

ABSTRACT

the thesis for the degree of Doctor of Philosophy (PhD) on the specialty:

6D011900 – "Foreign language – two foreign languages"

Kokhanover Tatyana Alexandrovna on the topic "Development of didactic competence of preschool and primary school English teachers through the system of continuing professional education"

Relevance of the study. The development of education in the 21st century is characterized by increased attention to the quality of pedagogical work, the transition to a competency-based approach and the growth of demands for early foreign language education. In the context of globalization, English language proficiency is a key factor in the successful socialization and professional realization of the individual, which predetermines the introduction of English already at the stages of preschool and primary education. training teachers working with children of 5-9 years old, and especially to the level of their didactic competence.

Of particular importance in this context is the didactic competence of an English teacher, understood as a system of knowledge, skills and attitudes that provide a scientifically based selection of content, design and organization of educational activities, management of the course and results of learning, taking into account the age and psychological characteristics of children. It is didactic competence that sets the target and content framework of the lesson, provides a constructive alignment of "goals - content - methods - assessment" and makes it possible to implement the requirements of the State Educational Standards of the Republic of Kazakhstan, the professional standard "Teacher", the OECD Learning Compass 2030 and CEFR guidelines at the early stage of teaching English.

At the same time, the analysis of scientific literature and regulatory documents revealed a contradiction between the level of didactic competence of English teachers of preschool and primary education required by modern standards and the insufficient theoretical and practical development of the issues of its purposeful development in the system of additional professional education (CPE). Existing professional development programs, as a rule, do not take into account the specifics of early foreign language education, are poorly focused on the formation of sustainable practices for planning, organizing and evaluating English lessons for young children. This necessitates a scientifically based model for the development of the teacher's didactic competence in the logic of continuous professional development through additional professional education.

The object of this research is the system of additional professional education of teachers.

The subject of the research is the development of didactic competence of English teachers of preschool and primary education in the context of additional professional education.

The purpose of the study is to provide theoretical and methodological substantiation and development of a model for the development of didactic competence of English teachers of preschool and primary education through the

system of additional professional education and experimental verification of its effectiveness.

The hypothesis of the study is that the development of didactic competence of teachers of preschool and primary education will be effective if a scientifically based model is implemented in the system of advanced training, focused on the development of teachers' skills in designing, organizing and implementing the educational process, taking into account the age and psychological characteristics of children 5–9 years old, and providing a holistic trajectory "diagnostics – purposeful learning – Observation and Reflection – Post-Course Support".

To achieve the goal and test the hypothesis in accordance with the object and subject of the study, the following tasks were set:

1. to determine the essence and structure of didactic competence of teachers of preschool and primary education in the context of early English language learning;

2. to identify the features of the development of didactic competence of teachers in the system of preschool and primary education and in the conditions of additional vocational education;

3. to develop a model for the development of didactic competence of English teachers of preschool and primary education through the system of additional professional education;

4. to develop criteria and indicators of the formation of didactic competence of teachers of preschool and primary education in the system of additional vocational education;

5. to develop a module on the development of didactic competence of teachers for the program of the advanced training course for teachers of English in preschool and primary education;

6. to experimentally test the effectiveness of the developed model for the development of didactic competence of English teachers of preschool and primary education in the conditions of additional professional education.

The theoretical and methodological basis of the study consists of the provisions developed in the works of domestic and foreign scientists in the field of the competence approach in education, functional literacy, developmental and socio-cultural psychology, the theory of activity and communicative learning, the methodology of early foreign language education and the CLIL approach. As a methodological support, the ideas about the activity nature of learning, the zone of proximal development of the child, the role of speech and game activity in the formation of foreign language competence, as well as the concept of professional competence of a teacher and continuous education of adults.

The research methods include theoretical (analysis, synthesis, generalization, comparison, modeling), empirical (questionnaires, testing, expert assessment, observation of lessons, analysis of the products of teachers' professional activities) and methods of statistical data processing (descriptive statistics, calculation of the integral index of didactic competence and subscales, assessment of the reliability of scales, analysis of dynamics, correlation analysis).

The scientific novelty of the research lies in the following:

1. The essence and structure of didactic competence of an English teacher of preschool and primary education in the context of early learning is clarified, its relationship with linguistic and methodological competencies is shown, a five-component model of didactic competence (target, content, technological, evaluative-reflective and communicative components) is proposed.

2. The features of the development of didactic competence of English teachers of preschool and primary education in the system of additional vocational education are theoretically substantiated, taking into account state educational standards, the professional standard "Teacher", the concept of trilingual education and the OECD Learning Compass 2030; didactic competence is shown as a dynamic, normatively conditioned construct that requires constant updating through additional professional education.

3. A structural-functional model for the development of didactic competence of English teachers of preschool and primary education through the system of additional professional education has been developed and theoretically substantiated, including interrelated modules: diagnostics of the initial level, targeted training in the format of advanced training courses, observation and reflection, post-course support; the expected results of the implementation of the model at the level of the teacher and the educational process are determined.

4. A set of diagnostic tools has been developed to assess the level of didactic competence of teachers of English in preschool and primary education: a self-assessment questionnaire for components A–E, an observation sheet for an English lesson with children aged 5–9 years, criteria and indicators for the formation of didactic competence, expert assessment protocols, as well as an integral index of didactic competence (IDK_TOTAL).

5. A training module has been created for the development of didactic competence of English teachers of preschool and primary education for professional development programs, integrating practice-oriented forms of work (lesson design, Lesson Study, cases, development of tasks and rubrics for formative assessment, the use of ICT/AI) and ensuring the transition from declarative knowledge to sustainable didactic practices.

6. The effectiveness of the developed model for the development of didactic competence was experimentally tested: on the basis of a comparison of the data of the input and final questionnaires, the calculation of the integral index and subscales, the analysis of observation sheets and correlation analysis, a positive trend was established for all components of didactic competence, most pronounced in the field of formative assessment, reflection and pedagogical climate.

The theoretical significance of the study lies in the development of scientific ideas about the didactic competence of an English teacher of preschool and primary education as a system-forming basis of professional activity; in the clarification of its structure and content in the logic of competence, activity and communicative approaches; in the substantiation of the model of its development in the conditions of additional vocational education, integrating normative requirements, psychological and pedagogical features of the younger age and the specifics of early foreign language education. The study complements modern theories of pedagogical

competence and continuing professional education of teachers in the aspect of early English language learning.

The practical significance of the study is determined by the possibility of using the developed model, diagnostic tools and teaching materials (advanced training module, cases, lesson planning templates, observation sheets, formative assessment rubrics) in the activities of organizations of additional professional education, institutions of higher pedagogical education and the system of in-school methodological support. Model and The module can be introduced into professional development programs for English teachers of preschool and primary education, and the developed criteria and indicators can be used to diagnose and monitor the level of didactic competence.

Research base. The main base of the study is the National Center for Advanced Training "Orleu" - the Institute of Professional Development in the Karaganda region, where the developed module and post-course support were implemented. Teachers of English of preschool and primary education of the Karaganda region, who took advanced training courses on the topic "Innovative technologies in teaching English", participated in the experimental work. The experiment involved 103 teachers, in relation to whom the input and final monitoring of the level of didactic competence was carried out.

The following provisions are submitted for defense:

1. Theoretical and methodological foundations for the development of didactic competence of English teachers of preschool and primary education in the system of additional professional education, including provisions on didactic competence as an integrative professional quality, structured according to five components (targeted, content, technological, evaluative-reflective, communicative), on its normatively conditioned and dynamic nature, as well as on the need for its purposeful development through additional professional education.

2. A model for the development of didactic competence of English teachers of preschool and primary education through the system of additional professional education, which is a set of interrelated modules (diagnostics – learning – observation and reflection – post-course support), based on competency-based, activity, communicative and CLIL approaches, guidelines of the State Educational Standards of the Republic of Kazakhstan, CEFR and OECD Learning Compass 2030 and providing the expected results at the level of teacher and the educational process.

3. Methodology for the development of didactic competence of English teachers of preschool and primary education in the conditions of additional professional education, including a training module for advanced training programs, a system of diagnostic tools (questionnaire, observation sheet, criteria and indicators, integral index of didactic competence), practice-oriented tasks and cases that ensure the transition from theoretical knowledge to sustainable professional practices.

4. The results of experimental work to test the effectiveness of the developed model for the development of didactic competence of English teachers of preschool and primary education through the system of additional professional education, indicating a statistically and pedagogically significant increase in didactic

competence indicators for all components of the model, the alignment of professional practices and confirming the effectiveness of the developed model and Methods.

Compliance with the Directions of Scientific Development and State Programs

The dissertation research complies with the priority areas defined in the Law of the Republic of Kazakhstan “On Education” dated July 27, 2007, and with the Order of the Minister of Education of the Republic of Kazakhstan dated February 24, 2025, No. 31 “On Approval of Professional Standards for Educators of Educational Organizations.”

The dissertation reflects the requirements of the Concept for the Development of Preschool, Secondary, Technical and Vocational Education of the Republic of Kazakhstan for 2023–2029, approved by the Resolution of the Government of the Republic of Kazakhstan dated March 28, 2023, No. 249.

Description of the Applicant’s Contribution to Each Publication

The main provisions of the dissertation are reflected in 14 scientific works, including:

One article published in a Scopus-indexed journal: “Introducing Teaching English to Young (Preschool) Learners in Kazakhstan.” *World Journal of English Language*. – 2024. – No. 8 (13). – P. 100–107 (CiteScore – 0.9; Linguistics and Language – 66%).

The article examines the problems of early English language teaching identified through a survey of teachers from 115 educational institutions in the Karaganda region. The applicant’s contribution amounts to 80%.

Two textbooks:

– *Methodology of Early Foreign Language Teaching: a textbook*. Certificate of state registration of copyright No. 17552, May 14, 2021. The textbook addresses the theory and methodology of early foreign language teaching. The applicant’s contribution amounts to 60%.

– *Teaching English to Young Learners: a textbook*. Certificate of state registration of copyright No. 11967, September 11, 2020.

The textbook is devoted to the methodological foundations of teaching English to preschool and primary school children and reveals the goals, content, methods, and organizational forms of the educational process, taking into account learners’ age-related and psychological-pedagogical characteristics. The applicant’s contribution amounts to 80%.

Four articles published in journals recommended by the Committee for Quality Assurance in Science and Higher Education of the Republic of Kazakhstan:

1. Kokhanover T. A., Kostina Ye. A. *Elementary level of communicative competence as the aim of teaching English at preschool stage* // *Bulletin of Karaganda University. Pedagogy Series*. – 2019. – No. 1 (93). – P. 24–29.

The article substantiates the formation of an elementary level of communicative competence as the target orientation of teaching English at the preschool stage, taking into account children’s age-related characteristics. The applicant’s contribution amounts to 80%.

2. Kokhanover T. A., Zhetpisbayeva B. A., Assylbek T. D. *Problems of continuity of English language curricula of preschool institutions and elementary schools in Kazakhstan // Science and Life of Kazakhstan.* – 2018. – No. 1 (54). – P. 105–107. The article analyzes the problems of continuity in the content and goals of English language teaching between preschool and primary education in Kazakhstan and substantiates the need for alignment of curricula. The applicant's contribution amounts to 75%.
3. Kokhanover T. A., Petrova M., Uteubayeva E. A. *Didactic approach to the process of communicative competence formation // Bulletin of Karaganda University. Pedagogy Series.* – 2020. – No. 4 (100). – P. 79–84. – DOI: 10.31489/2020ped4/79-84. The article presents a didactic approach to the formation of communicative competence, considering it as the result of purposeful methodological design of the educational process. The applicant's contribution amounts to 80%.
4. Kokhanover T. A., Ibragimova G. K., Berdaliev D. T., Zhankina B. Zh. *Cognitive and methodological aspects of early English language acquisition: international and Kazakhstani experience // Orleu. Bulletin of Continuing Education.* – 2025. – No. 3 (50). – P. 122–130. The article reveals the cognitive and methodological foundations of early English language teaching based on the analysis of international and Kazakhstani educational experience. The applicant's contribution amounts to 75%.

One article published in a collective monograph indexed in the Web of Science database:

Kokhanover T. A., Uteubayeva E. A. *The approaches to teaching English to preschool children and their efficiency // Social capital: vectors of development of behavioral economics:* collective monograph. – Bulgaria: ACCESS Press Publishing House, 2021. – P. 5–18. The applicant's contribution amounts to 80%.

Six works have been published in proceedings of international scientific and practical conferences and other periodical publications.

Structure of the dissertation research. The thesis consists of an introduction, two chapters, a conclusion, a list of sources used and appendices.

In the **introduction**, the relevance of the topic is substantiated, the object, subject, purpose and objectives of the study are determined, the hypothesis, the leading idea are formulated, the scientific novelty, theoretical and practical significance are revealed, the stages, methods, base, approbation and implementation of the research results are presented.

The **first chapter** "Theoretical and Methodological Foundations of the Development of Didactic Competence of English Teachers of Preschool and Primary Education through the System of Additional Professional Education" reveals the essence and structure of the didactic competence of an English teacher, analyzes its relationship with linguistic and methodological competences, features of development in the conditions of early foreign language education; analyzes the

normative documents, concepts and approaches that affect the content of didactic competence; the model of its development in the system of additional professional education is substantiated, the expected results of the model implementation are formulated.

The **second chapter** "Experimental work to test the effectiveness of the developed model for the development of didactic competence of teachers of English preschool and primary education through the system of additional professional education" presents the organization and methodological apparatus of experimental work, describes the sample and stages of the experiment (ascertaining, forming, control), reveals the content of the introduced module and forms post-course support, the results of the input and final diagnostics of didactic competence are given, dynamics indicators and indices are calculated, quantitative and qualitative data are analyzed, conclusions about the effectiveness of the developed model and the conditions for its implementation are formulated.

In conclusion , the results of the theoretical, methodological and experimental stages of the study are summarized, the main conclusions and practical recommendations for the system of additional professional education are formulated, and the prospects for further research in the field of the development of didactic competence of teachers of English in preschool and primary education are outlined.