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PILOT PROJECT OF ASSESSING INTERNATIONAL TEACHERS' RESEARCH COMPETENCIES

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The article reveals the importance of research competencies among domestic and international teachers of different educational institutions. The purpose of the article is to assess the demand and significance of research skills among teachers for future application in their professional activities. The review of the issue in recent literature and the analysis of questionnaires were completed to reach this purpose. The article considers the State obligatory standard of higher education, which establishes the standards for knowledge, skills, and levels, and indicates the necessity of finding solutions in the realm of research activities. During the study, the authors analyzed teacher questionnaires from various levels of educational institutions and demonstrated the rankings of the given general and professional competencies. The authors conducted the survey with open-ended and closed-ended questions to determine the interest of teachers in research activities. Additionally, the study processed statistical data using SPSS Statistics software. The measurement of reliability as Cronbach's alpha coefficient was utilized, which indicated the consistency of the questionnaire items and the appropriateness of responses. The answers of Kazakhstani and foreign teachers were compared and contrasted by the researchers. According to survey results of teachers from seventeen different countries, teachers engage in scientific research activities during the teaching process that change the way teachers perform their duties. They showed 100% interest in research activities, and 70.6% of the teachers were adamant that university influences education students' decisions to pursue careers as researchers.

Key words: *research competency, teacher, international study, ranking method, questionnaire.*

ШЕТЕЛДІК ОҚЫТУШЫЛАРДЫҢ ЗЕРТТЕУШІЛІК ҚҰЗЫРЕТТІЛІКТЕРІН БАҒАЛАУ ЖӨНІНДЕГІ ПИЛОТТЫҚ ЖОБА

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Мақалада әртүрлі деңгейдегі білім беру ұйымдарының отандық және шетелдік мұғалімдерінің зерттеушілік құзыреттіліктерінің маңыздылығы талқыланады. Осы мақаланың мақсаты –

мұғалімдердің кәсіби қызметін жүзеге асыру үшін зерттеушілік құзыреттіліктерінің қажеттілігін талдау және маңыздылығын анықтау. Осы мақсатқа жету үшін заманауи әдебиеттердегі мәселені қарастыру және сауалнамаларды талдау. Жұмыста білім, білік және дағды деңгейлеріне қойылатын талаптарды анықтайтын, ғылыми-зерттеу қызметі саласындағы мәселелерді шешу қажеттілігін көрсететін мемлекеттік жалпыға міндетті білім беру стандарты қарастырылған. Зерттеудің авторлары әртүрлі деңгейдегі білім беру ұйымдары мұғалімдерінің сауалнамаларына талдау жасап, ұсынылған жалпы және кәсіби құзыреттіліктерді саралау нәтижелерін көрсетті. Авторлар мұғалімдердің ғылыми-зерттеу іс-әрекетіне қызығушылығын анықтау үшін ашық және жабық сауалнамалар арқылы зерттеу жүргізді. Статистикалық мәліметтерді өңдеу үшін SPSS Statistics бағдарламалық құралы пайдаланылды. Нәтижелердің дұрыстығын анықтау үшін Кронбах альфасы қолданылды, ол сауалнама тармақтарының сәйкестігін және жауаптардың сәйкестігін көрсетті. Зерттеушілер отандық және шетелдік мұғалімдердің жауаптарына салыстырмалы талдау жасады. Оқыту тәжірибесінде мұғалімдердің ғылыми педагогикалық іс-әрекетін жүзеге асырып, мұғалімнің функцияларының өзгеруіне әкелетіні он жеті ел мұғалімдерінің сауалнама деректерінен көрінетіні белгілі болды. Олар ғылыми-зерттеу қызметіне 100% қызығушылық танытты, оқытушылардың 70,6% жоғары оқу орнында оқу үдерісі ғылыми қызметкер ретінде мамандық таңдауға ықпал ететініне сенімді.

Түйінді сөздер: *зерттеушілік құзіреттілік, мұғалім, халықаралық зерттеу, рейтингтік әдіс, сауалнама жасау.*

ПИЛОТНЫЙ ПРОЕКТ ПО ОЦЕНКЕ ИССЛЕДОВАТЕЛЬСКИХ КОМПЕТЕНЦИЙ ИНОСТРАННЫХ УЧИТЕЛЕЙ

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В статье рассматривается важность исследовательских компетенций для отечественных и зарубежных педагогов образовательных учреждений различного уровня. Цель статьи заключается в оценке потребностей и определении значимости исследовательских компетенций среди учителей для осуществления их профессиональной деятельности. Для достижения поставленной цели был проведен обзор проблемы в современной литературе и анализ анкет. В работе рассмотрен Государственный общеобязательный стандарт образования, в котором определены требования к знаниям, умениям и уровням квалификации, указывается необходимость решать задачи в области исследовательской деятельности. Авторы статьи проанализировали анкеты педагогов учебных заведений разного уровня, показали результаты ранжирования предложенных компетенций, как общих, так и профессиональных. Авторы провели исследование с использованием открытых и закрытых опросников для определения интереса учителей к научно-исследовательской деятельности. Статистическая обработка данных проводилась с помощью программы SPSS Statistics. В качестве валидности результатов использовался коэффициент альфа Кронбаха, который указывал на согласованность пунктов анкеты и уместность ответов. Исследователями также проведен сравнительный анализ ответов отечественных и зарубежных учителей. Результат продемонстрировал, что в педагогической практике учителя осуществляют научно-исследовательскую деятельность, которая приводит к изменениям функций педагога, о чем свидетельствуют данные опроса педагогов семнадцати стран. Результаты показали 100% заинтересованность в исследовательской деятельности, 70,6% педагогов уверены, что процесс обучения в вузе способствует выбору карьеры исследователя.

Ключевые слова: *исследовательская компетенция, учитель, международное исследование, метод ранжирования, анкетирование.*

Introduction

At the moment the most crucial educational task is to improve teacher professional development. The State obligatory standard of higher education in the Republic of Kazakhstan has been developed using a competence-based approach to education. The standard outlines knowledge and proficiency requirements for teachers, as well as their capacity to compile, analyze, organize, and use data on current issues in science and education, develop cutting-edge technologies, conduct experiments, and evaluate the effectiveness of the educational process [1]. This section of the article analyzes the current state of scientific work organization, research directions for the didactic foundations of the learning process in higher education, and the level of scientific development of competence-based education and training issues.

The plan to accomplish educational goals is part of the process of implementing the specialty educational program as a deliberate joint activity of a teacher, and competencies should be initially considered as the educational process culmination [2, p.48]. The focus on learning outcomes, the development of teacher competencies, including research competencies, and these other factors are all connected to the field of education. The modernization of professional education is built on the competence-based approach to education. According to these viewpoints, E. Zeer and E. Symanyuk define the competence-based approach as having a prior orientation toward goals, specifically the educational vectors of learning, socialization, self-actualization, self-determination, and personality development [3, p.25].

According to S.Zh. Praliyev, a vector determining the direction of pedagogical education is the competence-based approach, which emphasizes increasing the share of practical knowledge and skills rather than theoretical knowledge in educational content [4, p.45]. The competence-based approach to education is linked to the discussion of three key issues in pedagogical science:

- the connection between the terms “competence-based approach” and “competency” as well as “competence” in pedagogical theory in relation to the Bologna process’ inclusion of the Republic of Kazakhstan educational system;
- the core concern of the competence-based approach is the direction of educational practice towards the development of such an integration quality of a person, which is typified by the capacity and readiness of a teacher to address issues in professional practice;
- the issue with the concept of “competency” and other fundamental pedagogical and instructional concepts.

German researcher J. Kohler concluded after examining the characteristics of the concept of “competency” that competencies are traits that include information, comprehension, and behavior. The researcher claims that these traits “should be understood in terms of general intellectual abilities, including the capacity for self-regulation (managing), as well as in terms of the specifics of the specialty and value orientation” [5, p.3].

Competency is defined as “the demonstrated capacity to apply knowledge, skills, and/or personal, social, and/or methodological abilities in work or research and for the advancement of one's career” in the European framework. The European Qualifications Framework defines competency in terms of autonomy and responsibility [6, p.11].

V.S. Elagina claims that the elements of research competency are the possession of methodological knowledge and skills, the technology of research activities, and the demonstration of readiness for application in professional activities [7, p.119]. Research competency, according to D.P. Montgomery, is the ability to identify pertinent research questions, plan and design an effective research project, analyze literature and evaluate findings, collect, store, and carefully analyze data, innovate by building on the work of others, and communicate these innovations [8]. Research conduct, design, and technique knowledge are all components of research competency, according to Turkish researcher Selvi Kiymet. For the development of scientific thinking skills in both the teacher and their students, research skills are essential. All of the teacher's competencies are improved by research abilities [9, p.170]. Some authors believe that the ability to solve educational problems in learning environment advance research competencies as well [10, p.1894], [11, p. 249].

We can define "competency" as the knowledge and experience necessary for successful professional activity by first identifying that "competency" refers to standards of behavior. This is done by analyzing the various viewpoints on the definition of the terms "concept of competency" and "research competency."

The purpose of our research experiment is to determine the prospects of the research topic and the lack of preliminary data on the place of research competency in the educational process of teachers. The main objective of this pilot project is to identify the significance of research competencies among Kazakhstani and international teachers.

Research methods

To describe the theoretical basics of our study, it was necessary to analyze and generalize research works on the study of the competence-based approach and research competencies by Kazakh and foreign researchers.

A survey with open-ended and closed-ended questions was conducted to determine the interest of teachers in research activities. Teachers were also given a ranking of the ten most important professional and general competencies from which to select one. The survey was conducted in 2022 with the participation of 17 teachers from 17 different countries (Republic of Kazakhstan, Turkiye, Dominican Republic, India, Ethiopia, Tanzania, Russian Federation, Gabon, Indonesia, Laos, the United States, Morocco, Palestine, Paraguay, Sri Lanka, Guinea and Thailand). The study analyzes international teachers’ questionnaires from various levels of educational institutions.

Before applying the quantitative method, we checked the reliability of our instrument – i.e., a survey we conducted among our participants from seventeen countries. This measurement of reliability is called “Cronbach’s alpha coefficient”, which indicates the consistency of the questionnaire items and the appropriateness of responses provided by the participants of the survey. For this reason, we processed

statistical data using SPSS Statistics software program for social sciences and verified the questionnaire items.

The internal consistency of modified and validated questionnaire (see [7], [9]) demonstrated a good reliability (Cronbach's alpha =.747). The measurement of reliability i.e., "Cronbach's alpha coefficient" (α=.747) identified the acceptable level of consistency and suitability of the questionnaire items and the responses of the participants. Moreover, after checking Cronbach's alpha coefficient by SPSS we calculated the rankings of the given ten general and professional competencies by simple utilizing the quantitative method via defining the percentile frequency of the responses. This might be crucial for discussing our further research analysis of the data.

Results and discussion

Characteristics of the respondents in the context of the educational institution where a teacher carries out his/her professional work:

– at school – 9 people – (53%);

– at college – 2 people (11.7%);

– at the university – 6 people (35.3%).

The largest number of survey participants are represented with work experience of 10 years and more – 14 people (82.3%) and from 5 to 10 years – 3 people (17.7%).

Project questions of the study are the following:

PQ1 – Are you interested in the process of research activities at school/college/university?

PQ2 – Does the process of studying at college/university contribute to the choice of a career as a researcher?

PQ3 – Do research activities matter for the teaching at school/college/university?

PQ4 – What motivates you most to participate in the process of research?

PQ5 – What do you think most of all prevents you from participating in research activities?

In order to verify the validity of the created questionnaire and the consistency of each of its individual items, the Cronbach's alpha coefficient (SPSS Statistics program) was utilized. Table 1 demonstrates the calculation of the Cronbach's alpha coefficient.

Table 1 – Calculation results of Cronbach's alpha for questionnaire items

Variable	**Cronbach's alpha: .720** **Cronbach's alpha based on standardized items: .747**				
	1	2	3	4	5
1	1.000	.535	.557	.459	.292
2	.535	1.000	.381	.380	.250
3	.557	.381	1.000	.498	.251
4	.459	.380	.498	1.000	.110
5	.292	.250	.251	.110	1.000

All of the questionnaire items have an internal consistency of .720 and .747 Cronbach's alpha based on standardized items. Since the coefficient is close to one, the questionnaire has a high level of internal consistency.

Analysis of teachers' answers to the following question of the survey: "Are you interested in the process of research activities at school/college/university?" is shown in table 2.

Table 2 – Teachers' answers to the first question

Answer	**Number**	
	teachers	%
Yes	17	100
No	-	-
No answer	-	-
Total	17	100

All participants in the survey gave a positive answer, Kazakhstani and foreign teachers are interested in research activities.

Analysis of respondents' answers to the question: "Does the process of studying at college/university contribute to the choice of a career as a researcher?" is presented in table 3.

Table 3 – Teachers' answers to the second question

Answer	Number	
	teachers	%
Yes	12	70,6
No	3	17,6
No answer	2	11,8
Total	17	100

Most of the 12 respondents (70.6%) state that the process of studying at college/university contributes to the choice of a career as a researcher, 3 respondents (17.6%) do not agree with this statement and 2 teachers (11.8%) found it difficult to answer.

To the question "In your opinion, does research activities matter for the teaching at school/college/university?" 16 people (94.1%) answered affirmatively, and 1 respondent (5.9%) found it difficult to answer to this question.

The next question in the survey was: "In your opinion, what motivates you most to participate in the process of research?" is an open question, which allows the respondent to give free form answers.

In the ranking of the most frequent answers, the following are highlighted (Figure 1):

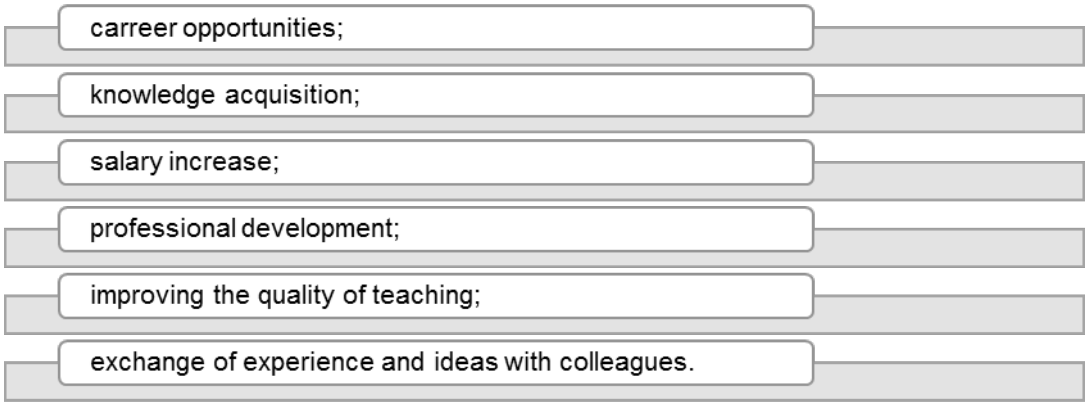

Figure 1 – Ranking of teachers' most frequent answers

To the question: "What do you think most of all prevents you from participating in research activities?" the following answers were given:

- lack of time;
- no support from the university;
- research requires financial investment.

Being the representatives of one of the developing countries evaluated in this research study, we can assert that getting the administration's support to improve university teaching is still a difficult process. As a result, the research is not given enough time overall. The ability to participate and prepare a well-designed project or scientific work requires appropriate facilities that can aid future research, even though financial support is required. For example, up-to-date computer software programs for both gathering and evaluating statistical data, validated tools, experts for analyzing both big and small data, as well as qualified teachers and other stakeholders.

Teachers should be given grants for research, information about projects and conferences, workshops to improve writing skills, one or two days off for research, and free access to the materials to help them deal with the aforementioned challenges.

The questionnaire suggested a ranking of competencies, the calculation of which is based on the method of direct ranking of competencies (organizational and managerial, academic, computer, communicative, educational, entrepreneurial and economic, research, language, cultural, social competencies), in order to identify the most significant general and professional competencies for teachers.

As part of the competence-based approach to education, pedagogical theories about various kinds and groups of competencies are being developed. The analysis of competencies by their activity types led to the development of the different types of teacher competencies.

Academic competency is the ability to learn new things in the social and humanitarian sciences, to apply knowledge in professional endeavors, to understand pedagogy, psychology, and teaching techniques, to be open to learning new things, to be mobile, to have a keen interest in learning the way educational and cognitive activities are organized, and to have the capacity for self-realization and self-education.

Communication competency includes the ability to interact with others, hold a conversation, ask and answer questions, write letters and questionnaires, negotiate agreements, find common ground, and persuasively argue a position.

Computer competency is the ability to use IT in a professional setting, including having knowledge and skills required to operate a personal computer, the ability to use cloud and mobile services to find relevant information, the ability to interact with information that has been provided, having a basic understanding of computer science, and having knowledge, skills, and abilities to use IT to solve problems.

Cultural competency also refers to the capacity to recognize and value intercultural differences. In a multicultural and multireligious society, the ability to consider cultural traits and mentalities, the ability to understand someone's national cultural heritage, and the ability to comprehend spiritual and moral viewpoints are all examples of cultural competency.

Educational competency is the ability to plan educational activities, understand the educational benefits of teaching, and complete educational work.

Entrepreneurial and economic competency is the ability to engage in entrepreneurial activity, the capacity to evaluate resources for problem-solving in professional activities, the capacity to recognize opportunities for professional activities, the capacity to assess the situation, the capacity to take the initiative, the capacity to act quickly, and the capacity to act in an advantageous manner.

Language competency includes knowledge of a second language, the ability to communicate both orally and in writing, and the ability to interact and communicate in a multicultural society.

Organizational and managerial competency is the ability to plan independently, take initiative, be organized, and complete tasks independently. Continuous self-education using reflexive methods of organizing the learning process is also included.

Research competency is defined as the ability to independently select a topic for an essay or project, to identify the purpose and objectives of research, to gather and interpret information from journals and proceedings, to analyze research findings, and to explain observed phenomena. It also includes knowledge of and application of general scientific cognitive methods.

Social competency is understanding the value of interpersonal relationships, cooperation, adaptability, social interaction, the capacity to respect and tolerate others, awareness of social development trends, and social priorities are all examples of social competency. The target results of teachers can be presented in the context of their professional activities thanks to this list of competencies.

As a result of the ranking, the types of competencies that are significant for teachers from different countries of the world (17 people) were distributed as follows (Figure 2):

1. Educational competency – 29.5% (5 teachers).
2. Communicative competency – 23.4% (4 teachers).
3. Research competency – 17.6% (3 teachers).
4. Language competency – 5.9% (1 teacher).
5. Computer competency – 5.9% (1 teacher).
6. Cultural competency – 5.9% (1 teacher).
7. Social competency – 5.9% (1 teacher).
8. Academic competency – 5.9% (1 teacher).
9. Organizational and managerial competency – 0% (0 teacher).
10. Entrepreneurial and economic competency – 0% (0 teacher).

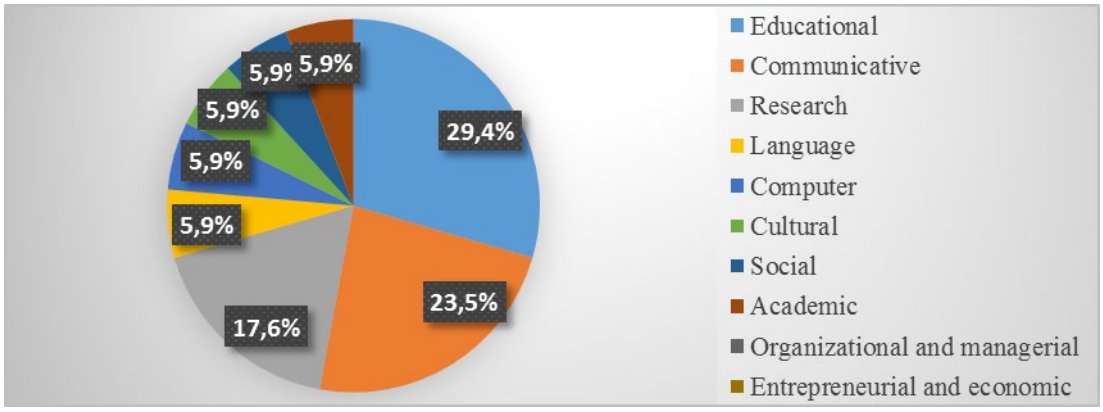

Figure 2 – Ranking of competencies types

29.5% of respondents chose educational competency which takes the first place among presented competencies. It's crucial for teachers to be able to plan the educational process and comprehend the educational value of teaching. 5.9% of respondents were computer proficient which is in the middle of

ranking. The majority of contemporary teachers are capable of extracting, storing, and presenting information using computers in the classroom, so they do not view this competency as being particularly important. Entrepreneurial and economic competence is one of the least important competencies for educators because it is unrelated to their teaching activities.

The most important competency for teachers worldwide is educational competency, which shows that both working with students and organizing the educational process are essential for any teacher. The second position takes communicative competency which requires proficiency in communication. Knowing how to communicate with others, conducting discussions in a foreign language, providing written responses, and asking and responding to questions are all essential components of teaching a foreign language, according to international teachers. Teachers who believe that having a general understanding of scientific methods of cognition will undoubtedly improve their practice, research competency comes in third. They also believe that research should have a special place in the teaching profession.

The ranking calculation was compiled using online-service [12], which sorts the data in ascending or descending order and assigns a rank and looks like this:

- the sum by rank equals to ∑=55;
- n=10.

To check the correctness of the calculation, the method of mathematical induction is used in the form of a formula:

$$\sum(Ri) = \frac{N \cdot (N+1)}{2}$$

$$\sum(Ri) = \frac{10 \cdot (10+1)}{2} = 55$$

The ranking was correctly completed because the checksum and the sum over the rank are equal.

The survey of teachers revealed how they were oriented toward various competencies. The most important factor for international teachers is educational competency, which highlights the significance of developing educational content and deciding how to teach it. Entrepreneurial and economic competency is the least important competency because it falls outside the purview of their area of expertise. Among the ten suggested competencies, the research competency comes in third. All teachers agree that learning the techniques of research activities is necessary to address educational issues.

The study outlines the essential types of competencies needed by teachers to be successful in their respective fields. These skills are comparable to those of motivated self-improvement, readiness to complete both difficult and simple tasks, acceptance of responsibility for the results of one's actions, and the ability to cooperate, adapt, and interact with others. It is interesting to note that while literature reviews tend to emphasize the importance of the research competency, most secondary school teachers prioritize primarily educational competencies in the first position. The latter one primarily refers to professors at universities.

Conclusion

The methodological foundation for the development of research competencies is provided by the Bologna process research data. The foundation for the development of research competencies is a competence-based approach to education.

The competency-based approach to education, which emphasizes learning outcomes and competencies and seeks to strengthen collaboration between academic institutions and the labor market, is given special attention. The competence-based approach to education necessitates the organization of the movement from knowledge to personal development and the transfer of knowledge to learning outcomes. The study's statistical data confirms the efficacy of the recommendations for fostering research methodology skills in the curricula. The effective integration of research competencies into the curriculum is one of the essential conditions for raising the standard of specialists' pedagogical training.

The questionnaire responses of foreign teachers revealed their orientation toward different competencies. Educational competency is the most crucial factor for international teachers, underscoring the significance of choosing teaching methods and creating educational content. The least significant one is entrepreneurial and economic competency because these abilities are outside the scope of their areas of specialization. The research competency is ranked third out of the suggested ten competencies. All teachers concur that addressing educational issues requires learning the methods of research activities.

The needs of society for a teacher-researcher are thus expressed in the pursuit of personal professional development, the provision of professional competencies, the growth of a teacher's multifaceted research competencies, and innovative activity. In addition to the organization of scientific work outside of school hours, these requirements for the development of teachers' research competencies are put into practice during the teaching and research processes.

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УСЛОВИЯ ФОРМИРОВАНИЯ ДИСКУРСИВНОЙ КОМПЕТЕНТНОСТИ БУДУЩЕГО CLIL-ПЕДАГОГА: ФОРСАЙТ – МЕТОД В ОБРАЗОВАНИИ

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В статье представлены результаты исследования формирования дискурсивной компетентности будущего CLIL-педагога на основе форсайт-метода, а также результаты, описывающие уровни ее сформированности в экспериментальной и контрольной группах. Авторами подчеркивается важность и необходимость создания условий для формирования дискурсивной компетентности будущего CLIL-педагога, что определяется, ее значимостью как одного из ключевых компонентов межкультурной коммуникации. Выделены и описаны условия, при которых формирование дискурсивной компетентности будет происходить наиболее эффективно: педагогические условия: использование приёма геймификации, как средства усиления мотивации к изучению предметов на иностранном языке; диалогизация образовательного процесса; наличие методических материалов: «Методические рекомендации по формированию дискурсивной компетентности будущего CLIL-педагога», а также «Глоссарий терминов CLIL-педагога (терминологический сборник)»; организационно-методические условия: технологии обучения, проектная деятельность, проблемное обучение анализ конкретных ситуаций (кейс-анализ); методы и формы обучения: фронтальные групповые парные индивидуальные практические занятия; средства обучения: аудиовизуальные средства учебно-методическое обеспечение технических средств. Цель исследования состояла в теоретическом обосновании и экспериментальной проверке эффективности педагогических условий формирования дискурсивной компетентности будущего CLIL-педагога. Участники эксперимента – будущие CLIL-педагоги (71 студент 2 курса педагогической направленности) естественно-математического направления.

Ключевые слова: *дискурсивная компетентность, CLIL-педагог, будущий педагог, педагогические условия, организационно-методические условия, диалогизация образования, геймификация, форсайт-метод.*

БОЛАШАҚ CLIL МҰҒАЛІМІНІҢ ДИСКУРСИВТІ ҚҰЗЫРЕТТІЛІГІН ҚАЛЫПТАСТЫРУДЫҢ ШАРТТАРЫ: ФОРСАЙТ – ӘДІС

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