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Мазмұны

<i>Аймұхамбет Ж.Ә., Мақаш Л.</i> Атилла туралы аңыздаулар	8
<i>Амангелді А.А., Тилеужан Д.М.</i> Лиро-эпостық жырлардағы жылқыға қатысты заттық мәдениет лексикасының берілуі	15
<i>Байбатырова А.А.</i> Ағылшын тілінде жазылған ғылыми мақаланың макро-құрылымының когнитивтік және прагматикалық моделі	25
<i>Бейсембаева Г.З., Калибасова А.К.</i> Гендерлік лингвистикадағы эмоцияны айқындайтын лексика (ағылшын және қазақ тілдері негізінде)	42
<i>Бейсембаева Ж.А., Барямова Р.К.</i> Техникалық дағдылар және ағылшын тілі оқытушыларының онлайн оқыту дайындығы	50
<i>Бижкенова А.Е.</i> Қазіргі қазақ тіліндегі туынды модельдеу	62
<i>Дәулетбекова Ж.Т., Юсуп П.Қ.</i> Білім беру үдерісінде филолог-студенттердің интеллектуалдық құзіреттілігін қалыптастырудың психологиялық негіздері	70
<i>Дихан Қамзабекұлы</i> Алаштың «23 жоқтауы» - азаттықты жоқтау рәмізі	77
<i>Жусупова Р.Ф., Ниязова А.Е., Абдуова Б.С.</i> Кәсіби бағдарлы тілдік тұлғаны қалыптастырудың мультилингвалды сипаты	86
<i>Зейнулина А.Ф., Ибраева А.Т.</i> Ұлы Дала фольклорындағы Арқалық батыр бейнесі	94
<i>Мұхтарова С.С.</i> Қазақ баламасыз лексикасын жеткізу жолдары (І. Есенберлиннің «Көшпенділер» трилогиясы негізінде)	102
<i>Сыздықова Г.О.</i> «Қозы Көрпеш-Баян сұлу» жырындағы сапалық сын есімдердің семантикасы	108
<i>Таңжарықова А.В., Юсуп А.Н.</i> Қазіргі қазақ поэзиясындағы киелі жердің мифопоэтикалық бейнесі	115
<i>Тұрысбек Р.С., Мәтібаева Э.Қ.</i> Шағын жанрдың көркемдік әлемі (Д. Досжан әңгімелері бойынша)	121
<i>Өтебалиева Г.Е., Қасқабасова Қ.С.</i> Ана тілі деңгейінде үйренуге арналған көпдеңгейлі тіл білімі	129
<i>Шокабаева С.С.</i> Қазіргі қазақ тіліндегі «ақ» сөзінің сөзжасамдық әлеуеті	136
<i>Жазбадерек. Сәтенова С.К.</i> Рухани жаңғырумен үндес іргелі ғылыми еңбек	145

Contents

<i>Aimukhambet Zh.A., Makash L.</i> Legends about Attila	8
<i>Amangeldy A.A., Tilozen D.M.</i> Reflections of material and cultural vocabulary associated with the horse in lyric-epic works	15
<i>Baibatyrova A.A.</i> Cognitive-Pragmatic Model of Macrostructure of Research Articles Written in English	25
<i>Beisembayeva G.Z., Kalibasova A.K.</i> Gender aspect of the emotion expression in English and Kazakh languages	42
<i>Beisembayeva Zh.A., Baryamova R.K.</i> Technical Skills and Readiness of English Language teachers in Kazakhstan to teach online	50
<i>Bizhkenova A.E.</i> Modern modeling of the Kazakh Language	62
<i>Dauletbekova Zh.T., Yusup P.K.</i> Psychological Basis of the Formation of Philologists-Students' Intellectual Competence in the Literary Educational Process	70
<i>Dihan Kamzabekuly</i> «23 Zhoktau» of Alash – a Symbol of Zhoktau for Freedom	77
<i>Zhusupova R.F., Niyazova A.E., Abduova B.S.</i> Formation of professionally oriented linguistic identity multilingual character	86
<i>Zeinulina A.F., Ibrayeva A.T.</i> Character of Arkalyk Batyr in the Great Steppe Folklore	94
<i>Mukhtarova S.S.</i> To translation problems of Kazakh non-equivalent vocabulary (on the materials of I. Esenberlin trilogy “Nomads”)	102
<i>Syzykova G.O.</i> Semantics of qualitative adjectives in the work «Kozy Korpesh-Bayan Sulu»	108
<i>Tanharykova A.V., Yusup A.N.</i> Mythological and technical foundations of sacred places in modern Kazakh poetry	115
<i>Turysbek R.S., Matibayeva E.K.</i> Small genre and artistic world (On creativity D.Doszhans)	121
<i>Utebaliyeva G.E., Kaskabassova Kh.S.</i> Multi-level language proficiency in learning a non-native language	129
<i>Shokabayeva S.S.</i> Word-formulative Potential of the Word «ақ» in the Modern Kazakh Language	136
Chronicle. <i>Satenova S.K.</i> Fundamental scientific work in the light of spiritual rebirth of society	145

Содержание

<i>Аймухамбет Ж.А., Макаш Л.</i> Легенды об Аттиле	8
<i>Амангельды А.А., Тилеужан Д.М.</i> Отражения материально-культурной лексики, применяемые к лошади в лиро-эпических произведениях	15
<i>Байбатырова А.А.</i> Когнитивно-прагматическая модель макроструктуры англоязычной научной статьи	25
<i>Бейсембаева Г.З., Калибасова А.К.</i> Гендерный аспект выражении эмоции в английском и казахских языках	42
<i>Бейсембаева Ж.А., Барямова Р.К.</i> Технические навыки и готовность учителей английского языка обучать онлайн	50
<i>Бижкенова А.Е.</i> Моделирование дериватов в современном казахском языке	62
<i>Даулетбекова Ж.Т., Юсуп П.К.</i> Психологические основы формирования интеллектуальной компетентности филологов-студентов в литературном образовательном процессе	70
<i>Дихан Камзабекулы</i> «23 жоктау» Алаша – символ жоктау по свободе	77
<i>Жусупова Р.Ф., Ниязова А.Е., Абдуова Б.С.</i> Формирование профессионально-ориентированной языковой идентичности в мультилингвальной среде	86
<i>Зейнулина А.Ф., Ибраева А.Т.</i> Образ Аркалык батыра в фольклоре Великой Степи	94
<i>Мухтарова С.С.</i> Особенности перевода казахской безэквивалентной лексики (на материале трилогии И. Есенберлина «Кочевники»)	102
<i>Сыздыкова Г.О.</i> Семантика качественных прилагательных в произведении «Козы Корпеш-Баян сулу»	108
<i>Танжарыкова А.В., Юсуп А.Н.</i> Мифопоэтические мотивы сакральных мест в современной казахской поэзии	115
<i>Турысбек Р.С., Матибаева Э.К.</i> Художественный мир малого жанра (По творчеству Д. Досжана)	121
<i>Утебалиева Г.Е., Каскабасова Х.С.</i> Разноуровневое владение языком при обучении неродному языку	129
<i>Шокабаева С.С.</i> Словообразовательный потенциал слова «ак» в современном казахском языке	136
<i>Хроника. Сатенова С.К.</i> Фундаментальный научный труд в свете духовного возрождения общества	145

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Technical Skills and Readiness of English Language teachers in Kazakhstan to teach online

Abstract. The article is written on the basis of the master's study on online foreign languages teaching, in this case, the English language. Online teaching or distance learning is no longer a "novelty" in modern methods of teaching foreign languages. However, the question that requires close attention today in the process of online teaching is the preparedness of teachers to teach online and their possession of necessary skills for this. This study presents the results of a small survey (n = 378) among teachers of English as a second language (TEFL), where they determine their level of technical skills necessary for teaching languages online. The survey was conducted in online and traditional modes and included 32 questions exclusively in English. The data were correlated with the skills offered in the Internet language learning system according to L.K.L. Compton's theory. The results of the study allowed us to trace the readiness of modern Kazakhstan teachers and teachers of English to switch to online mode while working with students.

Keywords: online language learning, computer language learning (CALL)

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Introduction. Today we live in the era of digital technologies. Many universities, language schools and various language teaching centers in the attempt to attract more students and be in trend, offer online education, which enables learners to get knowledge and diploma by studying while staying at home. However, online programs demand new format teachers. According to Hampel and Stickler [1, 315], teaching a language online requires skills that are different from those used to teach a language in face-to-face classrooms. It requires more than just knowledge of "which buttons to press in order to send an email or which HTML coding is required to insert an image on a web page" [2, 14]. It is a big mistake to think that teachers can teach the same way as their colleagues did 50 or 80 years ago. In order to compete and keep pace, teachers need to be able to do the same things in a different way, by using and applying various technological devices and gadgets. Teachers need to be ubiquitous and "penetrate" into smartphones and all sorts of apps of users. However, it requires skills that differ from those teachers acquired at universities many years ago. Moreover, they should start studying totally new methods on their own and develop new skills which enable them to teach via or with technologies.

The issues to be analyzed in this paper are: whether foreign language teachers (English) in Kazakhstan are ready to run their classes in an online environment; if they possess specific technical skills for the software and have a clear notion of key competences needed for online language teaching today. To answer these questions, a survey was conducted with 32 questions in it, where some questions were on the implementation of technological devices by foreign language teachers and the second part of questions was on teachers' readiness and preparedness to teach a foreign language (English) online.

Research questions and methods. Teachers' level of competence on teaching language online in this survey will be processed in accordance with the framework on online language teaching skills elaborated by L.K.L.Compton [3, 82], including three groups: Novice teacher, Proficient teacher and Expert teacher. The framework focuses solely on the skills of an online language teacher and excludes any other roles played by a teaching institution, student services or instructional technological devices.

The questions in this survey were divided into two groups. The first group addresses teachers' experience and willingness to teach online, while the second group of questions covers the issue on their technical readiness, preparedness and competence to teach online. The main questions for analysis are:

- Do teachers have any experience to teach online?
- Is online studying effective?
- What style of teaching do they prefer?
- How would they describe their own level in online teaching?
- Can teachers create a basic web page? (WYSIWYG)
- Do teachers have technical skills to use computer-assisted classes and create e-books?
- Do they agree with the statement that those teachers who teach online need special qualifications in Technologies?
- What tools do they often apply?
- Have teachers ever invited another local teacher or a native speaker to their classes via video-conferencing?

Methods. This paper is written in accordance with the responses of foreign language teachers on their preparedness and readiness to teach foreign languages online. The survey involves 32 items, which are multiple-choice questions (see Appendix). There are also questions on implementation of different technological devices for online language teaching. These questions were analyzed in the previously published paper. The questionnaire was created online with the help of SURVIO application on the website www.survio.com. The survey was possible only in English and was conducted both online and personally handed to teacher respondents. The respondents were mostly teachers who were registered on Facebook and are active participants of the group “Professional Development of English Teachers”, while others who were asked personally, were teachers of different schools, colleges and universities. Some teacher respondents from villages received our questionnaire by email. A link to this survey asking potential participants to take part was sent as a message in Facebook. No incentive was offered for taking part in the research. Nothing was asked from the participants of the survey in exchange, other than being able to see a summary of the main results at the end of the survey. The survey was open during one month in August 2018 and a total of 378 unique valid responses were collected. As none of the questions of the survey were compulsory, not all of the questions collected the same number of responses.

Skills for online language teaching were analyzed in accordance with the subgroup of technical skills offered by L.K.L.Compton [3, 82].

Online Language Teaching Skills	
Technology in Online Language Teaching	
Novice teacher	Basic technological skills (prerequisite) Usage – Ability to use a range of software – Ability to identify features of different software – Understanding of constraints and possibilities of different software
Proficient teacher	Choice – Ability to choose suitable technology to match online language learning task – Ability to deal with constraints and possibilities of different software – Ability to create basic Web Pages – Ability to troubleshoot basic browser problem

Expert teacher	Creativity – Creativity in using and adapting technology for online language learning tasks – Ability to constraint interactive web pages – Knowledge of basic programming language
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Results. The results of the survey are presented here in relation to research questions.
 – Do teachers have any experience to teach online?

Figure 1 represents data about the experience of teachers in teaching foreign language (English) online. 84% of respondents have never taught online, while 11% have some experience and only 5% of teachers tried it only once (see Figure 1). According to the analysis from the previous article we know that the survey was intentionally distributed among school, college and university teachers. The respondents were asked to choose the area of their living (a city, a town and a village). Most of the respondents were city dwellers (64%), the second big slice was represented by village dwellers (31%) and there were 5% of people who lived in towns [4, 30] (see Figure 1). The results showed that there were more school teachers (56%). As there were 31% of teachers who lived in the villages, it might be the reason why there were 84% of teacher respondents who did not have any experience in teaching online. We may suppose in case of a bigger number of university and language center teachers we would have gained a larger number of teachers with teaching online experience.

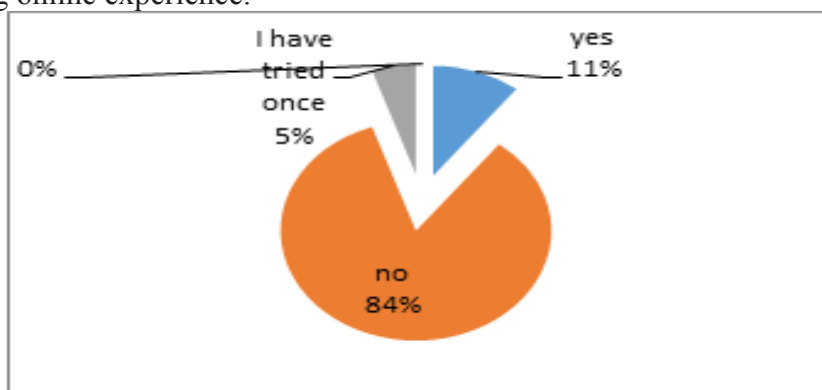


Figure 1. Experience to teach online

– Is online studying effective?

Figure 2 shows the fact whether teachers find online studying effective. 63% of teachers choose “I do not know” answer, while 37% of them find it effective. “No” response is never chosen (see Figure 2). These striking figures can be explained by the fact that there is a big number of respondents who had never taught online (84%) and 100% preferred face-to-face teaching of foreign languages which is clearly seen in Figure 3.

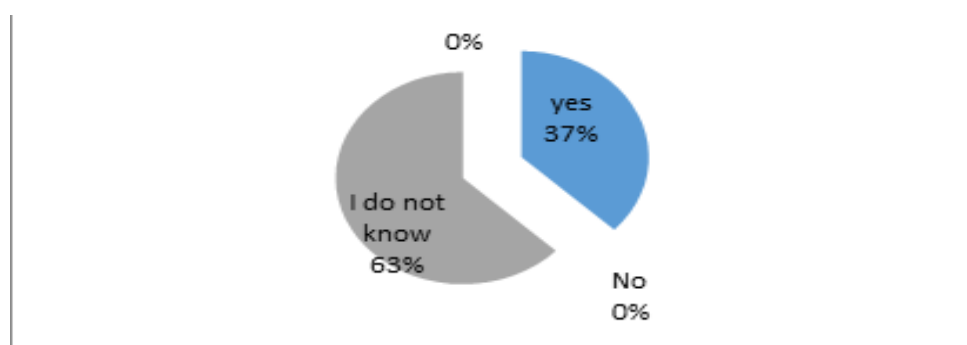


Figure 2. Effectiveness to study online

– What style of teaching do they prefer?

Figure 3 shows teachers' preferences in ways of teaching foreign languages: traditional and online. 100 % of respondents gave their preference to face-to-face teaching of foreign languages (see Figure 3).

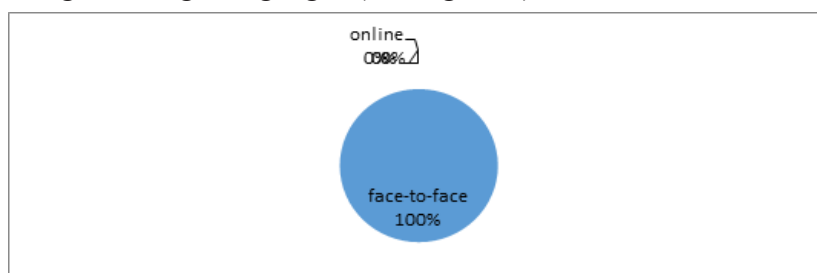


Figure 3. Styles of teaching

– How would they describe their own level in online teaching?

The respondents were also asked to describe their own level in online language teaching in accordance with three categories: novice, proficient and expert. Nobody defined themselves as an expert, 92% of respondents were inclined to believe they were novice, while only 8% defined themselves as proficient (see Figure 6). According to L.K.L. Compton's framework on online language teaching skills, "novice teachers" are those who have only basic technological skills with the ability to use a range of software. "Proficient" ones are those who have an ability to deal with constraints and possibilities of different software and have the ability to create basic web pages as well as the ability to troubleshoot basic browser problems. "Expert teachers" have creativity in using and adapting technology for online language teaching and with the ability to construct interactive web pages and knowledge of the basic programming language.

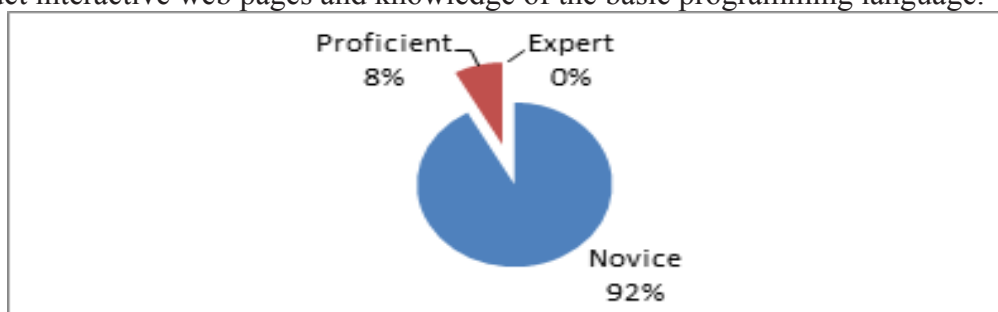


Figure 4. Teachers' level to teach online

– Can teachers create a basic web page? (WYSIWYG)

In the following question teacher respondents were asked about their ability to create a basic web page. 63% of teachers said they were not able to do it, while 37% of teacher respondents gave a positive answer (see Figure 5). According to L.K.L. Compton's framework, proficient teachers should be able to create basic web pages. Thus, it complies with the results presented in Figure 4 where only 8% of teachers found themselves as "proficient teachers".

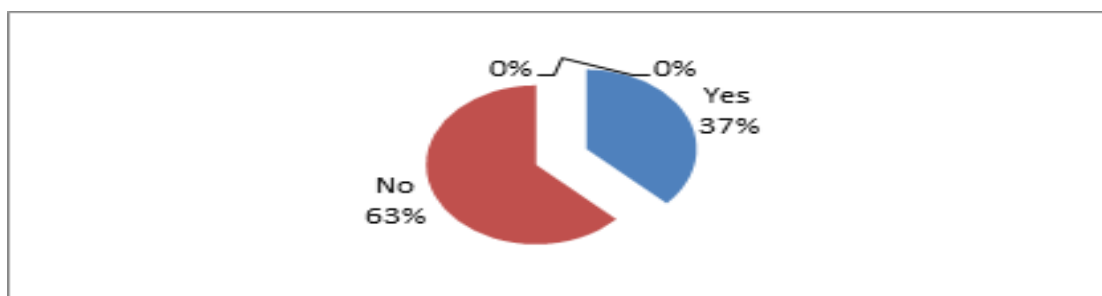


Figure 5. Ability to create a basic web page

– Do teachers have technical skills to use computer-assisted classes and create e-books?

Figure 6 represents teachers' technical skills to use computer-assisted classes and the ability to create e-books. Half of the teachers did not have such skills and abilities, almost the same number of teacher respondents did have these skills and only 1 % of teachers were not sure, whether they had these skills or no (see Figure 6).

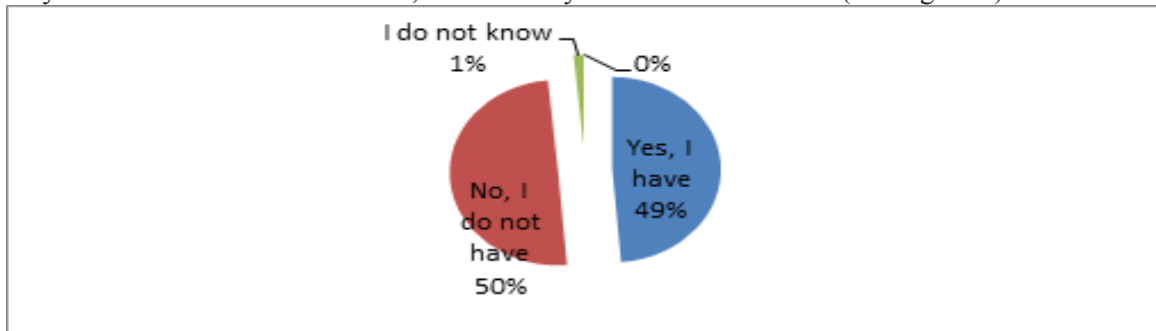


Figure 6. Use of computer-assisted classes and e-books

– Do they agree with the statement that those teachers who teach online need special qualifications in Technologies?

In the following question teacher respondents were asked if they needed to obtain special qualifications in technologies in order to teach online. According to the data in Figure 7, most of teacher respondents considered this qualification as high important, while 26% did not agree with the statement and 13% did not know whether they needed to have such qualification or no.

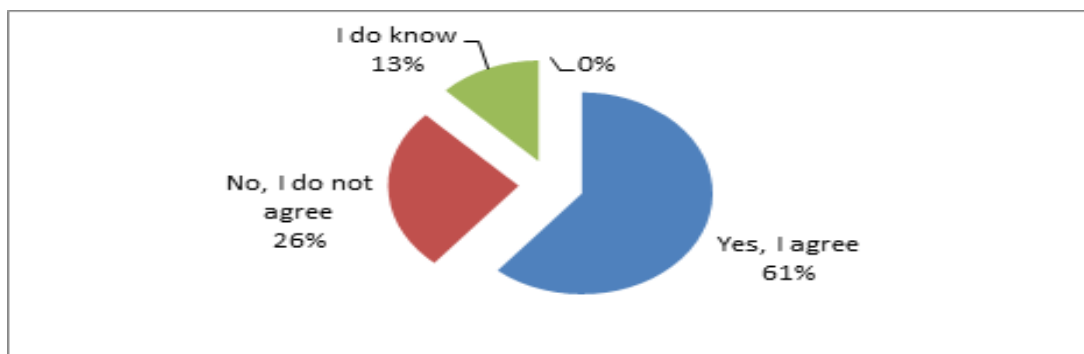


Figure 7. Need in special qualification in Technologies

– What tools do they often apply?

Figure 8 represents the use of tools in online language teaching. The most striking figure was that 94% of teachers used none of them. 4% of teacher respondents regularly use video-conferencing and online interaction, while only 2% gave their preference to email, blogging and wikis (see Figure 8). In accordance with the presented figures, we can presume that neither asynchronous nor synchronous tools are widely used as a result of face-to-face way of teaching foreign languages and it is clearly shown in Figure 9, where only 4% of respondents invite a native speaker via video-conferencing.

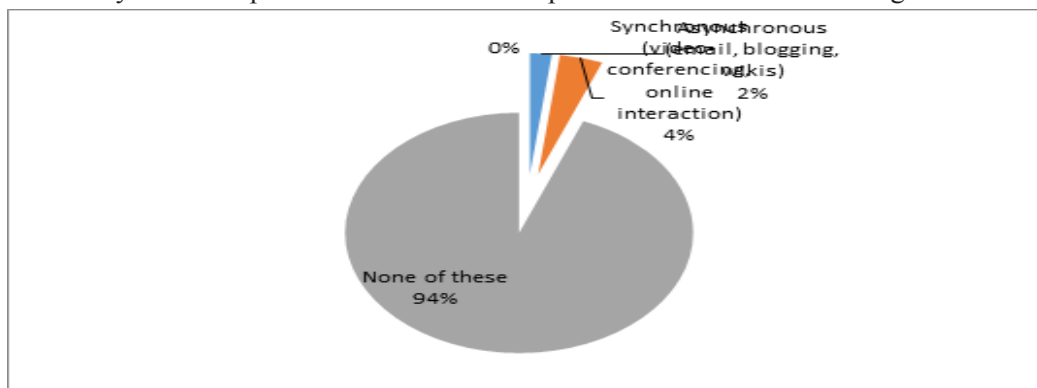


Figure 8. Types of tools teachers often apply

– Have teachers ever invited another local teacher or a native speaker to their classes via video-conferencing?

In case of video-conferencing, teacher respondents do not invite their colleagues at all, while about 4 % of teachers always practice video-conferencing with native speakers. However, their desire to practice video-conferencing with a native speaker and a colleague is almost the same (70 and 55 respectively). About 18 respondents do not find invitation of another teacher or a native speaker to a video-conferencing effective (20 and 9 respectively) (see Figure 9).

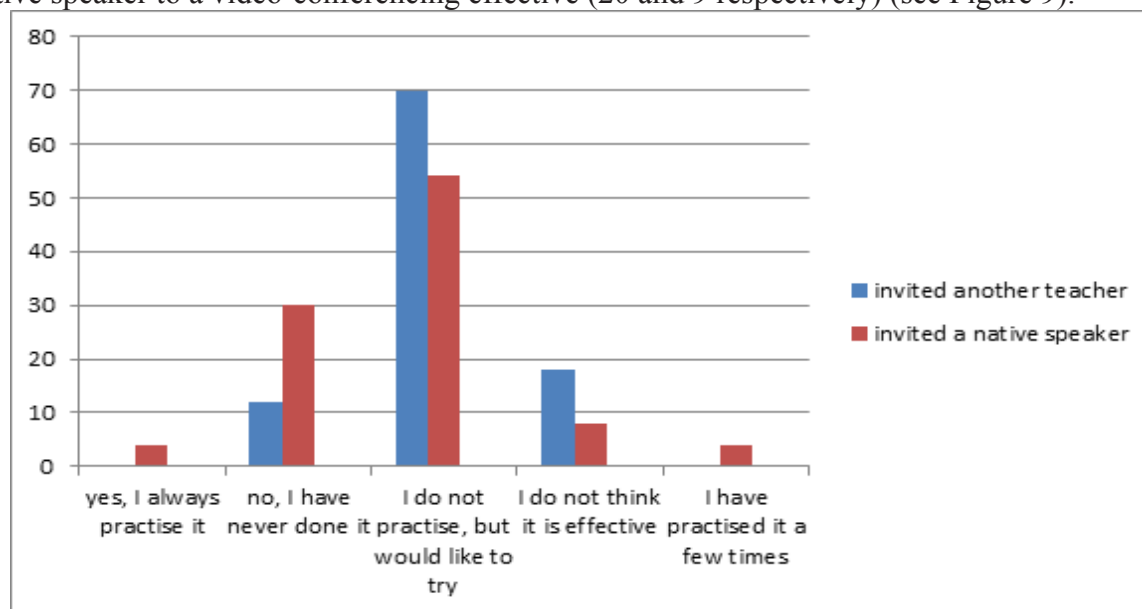


Figure 9. Video-conferencing at the lessons

Limitations. This research has a number of limitations. The first and the most important one is the number of respondents. As it is a small-scale survey, the results cannot be considered as totally reliable as they do not reflect a true picture of teachers’ technical skills and readiness to teach foreign languages online. Some limitations of this study represented above provide possible lines of inquiry for further research.

Conclusion. This paper was only the first attempt in further and deeper analysis of the state of technological skills and readiness of foreign language teachers to teach online in Kazakhstan. The survey was distributed among teacher respondents who live in villages, cities and towns and who work at universities, colleges and secondary schools. The survey involved a big number of foreign language teachers who work at secondary schools and language teaching center in cities. That is why teacher respondents showed low figures of their experience in teaching foreign languages online. However, they also did not show their willingness to teach online, 100% teachers still prefer the traditional face-to-face mode of teaching. At the same time low percentage of teacher respondents today in Kazakhstan have good knowledge in creating e-books, constructing web-pages and actively using different types of online teaching such as wikis, blogging, video-conferencing or online interaction itself. The level of their expertise in technological skills is shown as very low. Nobody defined themselves as an Expert. All teachers see themselves mostly as Novice with basic technological skills but with a low ability to create a web-page or an e-book. The results of the survey presented in this paper clearly reveal the true situation in Kazakhstan today in the domain of online language teaching. Teachers position themselves as novice in case of dealing and applying technological skills which are under the priority in online language teaching. Even while teaching face-to-face in the class room environment, teachers do not involve native speakers via video-conferencing or e-mailing. The explanation may be simple and evident. Some teachers simply do not know how to do it, because they do not possess necessary technological skills, while others just follow the traditional curriculum and do not want to change it and attempt anything new.

It is a mistake and a myth to think that a teacher who is good at teaching in a face-to-face class can easily indulge in an online environment and teach there [5, 25]. The new generation teachers need to have a paradigm shift in perception of instructional time and space, virtual management techniques and ways of engaging students through virtual communications in addition to the communication skills already required for general effective classroom teaching [6, 88]. For a better and clearer picture of the readiness and preparedness of foreign languages teachers to teach online, it is necessary to conduct a large compulsory survey among teachers of all secondary and higher education institutions and areas of location by the Ministry of Education and Science in order to see teachers' skills in work and implementation of technologies which are of high importance for those who will teach foreign languages (English) online.

In case of online language teaching, we need to start preparing new format graduates of foreign language departments who will possess not only good knowledge of a foreign language itself but easily and readily deal with a wide range of digital and software programs and troubleshoot basic browser problems and construct various kinds of e-books and web-pages on a professional level. The priority of software disciplines should be in the curriculum of foreign language departments that train foreign language teachers and instructors.

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Appendix

1. Where do you work?
 - A) School
 - B) College
 - C) University
 - D) Language courses
2. Where do you live?
 - A) a city
 - B) a town
 - C) a village
3. Which device do you mostly use at your lessons?
 - A) smartphone (Galaxy, iPhone, others)
 - B) tablet (iPad, Samsung, others)
 - C) interactive board
 - D) computer-assisted class

4. How long have you been using technologies?
 - A) Less than a month
 - B) Between 1 or 5 years
 - C) Between 5-10 years
5. How often do you use devices at your lessons?
 - A) every class
 - B) once a week
 - C) once a term
 - D) never
6. How do you use devices?
 - A) Mostly in planned learning sessions?
 - B) Mostly informally, when an opportunity or a need arises
7. What student skills are developed better when you use technological devices?
 - A) Listening skills
 - B) Reading skills
 - C) Writing skills
 - D) Speaking Skills
8. Why do you use the Internet more while preparing for classes?
 - A) to borrow grammar exercises
 - B) to borrow grammar explanations
 - C) to borrow listening tasks
 - D) to download podcasts
 - E) to borrow more translation tasks
 - F) to borrow speaking tasks
 - G) to borrow pronunciation exercises
 - H) to organize speaking practice with native speakers
 - I) to organize online classes with professional teachers from abroad
 - J) others
9. Do you believe that using technological tools at lessons will improve students' skills?
 - A) Strongly believe
 - B) Believe
 - C) Do not believe
 - E) Strongly disbelieve
 - F) Neither believe nor disbelieve
10. What do you think have improved in your students while using technological tools?
 - A) Grammar
 - B) Vocabulary
 - C) Writing
 - D) Reading
 - E) Speaking
 - F) Listening
 - G) Pronunciation
 - H) Translation
 - I) none
11. Have you ever taught online?
 - A) Yes
 - B) No
 - C) I have tried once
12. If you have taught English online, are you satisfied with the quality of the lessons you ran?

- A) Yes
B) No
C) I am sure
13. If you have taught English online, would you like to run such kind of lessons in the future?
A) Yes
B) No
C) I am not sure
14. What style of teaching do you prefer?
A) face-to-face in the calls room (traditional)
B) online
15. Do you believe in the effect of digital games (DGB)
A) Yes
B) No
C) I am sure
16. Have you ever used video-conferencing at your lessons?
A) Yes
B) No
C) I tried once
17. Do you use podcasts at your lessons?
A) Yes
B) No
C) I tried once
18. Do you use talking books?
A) Yes
B) No
C) I tried once
19. Can you create a basic web page? (WYSIWYG)
A) Yes
B) No
20. How would you describe your own level in online teaching?
A) novice
B) proficient
C) expert
21. What tools do you often apply?
A) Asynchronous (e-mail, blogging, wikis)
B) Synchronous (video-conferencing, online interaction)
C) None
22. Do you think you have enough skills and qualification to teach online?
A) Yes, I do
B) No, I don't
C) I am sure
23. Is online studying effective?
A) Yes
B) No
C) I am sure
24. Do you share your experience and problems with teachers from other parts of the world?
A) Yes, I always practice it.
B) No, I have never done it.
C) I do not practice, but I would like to try.

- D) I do not think it is effective.
E) I have practiced it a few times.
25. Have you ever invited another teacher to your lesson via video-conferencing?
A) Yes, I always practice it.
B) No, I have never done it.
C) I do not practice, but I would like to try.
D) I do not think it is effective.
E) I have practiced it a few times.
26. Do you invite a native speaker to your lesson via video-conferencing?
A) Yes, I always practice it.
B) No, I have never done it.
C) I do not practice, but I would like to try.
D) I do not think it is effective.
E) I have practiced it a few times.
27. Are your students allowed to use mobiles for studying at your lessons?
A) Yes, allowed but not always.
B) Yes, allowed but not often.
C) No, they are not allowed.
D) It is prohibited in accordance with the rules of our school.
28. Do your students use the Internet and mobiles when they do their home tasks?
A) Yes, always.
B) Yes, but not often.
C) No, they do not.
D) Never.
E) I am not sure.
29. Do you have enough technical skills to use computer-assisted classes and create e-books?
A) Yes, I have.
B) No, I do not have.
C) I do not know.
30. Can computers replace teachers?
A) Yes
B) No
C) I am not sure.
D) Never
31. Do you have a membership in any online groups for Teachers of English to Speakers of Other languages? (TESOL)
A) Yes
B) No
C) No, but I would like to have one.
D) No, I do not see any sense in it.
31. Do you think you have enough skills and qualification to teach English online?
A) Yes
B) No
C) I am not sure.
32. Do you agree with the statement that teachers who teach online need special qualifications in Technologies?
A) Yes, I agree.
B) No, I do not agree.
C) I am not sure.

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Техникалық дағдылар және ағылшын тілі оқытушыларының онлайн оқыту дайындығы

Андатпа. Берілген мақала ағылшын тілін онлайн-оқыту туралы магистрлік диссертация негізінде жазылған. Бүгінгі оқыту жүйесінде онлайн немесе қашықтықтан оқыту жаңа әдіс ретінде саналмайды. Бірақ онлайн оқыту процесінде бүгінгі күнге ерекше назар аударуды талап ететін мәселе мұғалімдердің онлайнда оқытуға және қажетті дағдыларды игеруге дайын екендігі болып табылады. Бұл мақала екінші тіл (ағылшын тілі) ретінде ағылшын тілін үйрететін мұғалімдер арасында (n = 378) шағын сауалнама нәтижелерін ұсынады, онда олар тілдерді онлайнда оқыту үшін қажетті техникалық дағдылар деңгейін анықтайды. Деректер онлайн-сауалнама арқылы жиналды және оған 32 сұрақ қойды. Сауалнама тек ағылшын тілінде жүргізілді. Зерттеудің нәтижелері бізге қазіргі қазақстандық ағылшын тілінің мұғалімдері мен оқушыларының жұмыс істеудің онлайн тәртібіне ауысуға дайындығын қадағалауға мүмкіндік берді.

Түйін сөздер: онлайн тілін оқыту, компьютермен жұмыс істейтін тіл үйрету (CALL).

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Технические навыки и готовность учителей английского языка обучать онлайн

Аннотация. Статья написана на основе магистерского исследования по онлайн-обучению иностранным языкам, в данном случае, английскому языку. Обучение онлайн или дистанционное обучение уже не является «новинкой» в современной методике обучения иностранным языкам. Однако вопрос, который требует пристального внимания сегодня в процессе онлайн обучения, это подготовленность преподавателей обучать в онлайн режиме и владение ими необходимыми для этого навыками. В данном исследовании представлены результаты небольшого опроса (n = 378) среди преподавателей английского языка как второго языка (TEFL), где они определяют свой уровень владения техническими навыками, необходимыми для преподавания языкам в онлайн режиме. Анкетирование проводилось в онлайн и традиционном режимах и включало в себя 32 вопроса исключительно английском языке. Данные соотносились с навыками, предлагаемыми в системе Интернет обучения языку по теории Л.К.Л.Комптон. Результаты исследования позволили проследить готовность современных казахстанских учителей и преподавателей английского языка к переходу на онлайн режим в работе с обучающимися.

Ключевые слова: онлайн-обучение языкам, обучение языку с помощью компьютера (CALL).

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