Development Strategy for China. Early Years, 43(2),2023. 242–256. https://doi.org/10.1080/09575146.2021.1935495

6.Abdildin Zh.M. Kazakhskaya obshchestvennaya mysl' – chast' dukhovnoi istorii mira // Baiterek, 2008, № 5. – 35–41 bb.

7.Musaeva N.R. Qazaq filosofiyasyndaǵy adam máselesi. Filosofiya gylymdarynyń doktory ǵylymi dárejesin alu úshin daiyndalǵan dissertatsiyanyń avtoreferaty. Almaty, 1998. – 36 b.

8.Kapyshev A.B. Natsional'naya ideya i smysl zhizni // QR UǴA Khabarlary. Qogamdyq gylymdar seriyasy, 2005, № 5. – 33–39 bb.

9.Myrzakhmetov M. Áuezov jáne abaitaný problemalary. Almaty: Ǵylym, 1982. – 292 b.

10. Aqmambetov G.G. Nravstvennoe uchenie Abaia // QR UǴA Khabarlary. Qogamdyq gylymdar seriyasy, 1995, № 5. – 11–23 bb.

11. Kunanbaev A. Poems. Long Poems. Edifying Words. / Foreword by Kassym-Jomart Tokayev. 2020. - 512 p.

12. Kunanbaev A. Selected poems. – Alma-Ata : Zhazushy , 1985. - 173 p.

IRSTI 14.35.07

https://doi.org/10.51889/2959-5762.2026.90.2.002

Zhantleyeva M., [1] Akhmetova M. [1]*

[1]Kazakh Ablai khan University of International Relations and World Languages
Almaty, Kazakhstan

METHODOLOGICAL FOUNDATIONS FOR THE DEVELOPMENT OF CONTEXTUAL AND COMMUNICATIVE COMPETENCE IN TEACHING ENGLISH TO FUTURE PILOTS

Abstract

This research article examines the methodological foundations of developing contextual communicative competence within the framework of foreign language teaching to students enrolled in the 6B07115 "Flight operation of civil aircraft" program at the Civil Aviation Academy. In professionally oriented language education, effective communication is inextricably linked to contextual awareness, particularly in the aviation sector, where communication deficiencies can have serious consequences for flight safety. Despite the extensive research devoted to communicative competence, the methodological foundations for studying the contextual aspects of professional aviation communication remain insufficiently developed. The aim of this study is to substantiate a methodological framework for developing contextual communicative competence in future pilots. This article examines the communicative, pragmatic, discursive, and sociocultural approaches for their relevance and applicability to the teaching of aviation English. The practical significance of this research is reflected in the formulation of targeted recommendations aimed at optimizing the development of educational assignments, the primary goal of which is to increase the level of contextual awareness of individuals aspiring to become specialists in the aviation industry.

Keywords: communicative competence, contextual competence, methodological approaches, discourse analysis, pragmatics, task-based learning.

М.Т.Жантлеева, [1]* *М.К.Ахметова* [1]
[1]*Абылай хан атындағы Қазақ халықаралық қатынастар және әлем тілдері университет*
Алматы қ., Қазақстан

БОЛАШАҚ ҰШҚЫШТАРДЫ АҒЫЛШЫН ТІЛІНЕ ОҚЫТУДА КОНТЕКСТІК ЖӘНЕ КОММУНИКАТИВТІК ҚҰЗЫРЕТТІЛІКТІ ДАМЫТУДЫҢ ӘДІСНАМАЛЫҚ НЕГІЗДЕРІ

Аңдатпа

Бұл зерттеу мақаласында Азаматтық авиация академиясының 6В07115 «Азаматтық әуе кемелерін ұшуды пайдалану» бағдарламасы бойынша оқитын студенттерге шет тілдерін оқыту аясында контекстік коммуникативтік құзыреттілікті дамытудың әдіснамалық негіздері қарастырылады. Кәсіби бағытталған тілдік білім беруде тиімді коммуникация контекстік хабардарлықпен тығыз байланысты, әсіресе авиация саласында, мұнда коммуникативтік кемшіліктер ұшу қауіпсіздігіне ауыр зардаптар әкелуі мүмкін. Коммуникативтік құзыреттілік бойынша кең көлемді зерттеулерге қарамастан, кәсіби авиациялық коммуникацияның контекстік аспектілерін зерттеудің әдіснамалық негіздері әлі де дамымаған. Бұл зерттеудің мақсаты - болашақ ұшқыштарда контекстік коммуникативтік құзыреттілікті дамытудың әдіснамалық негізін негіздеу. Мақалада коммуникативтік, прагматикалық, дискурсивті және әлеуметтік-мәдени тәсілдердің авиациялық ағылшын тілін оқытуға өзектілігі мен қолданылуы тұрғысынан қарастырылады. Бұл зерттеудің практикалық маңыздылығы оқу тапсырмаларын әзірлеуді оңтайландыруға бағытталған мақсатты ұсыныстарды тұжырымдау кезінде көрінеді. Оның негізгі мақсаты - авиация саласының маманы болғысы келетін адамдардың контекстік хабардарлығын арттыру.

Түйін сөздер: коммуникативтік құзыреттілік, контекстуалдық құзыреттілік, әдіснамалық тәсілдер, дискурс талдауы, прагматика, тапсырмаға негізделген оқыту.

Жантлеева М.Т., [1]* *Ахметова М.К.* [1]
Казахский университет международных отношений и мировых языков имени Абылай хана
г.Алматы, Казахстан

МЕТОДОЛОГИЧЕСКИЕ ОСНОВЫ РАЗВИТИЯ КОНТЕКСТНО-КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ ПРИ ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ БУДУЩИХ ПИЛОТОВ

Аннотация

В данной исследовательской статье рассматриваются методологические основы развития контекстной коммуникативной компетенции в рамках преподавания иностранного языка студентам, обучающимся по программе 6В07115 «Летная эксплуатация гражданских воздушных судов» в Академии гражданской авиации. В профессионально-ориентированном языковом образовании эффективная коммуникация неразрывно связана с контекстной осведомленностью, особенно в авиационной отрасли, где коммуникативные недостатки могут иметь серьезные последствия для безопасности полетов. Несмотря на обширные исследования, посвященные коммуникативной компетенции, методологические основы изучения контекстных аспектов профессиональной авиационной коммуникации остаются недостаточно разработанными. Цель данного исследования - обосновать методологическую основу для развития контекстной коммуникативной компетенции у будущих пилотов. В статье рассматриваются коммуникативный, прагматический, дискурсивный и социокультурный подходы с точки зрения их актуальности и применимости к преподаванию авиационного английского языка. Практическая значимость данного исследования отражена в формулировке целенаправленных рекомендаций, направленных на оптимизацию разработки учебных заданий, основной целью которых является повышение уровня контекстуальной осведомленности лиц, стремящихся стать специалистами в авиационной отрасли.

Ключевые слова: коммуникативная компетенция, контекстуальная компетенция, методологические подходы, дискурс-анализ, прагматика, обучение на основе заданий.

Introduction. This research is relevant and important because in aviation, pilots and crews are required to make quick decisions. One misunderstood word can lead to a major accident. In this field, English is not just a foreign language, but a vital tool for communication and ensuring the safety of everyone in the air. Because aircraft flights span multiple countries, students learn not only technical

terminology but also effective communication skills at the Civil Aviation Academy. Today, students should learn flexible and meaningful language use, rather than memorizing stock phrases. This is crucial, as errors in speech or understanding can have dire consequences. Therefore, excellent language skills help ensure the safety of everyone on board.

Although many experts have studied how people learn to communicate in a new language, applying this knowledge to real-life situations on board an aircraft is extremely difficult. Most studies examine general English or English for specific professions, but they do not fully explain how to understand nonverbal cues. They don't teach how to navigate complex instructions or communicate effectively with crews from different countries in stressful situations. Most existing methods only indirectly address these skills and don't offer clear training plans for aviation students in Kazakhstan.

The goal of our study is to test a new way to teach pilots more effective communication in real-life flight conditions. A specialized training model will be developed to help pilots improve their communication skills to address the challenges they face in the cockpit.

The importance of the contextual awareness is recognized as a distinct and quantifiable element of professional communication skills in the aviation industry. Excellent situational awareness of future pilots leads to easy resolution of language barriers and safety in stressful environments. The study is proposed by an innovative pedagogical model that integrates linguistic competence with operational psychology. Thereby solving the cognitive problems of pilots. Multitasking and quick decision-making in stressful situations are crucial for pilots.

The most important of this model is diagnostic criteria based on “communicative resilience” which assess a pilot's ability to effectively handle non-standard and emergency situations. In such way traditional phraseology may prove insufficient, hence more general cognitive mechanisms are activated. Adaptive cognitive control and free communication are activated, aimed at maintaining a common situational model between the pilot and air traffic controller. Pilots should not speak according to a template, they can communicate in such a way that the air traffic controllers understand exactly what is happening, what needs to be done and vice versa.

Basic provisions. This study is based on the following provisions:

a) a shift toward a contextual-communicative paradigm, where aviation pedagogy has moved from the rote acquisition of ICAO phraseology to the development of multifaceted contextual competence. This ability is now viewed as a vital safety mechanism, enabling pilots to maintain situational awareness and cope with linguistic ambiguities under extreme cognitive load.

b) modeling an integrative approach from a theoretical perspective. The study draws on an integrative learning model developed specifically for future pilots. This model integrates linguistic skills with operational psychology. It means that the development of communicative skills is linked to the cognitive demands of flight operations, such as operational decision-making, multitasking and active listening in noisy environments.

c) development of indicators and criteria for diagnostics. A structured system of assessment criteria is proposed to assess the maturity of contextual competence. These measures differ from traditional language tests because they focus on the pilot's “communicative resilience”. Pilots must communicate effectively in non-standard situations and emergency situations, where standard phrases may not be sufficient.

d) use of high-fidelity simulations. Students can use these simulations as a “linguistic flight deck” to practice risk management. This environment accurately reflects the stress factors present in real-world airspace.

Materials and methods. The study is based on an integrative methodological paradigm that combines communicative, pragmatic, discursive and sociocultural approaches to the professional foreign language teaching. This mixed method allows for:

- identifying statistically significant differences in diverse communicative contexts;
- more in-depth interpretation of pragmatic and discursive errors.

The study participants were undergraduate students enrolled in program 6B07115 “Flight Operation of Civil Aircraft” at the Civil Aviation Academy. The sample included second-year students who had completed basic training in English for Specific Purposes (ESP) and demonstrated a B1 to B2 level of English based on internal assessments. All participants had prior experience with aviation terminology in English, standard ICAO phraseology and pilot-controller interaction models. This ensured that the observed communicative difficulties were not caused by a lack of basic linguistic knowledge, but by insufficient contextual and pragmatic awareness.

The study was conducted within the framework of compulsory English for Specific Purposes (ESP) courses. Model-based communicative tasks complemented classroom instruction. The training focused on the following issues:

- routine operational communication;
- extraordinary situations;
- emergency situations requiring quick decisions and clear communication methods.

Particular attention was paid to factors that increase communicative complexity, such as time pressure, cognitive load, role asymmetry and the need to use plain English instead of standard phraseology. Additional data collection methods were used to demonstrate the multifaceted nature of contextual competence. Numerical observation was used to observe students' spontaneous interactions during class. Changes in utterances, speech initiation techniques, the use of mitigating measures and sensitivity to institutional roles were the main themes of observation. Audio recordings of interactions in the simulations, as well as written responses to the tasks, were collected and transcribed. Contextual inconsistencies and communicative breakdowns were identified, using qualitative discourse and pragmatic analysis based on these data. The analysis was conducted in several stages.

Initially, quantitative performance indicators were calculated to assess learners' communicative effectiveness in both typical and atypical scenarios. The assessment criteria included the following aspects:

- linguistic accuracy (grammar and vocabulary);
- understanding of standardized phraseology;
- contextual appropriateness;
- pragmatic attitude.

Subsequently, discourse analysis identified characteristics such as excessive softening of wording, linguistic redundancy, ambiguity and violations of the principle of linguistic economy, characteristic of aviation discourse. Afterwards, pragmatic analysis focused on illocutionary force, the comprehensibility of requests, the interpretation of implicit meanings and compliance with institutional expectations defined by ICAO communication standards. Eventually, instances of communication failures were systematically classified, which helped identify categories of recurring contextual errors observed by participants.

The training and analytical resources used in this study were based on authentic and semi-authentic sources of aviation communication. They included adapted transcripts of dialogues between law enforcement officers, examples of phraseology compliant with ICAO standards and scenario descriptions based on operational events.

The materials were specifically selected to cover both traditional and non-traditional communication scenarios, thereby facilitating testing of learners' ability to adapt their language skills in cases where standardized systems proved inadequate. Participation in the study was completely voluntary and all data were anonymized prior to analysis.

Contextual validity was conducted by formulating research questions that accurately reflect real-world aviation-related communication conditions. Scenarios were developed based on real operational cases and complied with ICAO communication requirements, ensuring high ecological validity of the results.

This approach made certain that the recorded participant behaviors reflected real professional practices and were not simulated in a classroom setting. To enhance the reliability of the qualitative

analysis, recurring patterns of communication impairments were identified across participants and across tasks. The analysis was considered significant only when such patterns were observed consistently across contexts and data sets. This robustness of repeatability increased the stability of interpretations. Internal validity was supported by a similar level of homogeneity across participants in terms of education, professional background and language proficiency. Given that, all participants had received comparable training in aviation English, the differences in results could be explained primarily by contextual and pragmatic factors rather than by the influence of external variables. Construct validity was achieved through alignment of analytical criteria with theoretical models of communicative competence and pragmatic performance. Assessment criteria, such as contextual appropriateness, pragmatic sensitivity and role awareness were adapted to the specificities of aviation discourse.

Finally, procedural reliability was maintained through consistent instructions, identical assessment criteria and identical observation procedures across all training groups. This reduced the influence of learning conditions and increased the reproducibility of the study.

Results. Analysis of the empirical data obtained during the quantitative phase revealed a significant discrepancy between students' language proficiency and their practical communication skills. Although students successfully completed tasks under standard, predictable conditions, their performance declined when exposed to complex contextual situations. The results are presented in Table 1 below.

Table 1. Students' performance results across various communicative contexts

Performance category	Routine operations	Emergency	Variance
Linguistic accuracy (grammar/lexis)	86.4%	78.2%	-8.2%
Standard phraseology mastery	82.1%	65.4%	-16.7%
Contextual appropriateness	74.8%	34.2%	-40.6%
Pragmatic sensitivity	68.5%	31.9%	-36.6%

Table 1 shows that the most pronounced decline occurred in the contextual appropriateness metric, decreasing from 74.8% to 34.2% during crisis simulation conditions. This tendency confirms that language proficiency does not always guarantee effectiveness under stress and is not a reliable indicator of professional competence.

One of the key challenges was the misinterpretation of institutional roles in professional communication. In pilot-air traffic controller simulations, students often relied on generic speech patterns, ignoring the specific communicative norms of the aviation environment. This resulted in inappropriate speech strategies, overly straightforward wording and low sensitivity to the pragmatic features of aviation discourse. The significant problem was difficulty perceiving implicit meaning. In non-standard and emergency situations, students often failed to recognize indirect requests, softened warnings or implicit evaluative cues. This experience indicates that communicative competence in the professional sphere is not limited to grammatical accuracy. It requires the deliberate development of the ability to interpret contextual nuances.

To illustrate the identified patterns, ten specific cases were identified during the simulation-based discourse analysis:

The first case is a speech softening. In an engine failure simulation, a student used the simplified formulation “We have a minor hydraulic problem” instead of the mandatory “Mayday” signal. The given case demonstrates a lack of understanding of the significance of specific emergency signals. The second case is a difficulty in role identification. The use of informal expressions such as “Thank you, everything is fine” instead of established formal responses disrupt the established communication hierarchy between the pilot and the controller. It can impact the clarity of information transfer.

The third case is a failure to make a request despite signs of a critical situation. Mentioning low fuel levels without explicitly requesting a priority landing. The student pilot assumed that the controller

would automatically understand the need for urgent action, which presented a serious pragmatic risk due to a misunderstanding of the message formulation requirements.

The fourth case is an excessive linguistic detail. Providing excessively lengthy descriptions in weather reports, which contradicts the principle of brevity characteristic of aviation speech.

The fifth case is a misinterpretation of the illocutionary function of an utterance. There was the failure to understand that the phrase “Traffic is no longer a factor” is intended as a warning, leading to unnecessary evasive maneuvers.

The sixth case is an ambiguity of negation. A hesitant response of “No... clear” to a question about runway status can be perceived by the controller as a negative answer, which is misleading.

The seventh case is a loss of urgency at a critical moment. Maintaining a polite form of speech such as “Can we turn back?” in an emergency, which slows reactions and reduces the clarity of information transfer.

The eighth case is a sociocultural barrier. Reticence to criticize the instructor even during the simulation, indicating a lack of confidence in one's professional position and weak strategic competence.

The ninth case is a conflict between standard and colloquial English. Difficulty describing the bird incident, as similar situations were not covered in “standardized phraseology” training, indicating a limited ability to adapt to contextual situations.

The tenth case is an illocutionary error. Perceiving the question “Are you ready?” as a general question rather than a formal check for takeoff readiness.

The study was conducted through the following methods aimed at communicative competence with a contextual learning approach:

- observation of the learning process: continuous monitoring of the learning process to identify communication patterns in real time;
- context-based tasks: specific exercises aimed at assessing students' ability to adapt their speech to specific aviation conditions;
- discourse tests: simulated professional situations requiring students to formulate linguistically and pragmatically correct responses;
- qualitative analysis: detailed analysis of oral and written statements to identify pragmatic errors and role-dynamic violations;
- the training materials used in the study were based on authentic and realistic aviation scenarios reflecting the realities of professional work.

The following various scenarios were included in the abovementioned methods:

- pre-flight briefings, that’s to say an analysis of the clarity and structure of information exchange between crew members;
- pilot-dispatcher interaction, a simulation aimed at adhering to standard ICAO terminology and switching to plain English;
- communication under stress: equipment failures, onboard medical crises.

Analysis of empirical data obtained through observations of training sessions and assignments revealed a number of consistent trends in the development of communication skills among aviation students. Although the vast majority of participants demonstrated a sufficient level of proficiency in aviation vocabulary and basic grammatical structures, their communication skills often suffered from a lack of contextual awareness.

Discussion. The obtained results indicate a shift in the educational paradigm, from a purely linguistic approach to a socio-pragmatic model of training in aviation. The introduction of communicative and pragmatic methods addresses the key need to develop contextual awareness, which traditional formulaic teaching often ignores.

The sharp drop in performance during simulated emergency situations, in particular the 40.6% disparity in appropriate speech use, indicates that linguistic proficiency does not always guarantee

success under stress. So-called cognitive overload or “tunnel perception” under high workload causes students to focus on the technical aspects of the flight, leading to a pragmatic error.

There was institutional significance: the use of softened speech, for instance, the phrase “We have a slight problem”, demonstrates an inability to recognize the meaning of emergency communication signals such as “Mayday”. Implicit threat: relying on indirect instructions, e.g., mentioning low fuel levels without explicitly requesting priority, reinforces students' reliance on the listener to understand the meaning. In aviation, this poses a serious pragmatic risk, as ICAO standards require clear, explicit illocutionary force. The effectiveness of the proposed integrative approach lies in its ability to combine disparate methods that reflect the complexities of real-world practice.

During discourse analysis, specific types of errors were identified. Students demonstrated excessive linguistic overload instead of mastering the “economy of language” principle inherent in aviation communication. When conducting realistic scenarios such as a bird strike, students used generic English. Standard formulas proved unacceptable.

Contextual competence provides the necessary flexibility to address non-standard situations where literal adherence to formulas may be insufficient. The transition from routine to emergency communication is not simply a change in vocabulary, but a shift in the communication paradigm: from script replication to proactive risk management through language.

The introduction of context-sensitive tasks led to a better understanding of the role of language and more appropriate speech strategies. This supports the idea that the “competence gap” can be reduced through the use of high-fidelity simulations that reflect the constraints of the cockpit. Within a professional institutional environment, the focus of training should shift from “what to say” to “how context determines the choice of linguistic means”.

Conclusion. Thus, the study confirms that contextual competence is a central part of professional aviation communication. The results clearly demonstrate that pure linguistic literacy and vocabulary mastery alone are insufficient for effective communication under operational pressure. A contextual approach to learning is essential under pressure, time constraints and the need to assume responsibility by future pilots. A significant discrepancy was revealed between students' skill level in standard situations and their ability to communicate in extreme or non-standard circumstances. A sharp decline in speech adequacy and pragmatic sensitivity indicates the fragility of formulaic language skills when deviating from familiar scenarios. This gap poses a serious threat in aviation, where ambiguity, softening of wording or delayed message delivery can lead to serious consequences. A sharp decline in speech adequacy and pragmatic sensitivity indicates the fragility of formulaic language skills when deviating from familiar scenarios. This gap poses a serious threat in aviation, where ambiguity, softening of wording, or delayed message delivery can lead to serious consequences. Therefore, adaptability of communication to context plays a crucial role for pilots. They must adhere to standards under normal conditions and exceed them in emergency situations without losing the clarity of their message. Contextual communicative competence is a key element of flight safety, as it ensures the maintenance of a common semantic picture of the situation between participants in the aviation system under all conditions.

References:

1. Hymes D. On Communicative Competence. Philadelphia: University of Pennsylvania Press, 1972, pp. 269–293.

2. Canale M., Swain M. Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing. Applied Linguistics, 1980, Vol. 1, No. 1, pp. 1–8.

3. Bachman L.F. Fundamental Considerations in Language Testing. Oxford: Oxford University Press, 1990, pp.81–85.

4. Celce-Murcia M. Rethinking the Role of Communicative Competence in Language Teaching. Intercultural Language Use and Language Learning. Cambridge: Cambridge University Press, 2007, pp. 41–57.

5. Ellis R. Task-Based Language Learning and Teaching. Oxford: Oxford University Press, 2003, pp. 27–32.

6. Halliday M.A.K. Language as Social Semiotic. London: Edward Arnold, 1978, pp. 108–136.

7. Brown P., Levinson S. Politeness: Some Universals in Language Usage. Cambridge: Cambridge University Press, 1987, pp. 56–85.

8. Kasper G., Rose K.R. Pragmatic Development in a Second Language. Oxford: Blackwell Publishing, 2002, pp.1–32.

9. Widdowson H.G. Teaching Language as Communication. – Oxford : Oxford University Press, 1978. – 224 p.

10. International Civil Aviation Organization. Manual on the Implementation of ICAO Language Proficiency Requirements. Doc 9835. Montreal: ICAO, 2010, pp. 2–1–2–16.

11. International Civil Aviation Organization. Annex 1: Personnel Licensing. Montreal: ICAO, 2018, pp. 1–1–1–15.

12. International Civil Aviation Organization. Annex 10: Aeronautical Telecommunications. Montreal: ICAO, 2016, Vol. II, pp. 5–1–5–20.

13. Hutchinson T., Waters A. English for Specific Purposes: A Learning-Centred Approach. Cambridge: Cambridge University Press, 1987, pp. 19–45.

14. Basturkmen H. Developing Courses in English for Specific Purposes. London: Palgrave Macmillan, 2010, pp. 77–104.

15. Dudley-Evans T., St John M.J. Developments in English for Specific Purposes. Cambridge: Cambridge University Press, 1998. – 304 p.

МРНТИ 14.29.41 https://doi.org/10.51889/2959-5762.2026.90.2.003

Ибраимова Ж.К.[1*]

[1]*Казахский национальный педагогический университет имени Абая*

г.Алматы, Казахстан

ПРИМЕНЕНИЕ ACTION RESEARCH КАК ТЕХНОЛОГИ И ПОВЫШЕНИЯ ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНТНОСТИ ПРЕПОДАВАТЕЛЕЙ ВЫСШЕЙ ШКОЛЫ КАЗАХСТАНА В ЭПОХУ ED TECH

Аннотация

В статье рассматривается опыт внедрения Action Research в систему высшего педагогического образования Республики Казахстан как системный поэтапный процесс концептуализации технологии, диагностики готовности освоения педагогами, реализации модульной программы, оценки эффективности с помощью комплекса теоретических (контент-анализ, моделирование) и эмпирических (педагогический эксперимент, анкетирование, фокус-группа) методов. Action Research раскрывается как эффективная технология повышения профессиональной компетентности на основе исследовательской активности преподавателя университета в условиях цифровой трансформации высшего образования и активного развития EdTech. Раскрывается сущность Action Research как практико-ориентированного исследовательского подхода, направленного на рефлексию, совершенствование педагогической деятельности и развитие исследовательской культуры преподавателя. Раскрываются барьеры и перспективы интеграции технологии в систему высшего педагогического образования Республики Казахстан с учетом национальных образовательных приоритетов, цифровых инициатив и требований к подготовке педагогических кадров. Делается вывод о потенциале Action Research как механизма устойчивого профессионального развития преподавателей в эпоху EdTech и его значимости для модернизации системы высшего педагогического образования Республики Казахстан.

Ключевые слова: Action Research, исследовательская активность, EdTech, высшее педагогическое образование, рефлексивный практик.