

## CURRENT APPROACHES TO DEVELOPING PROFESSIONAL COMPETENCE OF FUTURE ENGLISH LANGUAGE TEACHERS IN KAZAKHSTAN: SURVEY RESULTS AND METHODOLOGICAL RECOMMENDATIONS

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**Abstract.** The article considers the process of formation and development of professional skills necessary for foreign language teachers as one of the main directions ensuring their successful professional implementation in the conditions of the modern educational space. The research work focuses on the comprehensive training of future teachers, which should include the acquisition of a wide range of competencies that reflect the requirements of modern pedagogical practice. Such competencies include: knowledge of information and communication technologies, development of effective communication skills, mastery of methodological foundations of teaching, as well as the formation of socio-cultural awareness and intercultural competence.

Analysis of domestic and foreign scientific publications made it possible to generalize modern theoretical approaches to the professional training of foreign language teachers and identify trends in the development of educational strategies. The study pays special attention to the results of the empirical phase of an online survey conducted using the Google Forms platform to determine the level of readiness of students of pedagogical universities to master professional skills.

The data obtained during the survey allowed us to identify the main challenges facing novice teachers, including insufficient practical training, a lack of experience in implementing digital technologies in the educational process, and limited opportunities to develop intercultural competence. Based on the analysis of these problems, the article provides specific methodological recommendations aimed at improving foreign language teacher training programs. These recommendations include expanding teaching experience, introducing digital pedagogy courses, developing intercultural communication, and developing soft skills necessary for effective interaction in a multinational educational environment.

**Keywords:** professional competence, foreign language teachers, development of professional competence, pedagogical competence, development.

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## Introduction

The modern education system, especially in the field of foreign language teaching, pays special attention to the professional development of teachers. Communicative, methodological, socio-cultural and information and technological competencies are the main part of the professional skills necessary for future teachers to work effectively in a multilingual and multicultural environment. In this regard, the development of professional competencies of students of pedagogical universities is an urgent scientific and practical issue.

The study aims to determine the effectiveness of the approach based on professional competence in the training of foreign language teachers.

The scientific novelty is reflected in the following:

The structural components of professional competence and their interrelationships were identified;

A system of indicators for assessing the level of professional preparation of future teachers was proposed;

Based on data obtained through a Google survey, actual difficulties in the professional development of foreign language teachers were identified.

Research methodology

The research used mixed methods:

Quantitative methods: conducting a survey using Google Forms, statistical analysis of data.

Qualitative methods: content analysis of responses obtained through open questions, identification of professional difficulties and motivational factors.

This methodology allowed to increase the reliability and consistency of the research results.

*Problem statement.* The development of future teachers' professional competencies is a multifaceted and intricate process that is influenced by a number of factors, including the caliber of educational programs, student motivation, the integration of cutting-edge technologies into the classroom, and the establishment of favorable conditions for their real-world implementation. Even though this topic has received a lot of attention, there are still a lot of unanswered questions. Two of the most important ones are how students evaluate their own preparedness for professional activity and how to identify the challenges they face during the preparation phase.

*This article analyzes the findings* of a Google poll among pedagogical university teachers and provides a summary of scientific research focused on the professional competency development of aspiring foreign language instructors. The study's primary objectives are to identify the major variables affecting the development of professional competences, pinpoint current issues, and provide suggestions for how to resolve them.

*The purpose of this article* is to update the methodology of training foreign language teachers and to establish the need for the use of successful teaching methods in order to equip students with the necessary skills. Ultimately, this will improve the level of teaching foreign languages in educational institutions.

One of the main challenges of the modern education system is to help aspiring foreign language teachers develop their professional competence. Due to globalization and the importance of foreign languages in intercultural communication, there is a growing demand for teachers who can teach languages in various educational and cultural contexts.

*The study's findings* unequivocally demonstrate that the competency-based approach aids in preparing experts who are suited to the demands of the global labor market. This highlights the necessity of updating teaching strategies and curriculum in order to match the demands of the globalized world and accomplish educational objectives.

*This study confirms* the value of competency-based modeling in professional foreign language teaching and creates opportunities for further research in this area.

In today's market, teachers must not only be proficient in the language but also be digitally competent, use creative teaching methods, develop individual curricula, and take into account the cultural characteristics of their students. Future educators must be proficient in using digital tools like online platforms, interactive techniques, and multimedia in order to incorporate information and communication technology into the teaching and learning process.

The development of socio-cultural competence, adaptability and intercultural competence is necessary for a modern teacher to teach foreign languages in a multicultural environment.

The importance of study in this field is increased by the fact that many nations, like Kazakhstan, Uzbekistan, and Russia, are actively changing their educational systems while paying attention to the competency-based approach. The application of techniques like Web Quests, projects, and situational learning demonstrates how well they work to advance the professional abilities of aspiring educators.

Therefore, finding ways to help beginning foreign language teachers develop their professional competence will not only improve their teaching but also ensure the career success of their students.

Professional development in today's information society relies heavily on digital technologies and online materials. Numerous studies have examined how resources such as web quests and other interactive platforms can help students improve logical thinking, creativity, and communication skills. Researchers are particularly interested in approaches to developing competencies that combine theoretical knowledge with the practical application of online resources in teaching foreign languages (Moydinova, 2021).

In the modern educational environment, foreign language teachers are faced with the need to adapt to rapidly changing conditions, which requires them to have a high level of professional and personal competencies. The article by Evstigneeva emphasizes the importance of an integrated approach to the formation of teacher competencies necessary for effective training, education and development of future specialists in the field of teaching foreign languages (Evstigneeva, Shults and Aleksich, 2022). The study by Torbenko demonstrated that the introduction of modern pedagogical methods has a positive effect on the development of this competence, contributing to the growth of students' motivation in various areas. The authors of the study note a significant improvement in motivational indicators in the experimental group compared to the control group. Thus, the level of personal motivation was 72% (compared to 65%), professional - 68% (versus 58%), socio-cultural - 75% (compared to 70%), and academic - 70% (compared to 62%). These data confirm the effectiveness of the methodological impact on the formation of socio-cultural skills (Torbenko et al., 2024).

At the individual level, the importance of developing an open mindset in future teachers is noted, which is necessary to effectively respond to changes in the educational environment (Aboltina et al., 2024). Adaptation to technological advances and the creation of an inclusive educational environment for students with different needs are also identified as key challenges.

In the context of increasing integration of educational systems, European countries are actively implementing a variety of approaches to training foreign language teachers. In the study by Chernysh, the authors highlight the key characteristics of each approach (Chernysh et al., 2020; Sysoyev & Evstigneev, 2014). Formal training allows obtaining official qualifications, but is characterized by a high degree of standardization, which, as analytical data show, reduces participation in it, especially among older teachers. In contrast, non-formal and informal forms of training demonstrate greater flexibility, adaptability and individualization, which makes them particularly in demand in the process of professional development of foreign language teachers.

The study by Seitova, Rizakhojayeva, and Zhakipova examines the diagnostics of the level of professional competence of English teachers in the context of improving the quality of foreign language teaching in Kazakhstan. The authors emphasize that the availability of qualified teachers with modern professional competencies is critical to meeting the needs of learners and achieving educational goals (Seitova, Rizakhojayeva and Zhakipova, 2023).

The ability of teachers to use modern teaching strategies, such as cognitive approaches, didactic tactics and individualization of the learning process, is known as methodological competence. Research indicates that the successful development of this competency necessitates the combination of theoretical understanding and practical abilities intended to plan and carry out lessons while taking into consideration the age and unique characteristics of each learner (Kunanbaeva, 2010). Additionally, we stress the importance of teachers' professional self-development and intentional attempts to improve methodological competence through specialized training, courses, and pedagogical practice.

The competency method is a means of attaining a new level of educational quality, according to Russian and local scientists like S.S. Kunanbaeva, D.A. Ivanov, I.A. Zimnyaya, and others (Zimnyaya, 2006). It establishes the priorities, the substantive resources for development, and the direction of change in the educational process. This is no coincidence, since we are discussing a new unit of measurement for human education, because knowledge, skills, and capacities are no longer sufficient to demonstrate or gauge the quality of education.

In modern “component education” based on humanistic and cultural methodologies, the “competency system” is understood as the goals and final products of education. Thus, the specified educational model assumes the selection and organization of a set of “key competencies” for the content of each subject area. These are suggested to be divided into three primary categories of “competencies,” which are justified by the fact that an individual’s “competence” takes the form of a vector of acmeological development, and that “competencies” are some internal, potential, hidden psychological neoplasms (knowledge, ideas, algorithms of actions, a system of values, and relationships). These competencies, in turn, reveal the competencies of an individual, defining “competencies” as actual “competencies” and the potential for them to develop further as such (Kunanbaeva and Dakhanova, n.d.).

According to S.S. Kunanbaeva, the shift from conventional educational approaches to a competence-based approach highlights the need of applying language skills in a professional setting rather than only knowing it. For professional teaching of foreign languages, the authors developed a basic structure of competencies, including linguistic (the ability to speak and understand the language), sociocultural (the ability to recognize cultural differences), and professional (the ability to use a foreign language to solve professional problems) (Zhang, Ye & Liu, 2021).

Modern training of foreign language teachers requires a rethinking and systematic approach to the development of key professional competencies. The study by Melnyk (2024) focuses on the development of intercultural communicative competence as a theoretical basis for the formation of professionally oriented communicative competence (PFCC) in future English language teachers. This competence is considered as a necessary component for effective functioning in a multinational educational environment. The research pays special attention to unresolved issues in the field of professional training. The author points out the lack of detailed standards for the training of teachers of English as a foreign language, both at the undergraduate and graduate levels, as well as the shortage of relevant teaching aids, which negatively affects the quality of education (Melnyk, 2024).

The study by Urazova and Djanabaeva (2025) examines the development of methodological competence of future foreign language teachers as a key component of their professional training (Urazova and Djanabaeva, 2025). The authors propose a structural model for the formation of methodological competence that takes into account modern trends in teaching methods and requirements for the modernization of educational systems. This model provides a valuable basis for revising existing teacher training programs. The study identifies and analyzes in detail four main components of methodological competence: motivational, cognitive, technological and reflexive (Erkulova, 2025; Mombekova, 2024). It is emphasized that the effective interaction of these components contributes to the holistic and productive development of professional skills in future teachers. Other researchers propose a structured methodological system for the formation of professional competencies of future foreign language teachers, including such elements as purpose, content, methods, forms, tools and expected results. This system is focused on the development of key competencies: digital, psychological and pedagogical, linguistic, communicative and methodological (Shakiyeva et al., 2023).

Examining the shift from conventional educational paradigms to a competence-based approach highlights how important it is to incorporate fresh ideas and techniques into professional foreign language instruction. The development of professional, communicative, and intercultural competences is a crucial component of effective specialized training, as evidenced by theoretical arguments. The established framework of competencies, which encompasses linguistic, sociocultural, and professional elements, together with the phases of their development through practice-oriented training, validates the efficacy of the competence-based approach. By incorporating information technology and employing creative techniques like case studies, project-based learning, and professional scenario simulations, we can raise the standard of education.

## **Materials and methods**

As part of this study, a comprehensive review of scientific publications by domestic and foreign authors aimed at improving the professional skills of foreign language teachers was conducted. Particular attention was paid to the theoretical foundations and modern approaches to the development of critical competence, as well as practical methods used in educational organizations. The review made it possible to identify the main trends and directions in the field of training future specialists.

An analytical approach was used to systematize and analyze the data obtained, which helped to identify the characteristics that affect the successful professional development of foreign language teachers, as well as to identify the key competencies necessary for their effective work.

In the empirical part of the study, teachers participated in an online survey, the purpose of which was to determine the level of preparation for professional work. The survey included 15 questions, including closed and open questions, as well as sections with professional recommendations on the competences of teachers. A total of 60 respondents participated in the survey. Link to the survey: <https://forms.gle/pBb47FBYPcL96x9q7>.

The combination of theoretical analysis and empirical research made it possible to form a comprehensive understanding of the issue and develop recommendations for improving the system of training foreign language teachers.

## **Results and discussion**

The development of professional competencies of future teachers is a complex process that depends on factors such as the quality of educational programs, student motivation, the use of innovative technologies, and the organization of practical experience.

The survey results revealed the following main problems of students regarding their professional training:

Insufficient use of modern methodologies in practical classes;

Low readiness to effectively use digital tools;

The need to improve socio-cultural communication skills.

These results prove the importance of revising foreign language teacher training programs. In light of the modernization of the education system, the topic of professional competence and methods of teacher evaluation is relevant and important. The quality of education, student learning outcomes and the growth of educational institutions as a whole largely depend on the professional competence of teachers. With the advent of new teaching methods, globalization and digitalization, teaching requirements are constantly changing, and teachers need to develop adaptive skills in addition to subject knowledge. In addition to applying creative methods and fostering productive relationships with both students and coworkers, teachers must be able to adjust to quickly changing circumstances.

Numerous studies take into account the complex combination of instructional skills, personal traits, and cognitive knowledge that make up teachers' professional competency. The successful development of students and the quality of education are directly related to the professional competence of teachers. Experienced teachers have classroom management skills, which have a positive effect on student motivation and academic performance. The importance of teachers' emotional intelligence for building fruitful relationships with students is recognized (Yilmaz, Topu, & Takkaç Tulgar, 2019).

Professional development of future foreign language teachers is one of the main goals of modern pedagogical science and practice. As education becomes increasingly global and international, foreign language teachers play an increasingly important role as mediators and facilitators of intercultural communication, helping students integrate into the global educational and cultural environment. Foreign language instructors are expected to possess a high level of professional competence in the current educational environment. They should be proficient in the language, but they should also be able to apply communicative and methodological techniques, consider the sociocultural dimensions of learning, and incorporate information technology into the classroom.

The goal of the study is to increase scientific knowledge of how professional competencies are formed and to provide useful suggestions for their efficient growth. The work's findings may help create new teaching strategies and modernize current foreign language teacher training programs.

In order to raise the standard of education and prepare educators to meet the demands of the contemporary learning environment, the study is pertinent.

To identify the professional competencies of future foreign language teachers, an online survey was conducted among teachers of the English Language Department of the South Kazakhstan Pedagogical University named after O. Zhanibekov and the Peoples' Friendship University named after Academician A. Kuatbekov in Shymkent.

This survey's objective is to investigate viewpoints and suggestions about the professional competence development of aspiring English language instructors. The survey's objectives include identifying important training

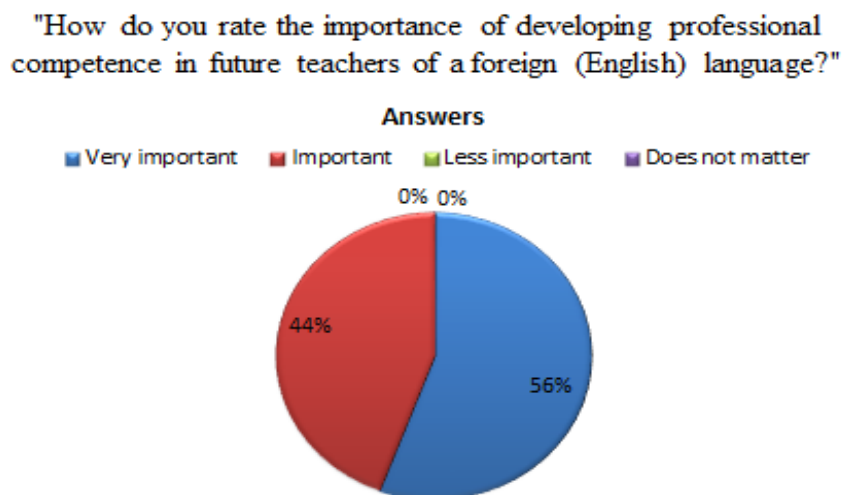
components and techniques, figuring out the best strategies and tools for acquiring the required professional skills, and evaluating existing issues and potential avenues for enhancing educational initiatives in this field.

The survey's answers on the question "How do you rate the importance of developing professional competence in future teachers of a foreign (English) language?" show that respondents place a high value on this subject. The majority of participants, 55.6%, said it is "very important", highlighting the necessity of focused efforts to enhance professional knowledge and abilities in the preparation of aspiring foreign language instructors.

Furthermore, this factor was scored as merely "important" by 44.4% of respondents, confirming the general understanding of how crucial professional competence development is to effective teaching.

There was no response to responses indicating less importance ("less important" and "does not matter"), indicating that respondents agreed on the topic's priority.

According to the survey's findings, the vast majority of participants (100%) acknowledge the necessity of actively pursuing future educators' professional development, and over half of them believe this to be of utmost importance. The results are shown in figure 1.



**Figure 1. Results of responses to questionnaire questions.**

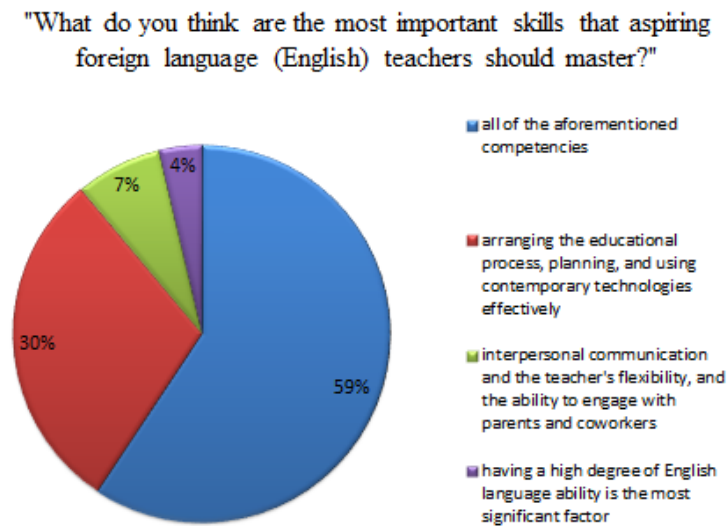
The results of the survey on the question "What competencies do you think are most important for new teachers of a foreign language (English)?" showed that the majority of respondents believe that the training of future teachers is a thorough process that involves mastering several disciplines at the same time.

Key findings: 59.3% of survey participants stated that all of the listed competencies are extremely important, including operational competence in English, pedagogical knowledge, the ability to use modern technologies, and the ability to communicate with parents, colleagues, and people of different ages. This highlights the need for comprehensive training of future teachers.

29.6% of respondents named pedagogical skills, including organizing and planning the learning process and the effective use of modern technologies, as the most important competencies. This demonstrates the importance of practical skills and people's desire to use them in the classroom.

7.4% of respondents considered the ability to work with different age groups to be the most important competency, highlighting interpersonal communication, flexibility, and teachers' ability to interact with parents and colleagues.

Just 3.7% of respondents said that having a high degree of English language ability is the most significant factor. This could suggest that linguistic ability is viewed as a fundamental yet inadequate aspect of professional competence. The results are shown in Figure 2.



**Figure 2. Results of responses to questionnaire questions**

The majority of respondents to the questionnaire emphasize the importance of a comprehensive approach to training foreign language teachers, paying special attention to the integration of communicative, methodological, technological and linguistic competencies. This reflects the modern requirements for teachers in the context of globalization and digitalization of education.

The results of the questionnaire in response to the open question "What changes, in your opinion, should be made to the existing training program for primary school foreign language teachers to improve their professional competence?" demonstrate a number of ideas aimed at improving the teaching of primary school teachers. The main changes include: a more practice-oriented approach, greater emphasis on teaching in real classes with different age groups and levels of language proficiency, as well as more time for teaching practice.

**Building intercultural competency:** Offering classes on cross-cultural communication and the cultural nuances of the nations where the language is studied. arranging international internships and exchange programs with colleges abroad.

**Digital technology integration:** Including classes on how to teach languages using contemporary digital resources. instruction in the production of digital learning resources.

**Improving communication abilities:** Holding workshops that incorporate debates, role-playing games, and discussions. teaching foreign language, oratory and public speaking.

**Learning individualization:** Modules for working with children who have special educational needs (SEN) are introduced. creation of strategies for learning differentiation and customisation.

**Focus on developing soft skills:** include instruction in conflict resolution, emotional intelligence, and time management. instruction on how to manage stress and keep students motivated.

**Methodological flexibility:** Studying and mastering various teaching approaches, such as TBL, CLIL, and cognitive methods, so that teachers can adapt to learning conditions.

**Regular language practice:** Increasing the time for practical development of language skills to level C1-C2. Organization of communication clubs with native speakers, participation in conferences and language camps.

**Research activities:** development and implementation of projects on linguistic and methodological research. Support for innovative approaches to language teaching. Formation of professional identity: introduction of courses

on educational ethics, educational values and professional culture. Respondents suggest updating the existing training programs for foreign language teachers, focusing on digitalization, intercultural competence, communicative competence, soft skills and a practice-oriented approach.

The aim of such adjustments is to prepare adaptable and specially qualified specialists capable of working in a modern educational environment.

A competency-based approach allows training foreign language teachers in accordance with international standards. This approach involves the introduction of practice-oriented tasks, digital technologies, and reflective learning into the educational process.

The results of the study made it possible to propose the following measures to support the professional development of future teachers:

- Introducing methodological research and project-based learning modules into curricula;
- Improving intercultural competence through professional associations and foreign partnership programs;
- Developing a mentoring system to improve the quality of pedagogical practice.

## **Conclusion**

The results of the study revealed a high level of awareness of the need to support the professional development of future foreign language teachers. Respondents confirmed the importance of comprehensive training, including the development of linguistic, pedagogical, intercultural and digital competencies.

Particular attention is paid to the practical orientation of training, the integration of intercultural communication courses, the use of modern technologies, as well as the development of flexible skills and the individualization of the learning process.

The proposed recommendations - the expansion of teaching practice, the introduction of intercultural and digital courses, as well as an emphasis on personalized learning - are aimed at improving the quality of training and the adaptation of new specialists. Thus, the implementation of these measures will significantly improve the professional competence of future foreign language teachers and their readiness for modern requirements in the educational environment.

This study demonstrates the effectiveness of a competency-based approach in developing the professional competencies of foreign language teachers. The results of the study provide a methodological basis for improving curricula aimed at increasing the professional readiness of future teachers.

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## **Conflict of interest**

The authors confirm that there are no potential or actual conflicts of interest related to this study.

## **Contribution of the authors:**

**A.A. Kudysheva** - analyzed the scientific literature, formulated the goals and objectives of the study, and participated in writing the introduction and theoretical part of the article.

**I.U. Saparbekova** - developed the research methodology, processed and interpreted the results, and prepared the conclusion and formatted the article in accordance with academic standards.

Both authors participated in editing the text and agreed on the final version of the manuscript.

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### **Болашақ шет тілі мұғалімдерінің кәсіби құзыреттілігін дамытудағы заманауи тәсілдер: кедергілер мен мүмкіндіктер**

**Аңдатпа.** Мақалада шет тілі мұғалімдеріне қажетті кәсіби дағдыларды қалыптастыру және дамыту процесі қазіргі білім беру кеңістігі жағдайында олардың табысты кәсіби іске асырылуын қамтамасыз ететін негізгі бағыттардың бірі ретінде қарастырылады. Зерттеу жұмысында болашақ мұғалімдерді жан-жақты даярлауға көңіл бөлінген, ол қазіргі педагогикалық тәжірибенің талаптарын көрсететін кең ауқымды құзыреттілікті меңгеруді қамтуы тиіс. Мұндай құзыреттерге мыналар жатады: ақпараттық-коммуникациялық технологияларды меңгеру, тиімді коммуникациялық дағдыларды дамыту, оқытудың әдістемелік негіздерін меңгеру, сонымен қатар әлеуметтік-мәдени сана мен мәдениетаралық құзыреттілік қалыптастыру.

Отандық және шетелдік ғылыми жарияланымдарды талдау шет тілі мұғалімдерін кәсіби даярлаудың заманауи теориялық тәсілдерін жалпылауға және білім беру стратегияларын дамыту тенденцияларын анықтауға мүмкіндік берді. Зерттеуде педагогикалық жоғары оқу орындары студенттерінің кәсіби дағдыларды меңгеруге дайындық деңгейін анықтау мақсатында Google Forms платформасын қолдану арқылы жүргізілген онлайн сауалнама – эмпирикалық кезеңнің нәтижелеріне ерекше назар аударылады.

Сауалнама барысында алынған мәліметтер тәжірибелік дайындықтың жеткіліксіздігі, цифрлық технологияларды білім беру үдерісіне енгізу тәжірибесінің жоқтығы және мәдениетаралық құзыреттілікті дамыту мүмкіндіктерінің шектеулілігін қоса алғанда, жаңа бастаған мұғалімдердің алдында тұрған негізгі қиындықтарды анықтауға мүмкіндік берді. Осы проблемаларды талдау негізінде мақалада шетел тілі мұғалімдерін даярлау бағдарламаларын жетілдіруге бағытталған нақты әдістемелік ұсыныстар берілген. Бұл ұсыныстар оқыту тәжірибесін кеңейтуді, сандық педагогика курстарын енгізуді, мәдениетаралық коммуникацияны және көпұлтты білім беру ортасында тиімді өзара әрекеттесу үшін қажетті жұмсақ дағдыларды дамытуды қамтиды.

**Түйін сөздер:** кәсіби құзыреттілік, шет тілі мұғалімдері, кәсіби құзыреттілікті дамыту, педагогикалық құзыреттілік, даму.

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### **Современные подходы к развитию профессиональной компетентности будущих учителей иностранных языков: препятствия и возможности**

**Аннотация.** В статье рассматривается процесс формирования и развития профессиональных навыков, необходимых учителям иностранных языков, как одно из основных направлений, обеспечивающих их успешную профессиональную реализацию в условиях современного образовательного пространства. В исследовательской работе основное внимание уделяется комплексной подготовке будущих учителей, которая должна включать в себя приобретение широкого спектра компетенций, отражающих требования современной педагогической практики. К таким компетенциям относятся: владение информационно-коммуникационными технологиями, развитие навыков эффективной коммуникации, овладение методическими основами преподавания, а также формирование социокультурной осведомленности и межкультурной компетентности.

Анализ отечественных и зарубежных научных публикаций позволил обобщить современные теоретические подходы к профессиональной подготовке преподавателей иностранных языков и выявить тенденции в разработке образовательных стратегий. Особое внимание в исследовании уделено результатам эмпирического этапа онлайн-опроса, проведенного с использованием платформы Google Forms для определения уровня готовности студентов педагогических вузов к овладению профессиональными навыками.

Полученные в ходе опроса данные позволили выявить основные проблемы, с которыми сталкиваются начинающие учителя, среди которых недостаточная практическая подготовка, отсутствие опыта внедрения цифровых технологий в образовательный процесс, ограниченные возможности развития межкультурной компетентности. На основе анализа этих проблем в статье даны конкретные методические рекомендации, направленные на совершенствование программ подготовки учителей иностранных языков. К таким рекомендациям относятся расширение опыта преподавания, внедрение курсов цифровой педагогики, развитие межкультурной коммуникации, развитие гибких навыков, необходимых для эффективного взаимодействия в многонациональной образовательной среде.

**Ключевые слова:** профессиональная компетенция, учителя иностранного языка, развитие профессиональной компетенции, педагогическая компетентность, развитие.

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