

Annotation
to the dissertation work
by Olga Alexandrovna Andreyeva
for the degree of Doctor of Philosophy (PhD)
in the specialty 6D011900 – Foreign Language: Two Foreign Languages
on the topic «Formation of Pedagogical Sciences undergraduate students’
readiness to use English in professional activities»

The Relevance of the Research is determined by the changes taking place in Kazakhstani society, which directly affect the reform of the education system. According to the key points of the Kazakhstan Development Strategy until 2050, education is considered a system-forming factor of development in the context of modern global civilization.

Since Kazakhstan joined the Bologna Process, the importance of trilingual education, which implies proficiency in Kazakh, Russian, and English, has significantly increased.

In this regard, the content of secondary education, formed in accordance with the requirements of the state policy on multilingualism, acquires special importance. The main goal of this policy is to prepare individuals capable of intercultural exchange, fluent in three languages, and respectful of cultural diversity. Practical implementation is carried out through trilingual education: step-by-step mastery of Kazakh, Russian, and foreign languages, as well as teaching certain academic disciplines in these languages, regardless of the language of instruction.

The effective implementation of multilingualism principles at the school level dictates the need for highly qualified pedagogical personnel who are not only proficient in three languages but also able to apply them in professional activities. In this context, a special role is assigned to the higher education system, which is expected to prepare specialists that meet the modern requirements of educational policy.

For the purpose of the tasks associated with the implementation of multilingual education, a comprehensive approach is needed that covers all aspects of future teachers’ training. A special role in this process is played by the training of undergraduate students in the field of Pedagogical Sciences, who are to become the carriers of the trilingual methodology and lay the foundation for its effective implementation in educational practice.

The initiative to introduce trilingual education in Kazakhstan opens new prospects while simultaneously presenting a serious challenge to the education system. It aims to align national priorities with international standards, ensuring sustainable development, competitiveness, and global recognition of Kazakhstani education.

At the same time, the issue of formation Pedagogical Sciences undergraduate students’ readiness to use English in professional activities remains unresolved to this day. There are a number of **Contradictions** between:

– the society's need for pedagogical personnel with a high level of professional training who are capable of using English in their professional activities, and the low level of readiness among most Pedagogical Sciences undergraduate students to carry out such activities;

– the necessity to form Pedagogical Sciences undergraduate students' readiness to use English in professional activities during their university studies, and the lack of a scientifically grounded model for the development of this competence in future teachers.

These contradictions have defined **the Research Problem**, which lies in identifying the nature of Pedagogical Sciences undergraduate students' readiness to use English in professional activities and in determining the pedagogical conditions necessary for the development of such readiness.

The Purpose of the Research is the theoretical justification and practical design of a model for formation of Pedagogical Sciences undergraduate students' readiness to use English in professional activities.

The Object of the Research is the pedagogical process in higher education.

The Subject of the Research is the process of formation of Pedagogical Sciences undergraduate students' readiness to use English in professional activities.

Research Hypothesis: If a model for formation of Pedagogical Sciences undergraduate students' readiness to use English in professional activities is implemented into the university educational process, it will enhance the professional level of these students, since it will create specific conditions for training competitive, highly qualified specialists proficient in English at a productive level and prepared to use it in their professional activities.

In accordance with the goal, object, subject, and hypothesis of the research, the following **Tasks** have been defined:

1. To clarify the essence of the concept and essential characteristics of Pedagogical Sciences undergraduate students' readiness to use English in professional activities.

2. To determine the pedagogical conditions for formation of Pedagogical Sciences undergraduate students' readiness to use English in professional activities.

3. To design a model for formation of Pedagogical Sciences undergraduate students' readiness to use English in professional activities.

4. To experimentally verify the effectiveness of implementing the model for formation of Pedagogical Sciences undergraduate students' readiness to use English in professional activities.

Theoretical and Methodological Basis of the research consists of the principles developed in the works of domestic and foreign scholars in the fields of:

– pedagogy and methods of higher professional education (S.I. Arkhangelsky, N.V. Ippolitova, V.P. Kashirin, N.V. Kuzmina, V.S. Lazarev, V.V. Serikov, V.A. Slastenin, V.D. Shadrikov, and others);

- development of foreign language, multilingual, and trilingual education (B.A. Zhetpisbaeva, L.S. Syrymbetova, G.K. Tleuzhanova, A.T. Anisimova, N.D. Galskova, E.I. Passov, S.S. Kunangbaeva, D.N. Kulibaeva, and others);
- issues of foreign language learning within the framework of students' professional training (A. Abdrakhmanova, N.A. Yesimkhanova, U.I. Kopzhasarova, D.N. Asanova, A.K. Fridzon, A.Z. Ibatova, G.I. Bogin, A.A. Verbitsky, N.I. Gez, M.A. Davydova, M.K. Kabardov, G.A. Kitaigorodskaya, A.A. Leontiev, and others);
- modeling of the educational process (A.Ya. Armand, V.P. Bepalko, and others).

Sources of the Research are legislative acts and normative-legal documents regulating the content and organization of the educational process in the system of higher pedagogical education; fundamental works of domestic and foreign scholars in the fields of philosophy, pedagogy, psychology, and sociology, revealing the aspects of students' foreign language training; Internet information resources; educational, methodological, programmatic, and regulatory literature used in educational practice; as well as the author's personal teaching experience accumulated in the course of professional activity.

Research Methods are:

- theoretical methods: analysis of philosophical, psychological-pedagogical, and methodological literature on the research problem; analysis of previous dissertation studies; theoretical modeling; study of university documentation;
- empirical methods: pedagogical experiment, testing, questionnaires, surveys, interviews with teachers and students, observation, classroom visitations and analysis, study and generalization of pedagogical experience;
- mathematical methods for statistical processing of the experimental study results: Student's t-test for independent samples, Fisher's F-test (analysis of variance).

Stages and Procedure of the Research.

At the first stage (2018-2020), the state of the researched problem in pedagogical theory and practice was studied. An analysis of pedagogical, linguistic, and methodological literature on the research problem was conducted. The scientific framework of the dissertation and key concepts were formulated. The essence, structure, and content of the concept of Pedagogical Sciences undergraduate students' readiness to use English in professional activities were identified. The pedagogical conditions for the formation of the studied readiness were determined. A preliminary (ascertaining) experiment was conducted, confirming the relevance of the problem and the goal of the research. The results of this stage were published in the article «Research of readiness of pedagogical specialties students to teach in English».

At the second stage (2020-2022), a model for formation of Pedagogical Sciences undergraduate students' readiness to use English in professional activities was developed. The methodology and conditions for the implementation of the **formative experiment** were defined. An innovative didactic complex with program-methodological support was created. A formative experiment was

conducted to test the proposed hypothesis. The findings of the study at this stage were presented in the article «Preparing students for professional activities in English».

At the third stage (2022-2024), the research material was summarized, and conclusions were formulated. The research results were compiled in the form of a dissertation.

Research Base is NLC «Karaganda Buketov University».

Scientific Novelty lies in the fact that:

- The essence and essential characteristics of Pedagogical Sciences undergraduate students' readiness to use English in professional activities have been clarified through the analysis of key principles of professional readiness theory, linguistic and sociolinguistic concepts, as well as psychological-pedagogical, communicative, and competency-based approaches.

- The pedagogical conditions for formation of Pedagogical Sciences undergraduate students' readiness to use English in professional activities have been identified, including motivation development, interdisciplinary knowledge integration, and the use of CLIL (Content and Language Integrated Learning) technology.

- A model for formation of Pedagogical Sciences undergraduate students' readiness to use English in professional activities has been developed. This model integrates structural components and an innovative didactic complex to ensure a holistic approach to the development of the studied readiness.

- The effectiveness of the proposed model has been experimentally verified based on the results of the pedagogical experiment and the application of statistical data analysis methods.

Theoretical Significance of the Research lies in clarifying the concept of «Pedagogical Sciences undergraduate students' readiness to use the English language in professional activities» as a complex personal characteristic that includes positive motivation, linguistic competence, and professional communicative skills; in identifying pedagogical conditions that contribute to its formation; and in developing and experimentally testing the effectiveness of a model for fostering such readiness. The theoretical provisions formulated in the study contribute to the development of the scientific foundations for preparing future teachers for professional activity in a multilingual environment.

Practical Significance of the Research lies in the results of the experimental work, confirming the effectiveness of the model for formation of Pedagogical Sciences undergraduate students' readiness to use the English language in professional activities and the introduction of courseware into the educational process, including:

- a syllabus for the course «Professionally Oriented Foreign Language (English)» for the educational program 6B01509 – Biology;

- a teaching and methodological manual titled «Professionally Oriented English. Biology»;

- an electronic version of the manual «Professionally Oriented English. Biology».

This program-methodological support was developed on the basis of interdisciplinary integration using the CLIL (Content and Language Integrated Learning) approach, combined with motivational stimuli aimed at fostering a positive attitude and interest in using English in professional activities.

The Following Provisions Are Submitted for Defense:

1. The clarified concept of Pedagogical Sciences undergraduate students' readiness to use English in professional activities, defined as a complex personal characteristic that includes positive motivation, linguistic competence, and professional communicative skills required for performing professional tasks in English.

The structure of this readiness includes three components: motivational – serves as the foundation for readiness formation by ensuring its integrity and aiming to foster interest and positive motivation for using English in professional activities; cognitive – encompasses the theoretical knowledge base, including both professional and linguistic aspects necessary for the practical application of the language; praxeological – involves the development of practical skills needed to use the language effectively in professional contexts.

2. Pedagogical conditions for formation of Pedagogical Sciences undergraduate students' readiness to use English in professional activities:

The first condition is the use of stimuli aimed at developing positive motivation and interest in using English in professional contexts.

The second condition is the provision of a comprehensive knowledge base, required for using English professionally, grounded in interdisciplinary integration.

The third condition is the practical mastery of English through the application of Content and Language Integrated Learning (CLIL) methodology. These identified pedagogical conditions support the development of motivational, cognitive, and praxeological components of undergraduate students' readiness.

3. The model for formation of Pedagogical Sciences undergraduate students' readiness to use the English language in professional activities includes the following components: goal-oriented, content-based, activity-based, diagnostic, and result-based components.

The result of applying this model is a specialist who possesses a high level of readiness to use the English language in professional activities.

4. The results of the experimental study confirm the effectiveness of the implemented model for formation of Pedagogical Sciences undergraduate students' readiness to use English in professional activities. The validity and reliability of the results are verified at the Scientific-Research Socio-Psychological Laboratory of Karaganda Buketov University.

The Approbation and Implementation of the main provisions and results of the research were carried out in the form of scientific publications.

The main theoretical provisions and results of the research were discussed at the following international scientific and practical conferences: XV International Scientific and Practical Conference «Current Issues of Linguodidactics and Methodology of Teaching Foreign Languages» (Cheboksary, 2018); VI International Scientific and Practical Conference «The World of Science Without

Borders» (Tambov, 2019); IV International Scientific and Practical Conference «Global Science and Innovations 2019: Central Asia» (Astana, 2019); XVII International Scientific and Practical Conference «Trends in Modern Science» (Sheffield, 2021).

The content of the dissertation research is reflected in 10 publications by the author, including: 2 articles in journals indexed in Scopus, 4 articles in journals recommended by the Committee for Quality Assurance in Science and Higher Education of the Republic of Kazakhstan (CQASHE RK), 4 publications in the proceedings of international scientific and practical conferences.

Additionally, a teaching and methodological manual titled «Professionally Oriented English. Biology» was designed and published in both print and electronic formats.

The Structure of the Dissertation is determined by the aim and objectives of the research, their logical coherence, sequence, and interrelation throughout the research stages. The dissertation consists of an introduction, two chapters, a conclusion, a bibliography, and appendices, and is illustrated with tables, diagrams, charts, and figures.