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COLLABORATIVE LEARNING IN BLENDED EDUCATION FOR DEVELOPING FUTURE TEACHERS' COMMUNICATIVE COMPETENCE

The rapid digitalization of education and the evolving demands of 21st-century teacher competencies necessitate a rethinking of approaches to training future English language teachers. Within this context, collaborative learning in blended environments emerges as a key pedagogical strategy for developing communicative competence, which includes not only language proficiency but also interaction, argumentation, intercultural awareness, and teamwork skills. This study aims to investigate the role of collaborative learning as a factor in the development of communicative competence among future English language teachers based on the perspectives of experienced instructors. A qualitative research design was employed, utilizing semi-structured interviews with 12 English language teachers who implement blended learning in higher education. The study's novelty lies in its comprehensive examination of collaborative learning as a multidimensional pedagogical technology that integrates cognitive, emotional, and social aspects of interaction and in identifying its practical potential through empirical evidence. The findings indicate that collaborative learning fosters dialogue, critical thinking, consensus-building, and responsibility for shared outcomes while significantly transforming the teacher's role from a transmitter of knowledge to a facilitator and coordinator of collaborative processes. The results also highlight key challenges – such as organizational and psychological barriers and uneven student participation – and emphasize the importance of task design, motivation, and supportive learning environments. The practical significance of the research lies in providing methodological

recommendations for integrating collaborative approaches into teacher education curricula, thereby enhancing the professional preparation of future educators for contemporary educational contexts.

Keywords: collaborative learning, blended learning, communicative competence, teacher education, facilitation, 21st-century skills, digital tools.

Introduction

The contemporary system of professional training for future foreign language teachers is undergoing significant transformation, driven by global digitalization processes. It evolves educational priorities, and the increasing demands for 21st-century teacher competencies [1]. One of the core components of this training is the development of communicative competence, which extends beyond language proficiency and includes skills such as dialogue facilitation, argumentation, cultural awareness, mediation, and the ability to teach communicative strategies to others [2]. The formation of these skills is essential for effective teaching and requires innovative instructional design methods.

Follow this context, blended learning as teaching method that mix classroom and online learning, as well as those that focus on students working together, are becoming more and more important [3]. Working together in learning helps students practice real-life teaching situations, communicate more, and build both thinking and social abilities. That's why it's seen as a strong way to prepare future teachers to communicate well [4].

Tan and Jung [5] emphasize that collaborative learning is a complex, multifaceted process in which emotional presence plays a pivotal role. Moreover, students' emotional engagement arises from interaction with peers and the learning environment. The authors conceptualize collaborative learning not merely as a mechanism for joint problem-solving but as a dynamic system of social and cognitive processes. Here emotions significantly influence interaction quality, depth of knowledge acquisition, and sometimes learning outcomes.

Stacey [6] interprets online collaborative learning from a constructivist point of view, emphasizing that learners create knowledge together through communication and shared experiences. These processes, according to the author, are supported by theories of cognitive psychology, adult learning, and interaction within a team. In an online context, collaborative learning relies not only on technological tools but also on the structured organization of social interaction that fosters reflection and joint understanding.

According to Leow and Neo [7], incorporating collaborative learning into project-based, connectivist approaches helps turn conventional classrooms into

student-focused environments. Their findings indicate that group project work enhances collaboration, communicative competence, and critical thinking, while also boosting motivation and learner engagement. It was constructivist principles. Further, the effectiveness of collaborative learning is closely linked to four critical factors:

- group dynamics;
- participant motivation;
- the effective use of digital tools;
- the real-world relevance of learning tasks.

When used in project-based and networked teaching, collaborative learning improves communication and teamwork skills and helps students understand material more deeply in today's educational context [7].

The role of collaborative learning among teachers is significant transformation. Instead of acting only as sources of knowledge, they now guide, support, and organize the learning process as facilitators and coordinators [8]. The teacher's primary task is to create a supportive, safe, and motivating environment, and reduce psychological barriers such as the fear of making mistakes or public speaking. The teacher directs group processes, motivates interaction, helps students structure their communication, and develops responsibility for the group's outcomes. So, the effectiveness of collaborative learning depends on the teacher's ability to integrate methodological, communicative and interactive teaching competencies. Because they transform the educational process into a setting that encourages both social interaction and professional growth.

The teacher now acts as a facilitator, mentor, and coach, creating conditions for students' independent and active engagement. The use of the flipped classroom model demonstrates the effectiveness of shifting the focus from passive information reception to active interaction. Then we pay attention to the collaborative problem-solving, and project-based work, which in turn promotes deeper knowledge acquisition and the development of communicative skills. The approach focuses on constructive alignment, meaning that learning activities match goals and outcomes, and students learn by actively doing and engaging with the material [9]. This method supports teamwork in learning, makes students more motivated and involved, and builds the skills they will need as future education professionals.

The aim of this study is to examine the role of collaborative learning in a blended format as a key factor in the development of communicative skills among future English language teachers. It is based on the analysis of teachers' perspectives. The scientific novelty of the research is the comprehensive consideration of collaborative learning as a pedagogical technology that integrates cognitive,

emotional, and social dimensions of interaction. Also we identify its practical potential on the basis of empirical data.

To achieve this aim, the study addresses the following objectives:

- To analyze theoretical approaches and define the essence and principles of collaborative learning;
- To identify key forms and methods of its implementation within a blended learning context;
- To examine the teacher's role as a facilitator and coordinator of the learning process;
- To evaluate, based on teachers' perspectives, the impact of collaborative learning on the development of communicative competence among future English language teachers.

Materials and methods

In this study was chosen a qualitative research design, utilizing semi-structured interviews [10] to explore the perspectives and experiences of English language instructors. Its focus was on how working together in blended learning helps future teachers build communication skills. This method was chosen because it enables a deeper understanding of pedagogical practices, values, and challenges observed by educators in real-world classroom contexts.

The study involved 12 English language instructors with teaching experience from 5 to 25 years. All participants teach courses in a blended learning format at the Department of English, O. Zhanibekov South Kazakhstan Pedagogical University.

The interviews were semi-structured. Their content consisted of 12 questions grouped into five thematic blocks:

- Block I. General information – 2 questions (teaching experience and use of blended learning);
- Block II. Understanding and perception of collaborative learning – 2 questions (definition and significance for communicative competence development);
- Block III. Practice and forms of collaborative work – 3 questions (methods, effective approaches, and using of digital tools);
- Block IV. Teacher's role and organizational aspects – 2 questions (role transformation and students' readiness for teamwork);
- Block V. Challenges and prospects – 3 questions (difficulties, impact on professional skills and recommendations for improvements).

Interviews were conducted individually, each lasting approximately 35–40 minutes. All interviews were written down after getting permission from the participants.

The collected data were analyzed using a qualitative thematic approach. During this process, several recurring themes and meaningful ideas began to emerge. It became clear which perspectives were most significant and how teachers actually apply collaborative learning in blended environments in their everyday practice.

Results and discussion

The analysis of teachers' responses regarding their experience with blended learning in the educational process demonstrates that this pedagogical approach has gained wide acceptance and has become an integral part of contemporary English language teaching in higher education.

The analysis of the teachers' responses shows that their experience of using blended learning has already become widespread in their work. Teachers use this approach in teaching English as a foreign language at the university. All 100 % of respondents agree that they use a mixed type of education and integrate digital technologies and their online components in student education. Blended learning is used to prepare for practical oral and written communication (1st year), practical phonetics (1st year) and translation practice (2nd year), English language teaching methods (3rd year), cultural studies of English-speaking countries (3rd year) and Linguoculturology (3rd year).

The platforms like Moodle, Google Classroom, and Google Docs are widely used, which allow you to design or post ready-made educational materials on theory and practice. They allow you to complete tasks individually in your own rhythm. Tasks that require more practice (role-playing games, projects, presentation protection) are used in classroom teaching. They contribute to the better development of communication and professional competencies.

In general, the elements of mixed education can be considered participation in online forums, the creation of online projects, mini-lessons, video recording and using it for assessment or other educational purposes. These elements develop competence in collaborative work.

The study shows that blended learning develops flexibility in the educational process and increases the level of student engagement. This creates positive opportunities for the involvement of traditional practices and the development of the potential of digital technologies.

Figure 1 shows the distribution of key characteristics that are associated with collaborative learning. The figure is based on the respondents' responses. Joint activities and shared responsibility are the most frequently mentioned elements (21 %). This shows the importance of joint efforts and collective responsibility in achieving educational goals. Active interaction and knowledge exchange accounts for 19 %. This shows the importance of dynamic communication and the mutual

exchange of ideas between students. Other important components include the development of communication and critical thinking skills (15 %). This includes the role of the collaborative environment in the development of higher-order cognitive abilities, as well as mutual learning and collective decision-making (14 %). This reveals the importance of understanding and solving problems together. The least in terms of percentage distribution is the joint formation of knowledge (10 %) and the partner role of the teacher (12 %). This highlights the nature of the teacher's function from the transfer of traditional knowledge to the facilitator – and to the joint creation of knowledge in student groups. The formation of 21st century skills is allocated 9 % – this includes teamwork, adaptability and digital literacy. These are the most important and necessary competencies of the modern education system.

Overall, the diagram demonstrates that collaborative learning is a multifaceted pedagogical approach. It is characterized by student-centered interaction, shared responsibility, and the development of cognitive and interpersonal skills. Such skills are vital for effective learning in modern educational environments.



Figure 1 – Main elements of collaborative learning in the educational process

The analysis showed that the most frequently used forms of collaboration in blended learning were project activities and discussion formats (Table 1). They ensure the active involvement of students, the integration of knowledge and the development of key professional competencies. Less frequent but equally important practices, such as collaborative writing and the «puzzle» technique, promote the development of metacognitive skills, academic literacy, and a sense of shared responsibility. It is these approaches that form a comprehensive system of joint practices that significantly enhance the professional training of future English

teachers. This process takes place through a combination of linguistic, social, and pedagogical skills development.

Table 1 – Forms of collaborative work in blended learning and their pedagogical significance

Form of Collaborative Work	Frequency (Number of Mentions)	Examples from Practice	Purpose and Pedagogical Significance
Project-based work	4	Group presentations, video lessons, multimedia projects, mini-research studies	Develops planning, role distribution, collective decision-making, public presentation skills, and responsibility for shared outcomes. Encourages teamwork and long-term collaboration.
Discussion-based formats	3	Online discussions, debates, case study analyses	Fosters critical thinking, argumentation, oral and written communication skills, active listening, and respect for diverse viewpoints. Encourages spontaneous language use and academic discourse.
Pair and small-group tasks	2	Interviews, dialogues, peer teaching, mini-lessons	Enhances collaboration skills, empathy, confidence in language use, learner autonomy, and peer-to-peer knowledge exchange. Builds trust and communication fluency.
Practice-oriented tasks	3	Case studies, role plays, lesson simulations	Brings the learning process closer to real professional settings. Develops pedagogical competencies, interaction skills, and collaborative problem-solving abilities essential for future teachers.
Collaborative writing	1	Co-authored essays, joint editing in Google Docs	Improves academic writing, editing, reflection, and collective responsibility. Promotes knowledge co-construction and fosters feedback literacy.
«Jigsaw» method	1	Each group studies a portion of material and teaches it to others	Encourages accountability for part of a shared task, develops explanatory skills, metacognitive strategies, and cooperative learning. Reinforces deeper understanding through teaching.

The most effective approaches for developing communication skills are those that combine the depth of interaction (debates, role-playing) with the complexity of collaboration (projects, mutual learning) and reflective dialogue (feedback, discussion) (Table 2). These formats not only enhance students' linguistic competence, but also develop interpersonal, pragmatic and pedagogical communication skills that are so necessary for future English teachers.

Table 2 – Most effective collaborative formats for developing communicative skills

Format	Frequency (Mentions)	Communicative Focus	Pedagogical Significance
Debates and discussions	3	Argumentation, spontaneous dialogue, active participation	Develops rhetorical skills, critical thinking, and confidence in oral communication
Project-based collaboration	3	Negotiation, coordination, joint presentation	Builds teamwork, negotiation, and purposeful communication skills
Role plays and simulations	3	Authentic professional communication, consensus building	Prepares students for real-life pedagogical scenarios and cooperative problem-solving
Pair work (interviews, dialogues)	2	Confidence building, interpersonal communication	Reduces language anxiety and promotes fluency
Online discussions and forums	2	Structured written expression, respectful interaction	Enhances written communication and argumentation skills
Collaborative writing	2	Argumentation, decision-making, peer negotiation	Develops written fluency, editing, and collaborative problem-solving
Brainstorming and group discussions	1	Idea generation, active listening, quick responses	Encourages creativity and adaptive communication
Peer teaching	1	Explanation, pedagogical communication	Integrates communication with teaching practice
Peer feedback and reflection	1	Constructive feedback, mutual understanding	Strengthens critical thinking, empathy, and dialogue competence
Online presentations	1	Public speaking, structured communication	Improves confidence and audience-oriented language use

The analysis showed that the most commonly used digital collaboration tools are Google Workspace, Moodle and Zoom. They provide an effective balance between written, oral and project communication. Additional platforms such as Padlet, Miro, Jamboard, Microsoft Teams, Canva, and Prezi play an important role in developing creative thinking, visual literacy, and collaborative problem solving skills. The integrated use of these digital tools helps to create a flexible, interactive learning environment that actively promotes the development of communicative competence among future English teachers.

The responses to the change in the teacher's role in collaborative learning show the unanimous agreement of all 12 participants (100 %) that he is undergoing significant changes – moving from the traditional role of a knowledge transmitter

to the role of a facilitator, coordinator and partner in the educational process. 10 respondents (83 %) consider teachers not as the dominant source of information, but as the organizer of the communicative space. After all, it is the teacher who creates the conditions for cooperation, independent problem solving and joint construction of knowledge. Nine participants (75 %) emphasized the importance of the teacher's role as a moderator and coordinator who manages group dynamics, guides discussions, and develops critical thinking. He is not directly interfering in the learning process. Eight respondents (67 %) described the teacher as a partner actively involved in the joint design of the educational trajectory. Six respondents (50 %) noted the role of the teacher as a motivator and mentor who supports students' initiatives and helps develop their learning independence. In addition, five respondents (42 %) called the teacher a "communication coach" who helps students develop dialogue skills, argumentation strategies, and the ability to reach consensus. These results show a profound transformation of the role of the teacher – from the transfer of knowledge to the creation of conditions for their joint use. This is in line with current trends in higher education and the changing requirements for the professional training of teachers.

Analysis of responses to the question, "How do you assess students' readiness for collaborative work? What facilitates or hinders their successful interaction?" revealed that most educators perceive students' readiness as moderate and heterogeneous. According to seven respondents (58 %), some students actively participate in collaborative activities ("some students actively participate in collaborative work..."), but others tend to remain passive. Speaking about successful collaboration, eight participants (67 %) highlighted the motivation and practical significance of assignments ("readiness increases when students understand that the success of a group depends on their individual contribution"). Six teachers (50 %) emphasized the importance of structured assignments and the gradual development of teamwork skills ("readiness increases when the teacher gradually develops students' ability to collaborate").

As for the main barriers identified by the respondents, psychological factors were of particular importance: five teachers (42 %) cited students' fear of speaking English as the main obstacle, while the other five respondents pointed to uneven participation when some students take on most of the work. In addition, four teachers (33 %) emphasized the impact of language proficiency and digital literacy, and three (25 %) noted the importance of psychological comfort and group cohesion. As a result, students' willingness to work together can be described as moderate. Her improvement is directly related to motivation, assignment structure, teacher support, and conditions that enable equal participation by all team members.

The analysis of teachers' responses regarding the problems, results and prospects of co-education revealed several key patterns. These patterns highlight both the problem areas and the significant potential of this approach for students' professional development.

The first difficulty is completing joint tasks. Further, the most frequently mentioned difficulties were organizational and technical barriers. They hinder effective cooperation. Eight respondents (67 %) indicated difficulties in planning joint classes and managing a mixed learning environment, especially when some students participate online. Technical issues such as unstable internet connection and platform failures have also been identified. Of course, they reduce motivation. Another major problem faced by the seven participants (58 %) was uneven student engagement, which reduces overall effectiveness and complicates individual assessment. Also, six teachers (50 %) reported methodological difficulties in developing assignments that stimulate authentic interaction and communicative development. Among the psychological barriers, 5 respondents (42 %) attributed the fear of speaking and insecurity in the online environment. Other obstacles mentioned include difficulties in assigning roles, limited time for collaboration, and increased workload for instructors.

On the impact of project-based learning on professional communication. All 12 respondents (100 %) unanimously agreed that working together on projects significantly improves students' professional communication competence. They stressed that joint projects create real communication conditions. Here, students learn to engage in dialogue, actively listen, justify their position, and consider alternative points of view. In addition, project work develops not only language skills, but also the necessary communication skills. These include negotiation, role allocation, planning, and adaptability. All this helps students overcome language barriers and gain experience in genuine professional communication.

Regarding the prospects and recommendations for improving collaborative learning, the respondents suggested several strategies for improving the effectiveness of collaborative practices. The majority (83 %) emphasized the need to systematically integrate joint assignments into all courses, rather than using them sporadically. Eight teachers (67 %) emphasized the importance of teacher training and the development of methodological competencies. In addition, they emphasized the need to develop soft skills among both students and teachers (50 %). Expanding the use of digital tools and teaching students how to use them effectively (42 %), as well as applying an integrated approach – moving from teamwork to large-scale projects (42 %). Other suggestions included developing practice-oriented assignments, evaluating individual contributions to group work,

implementing interdisciplinary projects, and organizing regular reflection sessions after completing joint assignments.

The results of this study confirm the central role of collaborative learning in the development of communicative competence among future English teachers in the framework of blended education. The results show that collaborative working methods not only develop linguistic and communication skills, but also develop a wider range of professionally relevant competencies. These include argumentation, critical thinking, active listening, consideration of different points of view, teamwork and joint decision-making. These results are consistent with the conclusions of Tan and Jung [5], who emphasize that collaborative learning is a dynamic process involving both cognitive and emotional components. They, in turn, significantly affect the depth of knowledge acquisition and the quality of interaction.

A particularly important result of the study concerns the transformation of the teacher's role. The analysis revealed a clear transition from the traditional model of knowledge transfer to a model where the teacher performs the functions of a facilitator, moderator and coordinator of the learning process. In this capacity, the teacher creates conditions conducive to collaboration, supports student motivation, and guides group dynamics. This is consistent with the concept of "teacher as facilitator" [8, 9] and reflects a broader shift towards learning models that are based on interaction, collaborative knowledge building, and active participation.

The identified problems – organizational, technical, methodological and psychological – emphasize the need for an integrated approach to the implementation of collaborative learning. For example, the problem of uneven student participation, insufficient digital literacy, and fear of communication point to the importance of structured task planning, the gradual development of teamwork skills, and the creation of a supportive learning environment. These results are consistent with the research of Stacy [6] and Leow and Neo [7], who emphasize the crucial role of pedagogical design and the social aspect of collaboration in ensuring its effectiveness.

Moreover, the analysis shows that the success of collaborative learning is closely related to the motivation of students and the practical significance of learning tasks. This reflects a broader pedagogical shift towards constructivist and activity-based approaches. Here, knowledge is formed through active interaction and involvement in solving real problems. The integration of digital tools such as Google Workspace, Moodle, and Zoom further expands the opportunities for collaboration and shared knowledge accumulation. It is important to take into account the expanded use of digital educational environments for the development of professional competencies in the 21st century.

Overall, the results of this study show that collaborative learning in a mixed format is a powerful and multifaceted tool for the professional training of future English teachers. This contributes to the comprehensive development of communicative competence, develops the necessary communication skills, rethinks the role of the teacher and requires careful methodological support. Support that is necessary to overcome existing problems. Taken together, these results emphasize that the integration of collaborative approaches into educational practice is not just a pedagogical innovation, but also a fundamental requirement for the training of teachers who are able to work successfully in modern educational conditions.

Conclusion

The conducted research shows that collaborative learning in a mixed format is one of the most effective tools for developing communicative competence among future English teachers. Joint classes greatly contribute to the formation of necessary professional skills. In this case, professional skills include the ability to engage in dialogue, build arguments, reach consensus, actively listen and consider different points of view. In addition, such classes develop critical thinking, teamwork and a sense of shared responsibility for the results of teamwork.

Now the role of the teacher is undergoing significant changes, turning from a traditional transmitter of knowledge into a facilitator and moderator who creates conditions for cooperation and joint construction of knowledge. The success of collaborative learning depends on several key factors, including student motivation, practical relevance, and the structured nature of assignments. But effective use of digital tools is also among the leaders. However, the implementation of collaborative approaches still faces challenges such as organizational and technical constraints, psychological barriers, and uneven levels of student participation.

In order to increase the effectiveness of collaborative learning in teacher education, it is recommended to systematically integrate collaboration methods into all courses with a gradual increase in the complexity of tasks, focusing on their practical significance for real professional conditions. Equally important is the methodological training of teachers to perform their supporting functions through targeted seminars, as well as the active use of digital platforms (for example, Moodle, Google Workspace, Zoom) to support student interaction. It is especially important to create a psychologically safe and supportive learning environment that reduces language anxiety and encourages collaboration, as well as evaluates everyone's contribution to group activities to increase responsibility and motivation. This comprehensive approach not only promotes the development of communicative competence, but also provides future teachers with a wide range of professional skills needed in modern educational practice.

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БОЛАШАҚ МҰҒАЛІМДЕРДІҢ КОММУНИКАТИВТІК ҚҰЗЫРЕТТІЛІГІН ДАМУҒА АРНАЛҒАН АРАЛАС ОҚЫТУДАҒЫ КОЛЛАБОРАТИВТІК ОҚЫТУ

Білім беруді цифрландыру үдерістерінің қарқынды дамуы мен ХХІ ғасыр мұғаліміне қойылатын жаңа талаптар болашақ ағылышын тілі мұғалімдерін даярлау тәсілдерін қайта қарауды қажет етеді. Осы тұрғыда аралас оқыту жағдайындағы бірлескен оқу коммуникативтік құзыреттілікті қалыптастырудың негізгі педагогикалық стратегиясына айналууда. Бұл құзыреттілік тек тілдік дағдыларды ғана емес, өзара әрекеттесу, пікірталас жүргізу, мәдениетаралық қарым-қатынас және командада жұмыс істеу қабілеттерін де қамтиды. Зерттеудің мақсаты – оқытушылар пікірлерін талдау негізінде бірлескен оқытудың болашақ ағылышын тілі мұғалімдерінің коммуникативтік құзыреттілігін дамытудағы ролін анықтау. Зерттеу сапалық әдіснамаға сүйеніп, аралас форматта сабақ беретін 12 оқытушымен жүргізілген жартылай құрылымданған сұхбаттарға негізделді. Жаңалығы – бірлескен оқытуды когнитивтік, эмоционалдық және әлеуметтік өзара әрекеттесу аспектілерін біріктіретін педагогикалық технология ретінде кешенді қарастыруында және оның практикалық әлеуетін эмпирикалық деректер негізінде айқындауында. Нәтижелер бірлескен оқыту диалог жүргізу, сыни ойлау, келісімге келу және ұжымдық нәтижеге жауапкершілік сияқты маңызды дағдыларды дамытатынын, сонымен қатар оқытушының ролін білім берушіден фасилитаторға айналдыратынын көрсетті. Зерттеудің практикалық маңызы – бірлескен оқытуды педагогтарды даярлау бағдарламаларына енгізу бойынша әдістемелік ұсынымдар

әзірлеуде, бұл болашақ мамандардың қазіргі білім беру жағдайларына бейімделуін арттырады.

Кілтті сөздер: бірлескен оқу, аралас оқыту, коммуникативтік құзыреттілік, мұғалімдерді даярлау, фасилитация, ХХІ ғасыр дағдылары, цифрлық құралдар.

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КОЛЛАБОРАТИВНОЕ ОБУЧЕНИЕ В УСЛОВИЯХ СМЕШАННОГО ОБРАЗОВАНИЯ ДЛЯ РАЗВИТИЯ КОММУНИКАТИВНОЙ КОМПЕТЕНТНОСТИ БУДУЩИХ УЧИТЕЛЕЙ

Современные процессы цифровизации образования и возрастающие требования к профессиональной подготовке педагогов ХХІ века требуют пересмотра подходов к обучению будущих учителей английского языка. В этом контексте коллаборативное обучение в условиях смешанного формата становится ключевой педагогической стратегией формирования коммуникативной компетентности, включающей не только языковую подготовку, но и навыки взаимодействия, аргументации, межкультурного общения и работы в команде. Целью исследования является выявление роли коллаборативного обучения как фактора развития коммуникативной компетентности будущих учителей английского языка на основе анализа мнений преподавателей. Методологическую основу составило качественное исследование с использованием полуструктурированных интервью с 12 преподавателями, работающими в условиях смешанного обучения. Научная новизна заключается в комплексном рассмотрении коллаборативного обучения как педагогической технологии, объединяющей когнитивные, эмоциональные и социальные аспекты взаимодействия, и в выявлении его практического потенциала на основе эмпирических данных. Результаты показывают, что коллаборативное обучение способствует развитию диалогических навыков, критического мышления, умения достигать консенсуса и ответственности за коллективный результат, а также

трансформирует роль преподавателя из транслятора знаний в фасилитатора учебного процесса. Практическая значимость исследования заключается в разработке методических рекомендаций по интеграции коллаборативного подхода в программы подготовки педагогов, что повышает их готовность к работе в современных образовательных условиях.

Ключевые слова: коллаборативное обучение, смешанное обучение, коммуникативная компетентность, подготовка учителей, фасилитация, навыки XXI века, цифровые инструменты.

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