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THE ROLE OF HYBRID LEARNING IN DEVELOPING FUTURE FOREIGN LANGUAGES TEACHERS' PROFESSIONAL COMPETENCE

This article examines hybrid learning, a teaching method that develops the professionalism of future foreign language teachers. Hybrid learning combines offline and online learning and is relevant to modern education, as its implementation enhances teaching skills.

The purpose of this study was to identify the characteristics of hybrid learning and student perceptions of it. To explore this topic in detail, a survey was conducted on Google Forms, with 112 students from pedagogical universities in Shymkent participating. The survey consisted of two sections: perceptions of hybrid learning and self-assessment of professional competence. The internal consistency of the scales showed high results ($\alpha=0.744-0.814$), indicating a positive attitude toward hybrid learning.

According to the results of the correlation analysis, there is an acceptable positive relationship between these variables ($r=0.450$, $p<0.001$). In turn, the regression analysis conducted during the study indicates that perceptions of hybrid learning play a significant role in the professional development of future teachers. Meanwhile, analysis of variance (ANOVA) reveals no significant difference in professionalism between junior and senior students. This suggests that hybrid learning is a universal teaching method suitable for all years of study. It is concluded that the better students' attitudes toward hybrid learning,

the better their professional development. Other factors should also be considered: teaching practice, accompanied by theoretical knowledge, and the educational environment. The practical significance of this study is reflected in the improvement of curricula through the implementation of hybrid technologies.

Keywords: Hybrid learning, hybrid learning perception, professional competence, pre-service teachers, blended learning, teacher professional development, digital learning.

Introduction

Hybrid learning plays an important role in modern teaching practice. This teaching method combines offline and online learning. This creates the conditions for an adaptive, accessible, and unique educational environment. The relevance of this study is confirmed by the following document: the State Program for the Development of Education and Science of the Republic of Kazakhstan for 2020–2025 [1]. This document discusses the importance of developing digital technologies and integrating them into the educational process. The need to apply modern teaching methods and ensure high-quality training for future teachers makes this study relevant.

Future foreign language teachers must possess digital literacy and methodological competence. This makes the study of this teaching method even more significant.

Hybrid learning is becoming increasingly popular and is considered an effective teaching method. Zhantleyeva M., Meirbekov A., Seitova M. [2] note in their works that hybrid learning simplifies the learning process and improves the quality of instruction. However, difficulties in the form of organizational and technical problems cannot be ruled out. According to research by Kikbanova A., Krupelnitskaya L. F., Abildaeva G. S. [3], the teaching method discussed in the article has a significant impact on the development of critical thinking.

Research by Tulekova G., Kudaraova N., Yunosheva N. et al. [4] suggests that students have mixed views on hybrid learning and often experience difficulties with self-discipline.

Shrymbay D. A., Adylbekova E. T. [5] provide a professional assessment of the effectiveness of digital educational technology and touch upon its impact on the development of professionalism in future teachers. The difference in qualification levels depending on the stage of training is clearly demonstrated in the works by Rizakhodzhaeva G., Seitova M., Zhakipova M. [6].

The importance of hybrid learning is also studied in international studies. For example, in the works by Yuen A. H. [7] describes the most basic pedagogical

methods and techniques in hybrid learning. Arguments in favor of the influence of digital tool perception on the skills of future teachers are presented in studies Alrishan A. M. [8].

The need to adapt to the hybrid teaching method is presented in works Lopres J. R. et al. [9], based on an analysis of teachers' experiences.

The digital divide and technical barriers can limit opportunities for flexible learning (Thessalou E. et al. [10]).

This study aims to identify characteristics of hybrid learning perception. The research determines the degree of impact on improving the professional development of future foreign language teachers.

The following questions were formulated during the research:

1 What is the attitude of future foreign language teachers toward the hybrid teaching method?

2 What are the most pronounced components of perception? (cognitive, emotional, behavioral)

3 How would you rate students' self-assessment of their professional qualifications?

4 Has the relationship between hybrid learning and professional development been determined?

5 How are individual components of professional competence developed during hybrid learning?

Scientific Novelty

The following points define the scientific novelty of the study:

– This study contributed to a detailed examination of the relationship between hybrid learning and the professional development of future foreign language teachers;

– The researchers proposed a systematic format for assessing the perception of the teaching method under study. This format consists of cognitive, emotional, and behavioral components;

– A survey was conducted among 112 students, yielding empirical data. This data allowed for the evaluation of the findings;

– A positive relationship was found between the development of professionalism and attitudes toward hybrid learning;

– Methods for understanding the position of hybrid learning in the modern educational sphere as a tool for professional development were presented.

Materials and Methods

During the research, a questionnaire survey was conducted.

A total of 112 students were surveyed. All survey participants were students at pedagogical higher education institutions South Kazakhstan Pedagogical

University (n=60) and Peoples' Friendship University named after Academician A.Kuatbekov (n=52) (most were first- to third-year students). The majority of respondents were studying to become foreign language teachers.

Research Instrument

The questionnaire consisted of two sections:

1. Perceptions of hybrid learning (21 questions)
2. Self-assessment of professional competence (18 questions)

A Likert scale (1 to 6) was used to record responses.

The study utilized a quantitative approach. The reliability of the scales was tested using Cronbach's Alpha, which yielded good results ($\alpha = 0.814$ and $\alpha = 0.744$). The SPSS 28 program was used for calculations.

Descriptive statistics, correlation, and regression analysis were used to analyze the data. Relationships between variables were assessed using the Pearson correlation coefficient. An analysis of variance (ANOVA) was also conducted to compare student groups.

Results and discussion

Both the first and second scales show an acceptable level of internal consistency ($\alpha > 0.7$). These scales support the instrument's reliability and allow for further data processing.

Table 1 – Scale Reliability (Reliability Analysis)

Scale	Number of points	Cronbach's Alpha	Interpretation
Perception of hybrid learning	21	0.814	High reliability
Professional competence	18	0.744	Good (sufficient) reliability

A summary analysis provides evidence of a positive attitude toward the hybrid teaching method. According to the summary analysis, both survey items exhibit relatively high mean values ($M \approx 5$). High self-assessment of professional growth is also indicated.

Internal consistency demonstrated an acceptable level ($\alpha = 0.744-0.814$). This serves as evidence of the validity of the scales used. The highest inter-item correlation (0.714) was found for the perception item. This correlation exhibits high homogeneity. However, the competence item exhibited a low value (0.067).

Internal consistency indicators are at an acceptable level ($\alpha = 0.744-0.814$), confirming the reliability of the scales used.

Moreover, the higher inter-item correlation for the perception scale (0.174) indicates its greater homogeneity, while the lower value for the competence scale (0.067) reflects the multi-component nature of this construct.

Table 2 – Final scale indicators

Indicator	Perception of hybrid learning	Professional competence	Interpretation
The number of points	21	18	The scales are large enough
Average value (M)	5.01	4.98	High level
Minimum	4.91	4.83	Low variability
Maximum	5.10	5.12	Stable responses
Dispersion	0.50	0.48	Moderate dispersion
Cronbach's Alpha	0.814	0.744	High/Good Reliability
Average point-to-point correlation	0.174	0.067	Moderate/weak consistency

The presence of a confirmed positive relationship between the level of professional qualifications and attitudes towards hybrid communication was found in the analysis of the relationship ($r=0.450$, $p < 0.001$). This suggests that the higher the level of self-assessment of the professionalism of future foreign language teachers, the better the attitude towards the hybrid teaching method.

Table 3 – Relationship between variables

Variables	Perception	Professional competence
Perception	1	0.450
Professional competence	0.450	1
p-value	-	<0.001
N	112	-

Perceptions of the hybrid teaching method are important. However, it cannot be considered the sole condition for developing professional competence. Taken together, this demonstrates the multifaceted nature of future teachers' professional development.

A special diagram was created to demonstrate the positive linear relationship between students' level of professionalism and their attitudes toward the hybrid teaching method. The overall high level of the data studied is due to observations

focused on medium and high values. The obtained results of the correlation analysis are confirmed by the upward trend ($r=0.450$, $p < 0.001$).

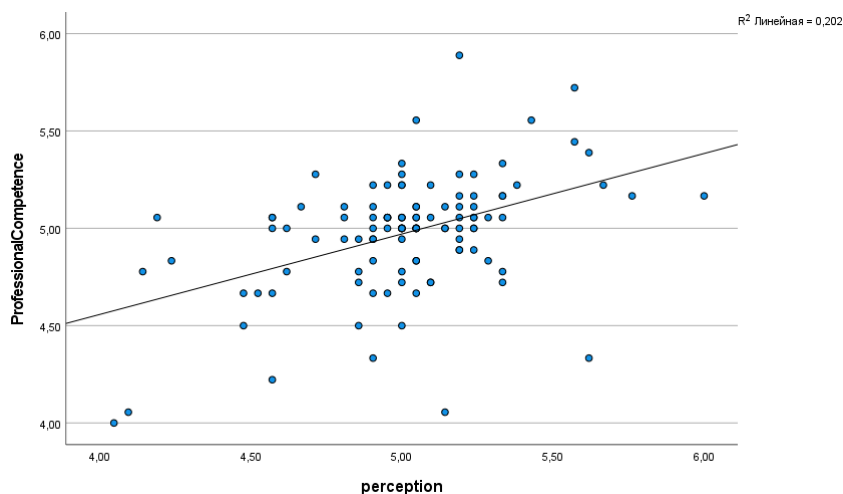


Figure 1 – Relationship between perception of hybrid learning and professional competence of students

Based on all the studies conducted and the results obtained, it can be argued that attitudes toward hybrid teaching play a significant role in the professional development of future teachers. However, its influence is not unlimited; it is moderate. This demonstrates the multifaceted nature of future teachers' professional development.

Attitudes toward hybrid teaching play a significant role in professional development ($\beta=0.450$, $p < 0.001$). This is clearly demonstrated in the results of the linear regression analysis. This model is significant ($F=27.890$, $p < 0.001$). The researchers examined how hybrid teaching affects teachers' skills. A correlation was found, albeit very weak ($R^2=0.202$). Only 20 % of professional development depends on a teacher's attitude toward this teaching format.

Table 4 – Plotting a trend line

Indicator	Value	Interpretation
R	0.450	Moderate coupling
R ²	0.202	20.2 % of the explained variation
Adjusted R ²	0.195	Adjusted model
F	27.890	Model is significant
p-value	<0.001	High statistical significance
β (Beta)	0.450	Moderate effect
B	0.414	Increased competence with increased perception

Developing teachers as professionals is a long process. Many factors influence this process. One such factor is the attitude of future teachers toward the use of hybrid learning in education. Hybrid learning significantly impacts the development of foreign language teachers' skills. Other factors include teaching practices, individual student characteristics, and the educational environment.

The study confirmed that teacher skill levels and perceptions of the hybrid learning method are indeed related. This can be seen in the results of the summary analysis ($r=0.450$, $p<0.001$). A regression analysis was conducted to determine the significance of hybrid learning. The analysis yielded the following conclusions: perceptions of hybrid learning significantly influence the final outcome. In other words, how a person perceives hybrid learning helps us understand the type of specialist they will become. Table 5 provides a detailed summary of the above information.

In addition to the regression analysis, an analysis of variance (ANOVA) was conducted. This analysis revealed no statistically significant differences. There was no significant difference in professional qualifications between students in different years (namely, 1st, 2nd, and 3rd years) ($F=0.481$, $p=0.619$). The student's year of study had little impact on their professional skills. The student's level of acceptance of hybrid learning had a greater impact.

Table 5 – Overall test results

Analysis	Indicator	Value	Interpretation
Correlation (Pearson)	r	0.450	Moderate positive association
	p-value	<0.001	Statistically significant
Regression	R ²	0.202	20.2% of the explained variation
	β (Beta)	0.450	Moderate effect
	B	0.414	Increased competence with increased perception

	F	27.890	The model is significant
	p-value	<0.001	High significance
ANOVA (by courses)	F	0.481	No differences
	p-value	0.619	Not significant
	p-value	0.023	Partial violation of homogeneity
	1 course	5.0146	Highest level
	2 course	4.9615	Similar level
	3 course	4.9508	Similar level

The obtained results answer the research questions of this study:

(1) The results show that future foreign language teachers have a positive attitude toward hybrid learning. High mean values confirm this ($M \approx 5$). Hybrid learning is perceived as an effective and acceptable teaching method.

(2) Perceptions of hybrid learning are relatively consistent. The close relationship between its cognitive, emotional, and behavioral components is considered positive.

(3) Students demonstrated a high level of self-assessment of professional competence ($M \approx 5$). However, low internal correlations were observed, indicating the complexity and multidimensionality of professional competence.

(4) A statistically significant relationship was found between perceptions of hybrid learning and professional competence ($r = 0.450$, $p < 0.001$). A positive attitude toward hybrid learning is associated with a higher level of professional development.

(5) Regression analysis showed that hybrid learning has a significant but moderate impact on professional competence ($R^2 = 0.202$). Hybrid learning is an important factor, but not the only one, influencing professional development.

In summary, the results highlight the development of future teachers, where educational, personal, and methodological factors influence this process.

Conclusion

Hybrid learning is an important and necessary tool for preparing future teachers. This study confirmed that combining online and offline learning helps future teachers better master the profession. The more professional students aspire to be, the more likely they are to accept hybrid learning. There are other factors, too. Hybrid learning isn't the only tool that contributes to professional success. Theoretical practice, student personal qualities, and the quality of the educational environment also contribute. It was also found that the course of study isn't particularly important and doesn't play a significant role. Both first-year and senior students perceive hybrid learning similarly. They have similar

opinions about this teaching method. This means that hybrid learning is suitable for all courses of study.

The stages of learning are not significant, and differences in students' perceptions of hybrid learning are insignificant. Therefore, hybrid learning itself is a universal teaching method and is not dependent on the course of study. The data obtained from this research can be applied to curriculum development. These curricula should be aimed at effectively implementing hybrid learning methods and technologies to prepare future teachers.

For more accurate results, a more in-depth analysis is recommended. Individual components of professional competence should be studied in detail. It is also necessary to examine the impact of specific types of hybrid learning on learning outcomes.

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БОЛАШАҚ ШЕТЕЛ ТІЛДЕРІ МҰҒАЛІМДЕРІНІҢ КӘСІБИ ҚҰЗІРЕТТІЛІГІН ДАМУДАҒЫ АРАЛАС ОҚЫТУДЫҢ РӨЛІ

Бұл мақалада болашақ шетел тілі мұғалімдерінің кәсібилігін дамытатын оқыту әдісі – гибридіті оқыту қарастырылады. Гибридіті оқыту оффлайн және онлайн оқытуды біріктіреді және оны енгізу оқыту дағдыларын жақсартатындықтан, заманауи білім беру үшін өте маңызды.

Бұл зерттеудің мақсаты гибридіті оқытудың сипаттамаларын және студенттердің оны қабылдауын анықтау. Бұл тақырыпты егжей-тегжейлі зерттеу үшін Google Forms сайтында сауалнама жүргізілді, оған Шымкенттегі педагогикалық университеттерден 112 студент қатысты. Сауалнама екі бөлімнен тұрды: гибридіті оқытуды қабылдау және кәсіби құзыреттілікті өзін-өзі бағалау. Шкалалардың ішкі сәйкестігі жоғары нәтижелер көрсетті ($\alpha=0,744-0,814$), бұл гибридіті оқытуға оң көзқарасты көрсетеді.

Корреляциялық талдау нәтижелеріне сәйкес, бұл айнымалылар арасында оң байланыс бар ($r=0,450$, $p<0,001$). Зерттеу барысында жүргізілген регрессиялық талдау гибридіті оқытуды қабылдау болашақ мұғалімдердің кәсіби дамуында маңызды рөл атқаратынын көрсетеді. Сонымен қатар, дисперсия талдауы (ANOVA) кіші және жоғары сынып оқушылары арасындағы кәсібилікте айтарлықтай айырмашылықты анықтамайды. Бұл гибридіті оқытудың барлық оқу жылдарына жарамды әмбебап оқыту әдісі екенін көрсетеді. Студенттердің гибридіті оқытуға деген көзқарасы неғұрлым жақсы болған сайын, олардың кәсіби дамуы соғұрлым жақсы болады деген қорытындыға келеді. Басқа факторларды да ескеру қажет: теориялық біліммен қатар жүретін оқыту тәжірибесі және білім беру ортасы. Бұл зерттеудің практикалық маңыздылығы гибридіті технологияларды енгізу арқылы оқу бағдарламаларын жетілдіру болып табылады.

Кілтті сөздер: гибридіті оқыту, гибридіті оқытуды қабылдау, кәсіби құзыреттілік, болашақ мұғалімдер, аралас оқыту, педагогтердің кәсіби дамуы, цифрлық білім беру.

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РОЛЬ СМЕШАННОГО ОБУЧЕНИЯ В РАЗВИТИИ ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНТНОСТИ БУДУЩИХ УЧИТЕЛЕЙ ИНОСТРАННЫХ ЯЗЫКОВ

В данной статье рассматривается гибридное обучение. Это метод обучения, который развивает профессионализм будущих преподавателей иностранных языков. Гибридное обучение объединяет оффлайн и онлайн обучение и вносит актуальность в современное образование, поскольку внедрение гибридного обучения, повышает уровень педагогического мастерства.

Цель исследования выявление особенностей гибридного обучения и его восприятие студентами. Для детального изучения данной темы был проведён опрос в виде анкетирования на Google Forms, где 112 студентов педагогических вузов города Шымкент стали его участниками. Анкетирование состояло из двух разделов: восприятие гибридного обучения и самооценка профессиональной компетентности. Уровень внутреннего соответствия по шкалам показал высокие результаты ($\alpha=0,744-0,814$), то есть прослеживается позитивное отношение к гибриднему обучению.

Согласно результатам анализа взаимосвязей существует допустимая положительная связь между указанными переменными ($r=0.450$, $p < 0/001$). В свою очередь проведённый в ходе исследования регрессионный анализ указывает на то, что восприятие гибридного обучения играет важную роль для профессионального становления будущих учителей. В то время, как дисперсионный анализ (ANOVA) не показывает никакой заметной разницы в уровне профессионализма между студентами младших и старших курсов. Из этого следует, что гибридное обучение является универсальным методом обучения,

который подходит для всех курсов обучения. Сделан вывод, чем лучше отношение студентов к гибриднему обучению, тем лучше уровень развития их профессиональной компетенции. Также стоит учесть и другие факторы: педагогическая практика, сопровождающаяся теоретическими знаниями, и образовательная среда. Практическая значимость работы отражается в улучшении учебных программ через внедрение гибридных технологий.

Ключевые слова: гибридное обучение, восприятие гибридного обучения, профессиональная компетентность, будущие преподаватели, смешанное обучение, профессиональное развитие педагогов, цифровое образование.

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