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ORGANIZATION OF DUAL EDUCATION IN THE TRAINING OF FOREIGN LANGUAGE TEACHERS IN KAZAKHSTAN

Abstract

The concept of dual education has gained worldwide recognition as an effective means of developing highly qualified personnel. Kazakhstan, as a country committed to this goal, has also adopted this model. This paper specifically delves into the organization of dual education in the context of training foreign language teachers. It aims to provide a brief overview of the current state of dual education in Kazakhstan's higher education institutions, particularly at Abai KazNPU. Additionally, the paper presents the results of a survey of graduates who underwent dual training, revealing their perspectives on the effectiveness and impact of this approach on their career prospects.

Keywords: dual education, foreign language teachers, dual trainings.

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ОРГАНИЗАЦИЯ ДУАЛЬНОГО ОБРАЗОВАНИЯ ПРИ ПОДГОТОВКЕ УЧИТЕЛЕЙ ИНОСТРАННЫХ ЯЗЫКОВ В КАЗАХСТАНЕ

Аннотация

Концепция дуального образования получила признание во всем мире как эффективное средство подготовки высококвалифицированных кадров. Казахстан, стремящийся к развитию высококвалифицированных кадров, также принял эту модель обучения. Эта статья посвящена организации дуального образования в контексте подготовки преподавателей иностранных языков. Ее цель - дать краткий обзор текущего состояния дуального образования в казахстанских вузах, в частности в КазНПУ имени Абая. Кроме того, статья содержит результаты опроса выпускников, прошедших дуальное обучение, в которых они высказывают свое мнение об эффективности и влиянии данного подхода на их карьеру.

Ключевые слова: дуальное образование, учитель иностранных языков, дуальное обучение

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ҚАЗАҚСТАНДА ШЕТ ТІЛДЕРІ МҰҒАЛІМДЕРІН ДАЯРЛАУ КЕЗІНДЕ ДУАЛЬДЫ БІЛІМ БЕРУДІ ҰЙЫМДАСТЫРУ

Аңдатпа

Дуальды білім беру тұжырымдамасы жоғары білікті кадрларды даярлаудың тиімді құралы ретінде бүкіл әлемде танылды. Жоғары білікті кадрларды дамытуға ұмтылған Қазақстан да оқытудың осы үлгісін қабылдады. Бұл мақала шет тілдері мұғалімдерін даярлау контекстінде дуальды білім беруді ұйымдастыруға арналған. Оның мақсаты-қазақстандық жоғары оқу орындарында, атап айтқанда Абай атындағы ҚазҰПУ-да дуальды білім берудің ағымдағы

жай-күйіне қысқаша шолу жасау. Сонымен қатар, мақалада дуальды оқытудан өткен түлектердің сауалнамасының нәтижелері келтірілген, онда олар осы тәсілдің тиімділігі мен олардың мансабына әсері туралы өз пікірлерін айтады.

Түйін сөздер: дуалды білім беру, шет тілдері мұғалімі, дуалды оқыту

Introduction. Considering the factors of a constantly changing society, as well as the structural changes in the field of production and consequently higher education, it has become necessary to rethink the training of future professionals and the placement of competent and competitive personnel in the labor market. Based on the dictates of the free market, it is necessary to use teaching methods that promote the development of the professional qualities of students, already during the training itself [1].

Such conclusions were reached in Germany in the XIX century, and in the XX century, the German approach to education became the leading element in the preparation of future specialists [2]. This system implied the organization of theoretical training under the wing of a higher educational institution and practical, which was implemented in cooperation with enterprises. This model of education that combines theoretical and practical training of future specialists is called dual education

Following Germany's success in training high-quality professionals, other European countries began to adopt the German experience. This was followed by a further spread of this model outside Europe.

In the era of independence of the Republic of Kazakhstan, models of dual education began to be gradually introduced. During the last decade, aspects of dual education have been outlined in the labor code and regulatory documents of the Republic of Kazakhstan, allowing virtually unhindered training of workers under this model [3]. Of course, it is impossible to fully adopt the standards of the German system to the realities of Kazakhstan, but it is worth noting that we are developing and adopting this model, taking into account national peculiarities [4].

Educational institutions of specialized secondary training and higher education institutions play a key role in the formation and adoption of the experience. One such example is Abai University, which has begun to use dual training specialists since 2019 and has achieved significant success in the employment of its graduates [5].

The purpose of this article is to show and analyze how effective the experience of implementing the dual model among the 4th year students, specialty of foreign language teachers, in the framework of the annual practical training in cooperation between schools of Almaty and KazNPU is and whether these innovations were justified.

Methods and materials. In this article were used quantitative methods (questioning and observation) that made it possible to come to further conclusions. Questionnaires were administered to 24 intern students from both Russian and Kazakh-speaking schools. The given article was written based on the student's actual experience in a Faculty of Foreign Languages.

Results. These questions were given to the graduates of KazNPU 2021, who took dual training in the 4th year. The year-long internship took place in public schools such as #35, #18, #120, #9, etc.

The questionnaire showed the following results:

What do you think of the internship organized by the university in the school where you worked? Как Вы оцениваете организованную п...итетом в той школе, в которой Вы работали?

24 responses

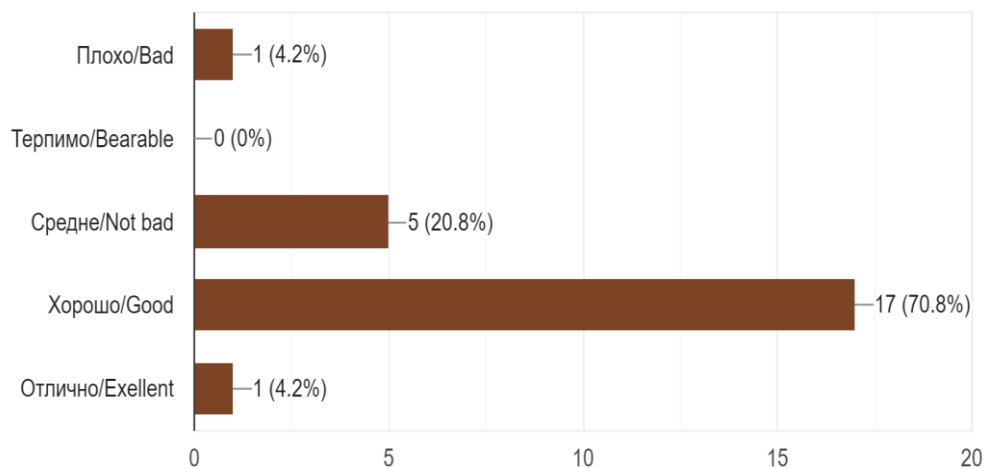


Table 1 "What do you think of the internship organized by the university in the school where you worked"

Table 1 demonstrates the responses of the intern students. They responded how satisfied they were with the internship organization based on their experience.

Of the 23 students surveyed, 17 students felt positive about the arrangement of their internship.

Were you able to put your theoretical knowledge into practice? Смогли ли Вы реализовать полученные теоретические знания на практике?

24 responses

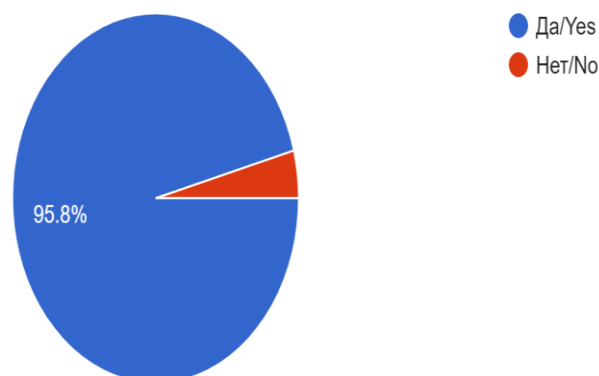


Table 2

Next question was connected to the student's ability to use theoretical knowledge. 95.8% of respondents answered "Yes". Consequently, the application of their theoretical knowledge was achieved.

Were you able to become a full-fledged teacher after practicing at the exact school where you practiced? Смогли ли Вы стать полноценным у...ки именно той школы, где Вы практиковались?

24 responses

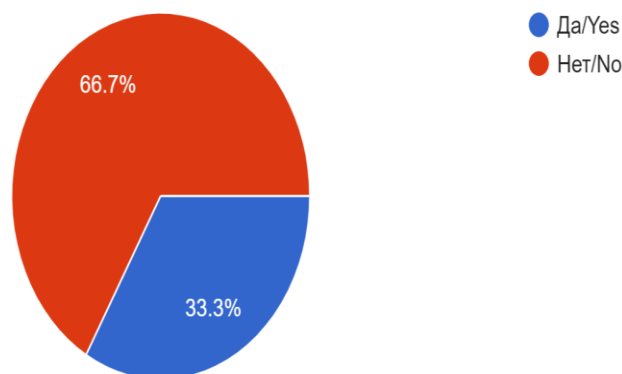


Table 3 “*Were you able to become a full-fledged teacher after practicing at the exact school where you practiced*”

The third question shows the percentage of respondents who were able to become an employee of the educational institution directly where they interned. After successfully completing the internship, 66.7% of the students were not able to get a job at the place where they interned, 33.3% were able to.

Have you become a teacher in another school? Стали ли Вы учителем другой школы?

23 responses

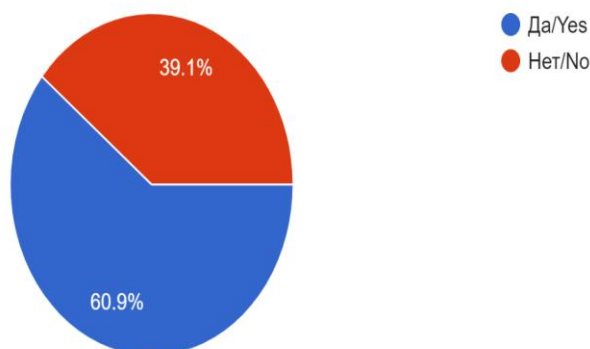


Table 4 “*Have you become a teacher in another school*”

This table indicates the results in which internship students were able to become employees of an educational institution, but not of the place where they interned.

How do you feel about the dual model of education? Как вы относитесь к дуальной модели образования?

24 responses

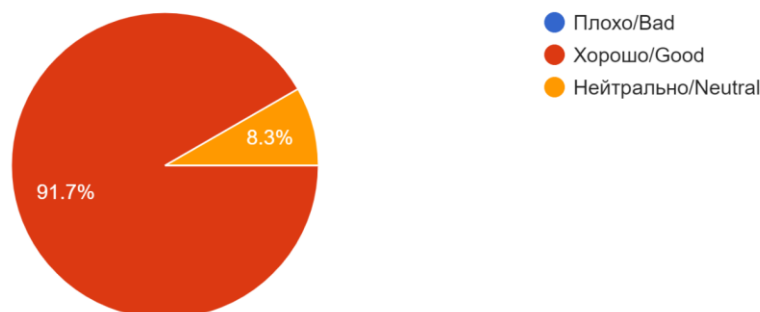


Table 5 "How do you feel about the dual model of education"

In the last question, the majority of students (91.7%) responded that they felt "Good" about the dual education system. And a small portion (8.3%) responded as "Neutral"

Thus, based on the data presented above, it can be assumed that the adoption of the model of dual education, based on Kazakh National Pedagogical University (KazNPU) and public schools in Almaty, justified its potential, as well as revealed positive dynamics of the inclusion of dual model in the full-fledged apparatus of higher education in the Republic of Kazakhstan.

Given the small representativeness, it is important to note that further in-depth study of this problem may result in differences in the data.

Discussion. As a leading institution in pedagogical education in Kazakhstan, KazNPU is committed to continually improving and updating its approach to higher education. In pursuit of this goal, the university has been gradually introducing elements of dual education since 2019 [6], which is now becoming an integral part of the training of future specialists.

The benefits of implementing this model are clear: students not only gain professional experience but also work experience, making them more desirable to potential employers in the labor market. The university has conducted internships with students of different specialties, including foreign language teachers, for a year without interrupting their regular university classes.

The internship itself took place for one year, during which the students conducted full-fledged lessons, wrote plans and reports on their work, performed the duties of a class teacher, and had the opportunity to get acquainted with the internal documentation of the school.

It is important to note that the implementation of dual education is not without its challenges. The university must find suitable schools and employers to provide practical training for students. Additionally, the quality of the practical training may vary, which can impact the overall quality of the dual education system. However, with proper planning and implementation, the university's efforts to introduce elements of dual education can significantly improve the quality of vocational education and training for future specialists in Kazakhstan.

Overall, KazNPU's efforts to introduce elements of dual education into its curriculum are a positive step towards providing students with valuable practical experience and improving the quality of higher education in Kazakhstan.

Conclusion. In this difficult training of highly qualified personnel, the dual system of education has long been recognized worldwide. And in spite of the fact that in Kazakhstan the process of implementation of dual education is only just laid down, it already provides an excellent opportunity to ensure a high percentage of university graduates employment, who at the end of practice almost entirely meet the requirements of the employer.

The dual system of education in Kazakhstan provides an excellent opportunity to ensure a high percentage of university graduates' employment. After completing their dual education training and practice, many graduates meet the requirements of their employers. A survey of Abai University graduates shows that over 30% of respondents gained the necessary skills and qualifications to secure employment after completing their dual training.

While the implementation of dual education is still in its early stages in Kazakhstan, it is already showing promising results, and with proper planning and implementation, it has the potential to significantly improve the quality of vocational education and training in the country.

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