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EFFECTIVENESS OF SPECIAL METHODOLOGICAL TOOL FOR ENGLISH LANGUAGE TEACHING IN RURAL SCHOOLS

Today, the need for English language skills is growing day by day. This need indicates an increase in demand for qualified specialists. However, the inconvenience of the learning environment prevents qualified professionals from using their knowledge correctly. It should be noted that the state of rural schools creates difficulties in creating a high-quality learning environment for students during the English language training period. Accordingly, this negatively affects the formation of teachers' professional identity. In this regard, the purpose of this research paper is to analyze a set of flexible methods for rural schools with young English teachers. To conduct the research, interviews were conducted with young English teachers in 5 (five) rural schools. The research methodology consisted of qualitative, in particular, semi-structured interview questions. As a result of the study, teachers noted the high need for special methods in rural schools and showed that the analyzed teaching aid simplifies the learning process accordingly. However, it was noted that this training manual has been prepared for rural schools in Kazakhstan and is differentiated according to the level of education of students. In conclusion, we can say that this research work was able to clearly identify the needs of English language teachers in rural schools.

Keywords: method, rural schools, English, novice English teacher, effectiveness, educational process.

Introduction

English proficiency is no longer merely a benefit in Kazakhstan; rather, it is now essential for academic success, career advancement, and modern-day growth. The inclusion of the trilingualism concept in the nation's educational system demonstrates the significance of English for each citizen's personal and professional development [1]. Up to date, the significance of English language learning is spreading out widely around the world, the reason for this is that, English in lingua franca that serves as an international language which gives much more opportunities to inter socio-economic community [2]. In particular, educational areas, economical spheres and business and etc. Such opportunities increase the importance of English in any field. Despite the fact that it is critical that English be taught in schools and learned from a young age [1]. Condition of rural schools is difficult than urban schools. Till this time, English was popular in urban areas but now in rural areas also paying more attention to learn English.

It is known that being fluent in English allows children to adopt easily demands of modern science and society, to use foreign sources of information confidently and feel part of the global world. As well as, gives much more opportunities to children to win worldwide universities' grants with the help of English in schools years. Nevertheless, to access such possibilities conditions of schools in both urban and rural areas need to same. It has a stereotype that most of urban schools can reach more success with the help of conditions of schools to use in educational process. But, if conditions are same, rural schools also can reach same success in educational process.

Nowadays, numerous pre-service teachers graduates from universities. They get much more new-brand methodological knowledge but they do not keen on getting a job from rural schools cause of low-level of conditions to use their knowledge. It is known that teacher must know flexible methodology to use any areas. But for new teachers is not easy to adopt to new atmosphere with low possibilities. In turn, it leads to demotivation of them. Without interesting tasks pupils get bored. Children do not view English as a dull topic with many rules and exercises when learning starts with engaging games, imaginative assignments, and unconventional methods. Instead, it turns into a fun activity that gives kids a chance to interact, dream, and have fun. This method makes the process feel normal, helps to break down the language barrier, and – above all – gives people the confidence that speaking a foreign language is not frightening but rather enjoyable [3]. That is why, to have flexible methods which allows both teachers and pupils to make the process easier is matter so in this study it will be demonstrated significance of method's teaching and discussed methodological textbook that gives opportunity to new English teachers make the educational process much more exciting and understandable.

The responsibility of instructing English in rural educational settings is inherently complex and demanding, especially for teachers who face a combination of educational, infrastructural, and socio-economic obstacles. A major challenge faced by both educators and students is the lack of a supportive and properly equipped learning environment, primarily influenced by poor school infrastructure, outdated or insufficient teaching materials, and an overall deficiency in access to vital technological and academic resources. These constraints hinder the delivery of effective language teaching and also lead to greater gaps in student participation, teacher enthusiasm, and general educational results [4].

In these limited conditions, English language instructors often must exhibit increased adaptability, creativity, and resilience, frequently addressing systemic shortcomings through personalized approaches and informal assistance methods. As well as researcher Martiana points out that deficiencies such as internet access, ICT facilities and gadgets and etc. also big challenges for effective teaching. In this case, teachers will be forced to obtain the necessary equipment with their own funds. But this choice is not all the best [5]. This opinion also accepted by researcher Omodan that he points out if teachers can not access to proper internet access they face numerous issues, namely, they can not show any videos and play any audio scripts to learners [6]. Put simply, the lack of internet connection has made it difficult to access a variety of teaching resources for English language classes. Although it is widely acknowledged that most rural schools have at least some basic Information and Communication Technology (ICT) infrastructure meant to aid teaching and learning processes, studies show that these facilities frequently fall short, are inadequately maintained, or are non-operational. Recent study findings indicate that the ICT resources present in numerous rural schools are inadequate for the practical needs of classroom teaching because of their insufficient quantity, poor quality, or insufficient maintenance. In short, rural school pupils have rarely chance to use ICT facilities and it leads to take learning English process boring and non exciting.

Actually, in order to teach a language effectively, it is essential that students actively participate in class. Well-developed teaching methods have shown to be the most effective in achieving and maintaining this goal [7]. Therefore, the purpose of our research was to analyze the efficacy of the strategies offered in the specialized methodological book in a real-world setting, specifically looking at how these approaches promote student participation in English language classes in rural areas.

Language-based games, multimedia-enhanced presentations, and group projects are examples of engaging activities that help create a dynamic and captivating classroom environment that captures students' interest and encourages intrinsic motivation. Active engagement and peer cooperation help students better

internalize English language topics and strengthen their sense of independence and accountability throughout their language learning process. Active learning techniques also give students the chance to collaborate, share ideas, and question conventional wisdom. Students can develop into autonomous and critical thinkers by using interactive strategies that encourage them to question, assess, and synthesize information.

It has to be pointed out that rural schools condition is different, due to this researchers Downes and Roberts stated that less than 600 students, a distance of at least five miles from an urban center, and a higher level of insufficiency than urban schools are characteristics of rural schools [8]. That is why, case of rural schools is disturbing. This opinion supplemented by other scientists also they noted that particular challenges with learning English are sometimes found in rural educational institutions [9]. These difficulties could be caused by a variety of things, including a lack of access to certified language instructors, poor learning resources, and an undeveloped educational system. Students' motivation and language acquisition progress are unavoidably hampered by such circumstances. Implementing context-sensitive, well-adapted teaching strategies is therefore essential, especially when it comes to those that actively engage students and efficiently utilize the resources at hand. Therefore, our study focuses on assessing interactive and useful teaching methods that have been shown to improve English language acquisition and are appropriate for rural settings.

To be clear for following study it is created research questions below:

Research questions:

- 1 What is the advantage of having special methodological tool for English teaching in rural schools?
- 2 How can the methodological tool affect to improve quality of pupils performance?
- 3 What kind of connection are there between teacher's identity and methodological tool?

Methods and materials

To provide a research concerning our purpose it has chosen qualitative research method, namely semi-structured interview. As methodological testing book it has chosen book "The Monster book of language teaching activities" [10].

Interview stands five questions:

1. In your opinion, what is the primary benefit of using a unique methodological guide for English instruction in rural schools?
2. What was the impact of using this methodological tool in your practice on students' English performance?

3. How do you think your methodological tools and your professional personality as a teacher relate to each other?

4. Considering the rural school's setting, what challenges did you have when putting the methodological handbook into practice?

5. How might such a methodological tool affect the quality of English instruction in rural schools over the long run, in your opinion?

Participants:

As it known, mainly our research directed to find out case of novice English teachers' as well as process of development of them in rural schools. That is why, for this study have chosen 5 novice english teachers from rural areas with 1-5 year work experience. Due to the preferences of the participants, the details of the participants were kept secret.

Data collection instrument

The questions of the survey were carried out in an online form, depending on the requests of the participants.

Results and discussion

The results of semi-structured interviews with five inexperienced English language instructors employed by Kazakhstani rural schools are shown in this section. Examining the perceived efficacy and impact of a specific methodological tool (The Monster Book) on English language instruction, learner outcomes, and teacher development was the aim of the study. The findings, which are backed up by direct quotes and interpretive analysis, are arranged according to recurrent themes and categories that were identified from the participants' responses (Table 1).

Table 1 – Results of interview

№	Category	Code Word	Citation (Quote)	Interpretation (Explanation)
1	Methodological instruments improve classroom oversight and boost student engagement	organized assistance	«It provides organization — I understand my actions for every lesson...» (Teacher 1)	The educator highlights that the tool offers a well-defined lesson framework, helping new teachers to confidently oversee the classroom.
2	Resource effectiveness in countryside settings	time-efficient	«It helps me be more efficient and boosts my confidence...» (Teacher 1)	The tool aids in minimizing the time spent on lesson preparation and enhances teachers' confidence, which is crucial in rural areas with limited resources.

№	Category	Code Word	Citation (Quote)	Interpretation (Explanation)
3	Learner-focused education	student involvement	«My students were captivated by the characters right away...» (Teacher 1)	The captivating material connects with students on an emotional level, boosting their motivation and making the learning experience enjoyable.
4	Using vocabulary in context enhances retention.	practical expressions	«They're not merely acquiring vocabulary; they're understanding how to utilize the language...» (Teacher 2)	Learning vocabulary in meaningful situations improves pupils' comprehension and memory, leading to more practical language use.
5	Motivation and intention and enthusiasm	phrase repeating	“They remembered expressions from the dialogues”. (Teacher 3.)	Dialogues help people remember language and expressions by repeating them and making them context relevant.
6	Performance improvement and development	improving score quality	“In the last quarter Test... it was seen that their results improved. (Teacher 2)	The methodological tool improved academic achievement by promoting understanding and vocabulary development.
7	Developing identity through innovative teaching approaches.	Increase in professional expertise	«I was a guide or storyteller...(Teacher 1)	The teacher's role changed from passive instructor to active facilitator, which strengthened her professional identity.
8	Doubling of ownership	teacher agency	“It allowed me to experiment enough... (Teacher 5)	This tool encourages teachers to adapt and personalize classes, promoting their autonomy and professional agency.
9	Self-support as a facilitator	new role identity	«I'm no longer just a content provider... (Teacher 2)	The teacher recognizes and accepts that his professional role is aimed at managing and facilitating learning, in addition to lecturing.

№	Category	Code Word	Citation (Quote)	Interpretation (Explanation)
10	Limited infrastructure capability	No computer based facilities	“We don’t have a printer in our school..”. (Teacher 1)	Lack of basic equipment in rural schools presents a barrier to fully implementing printed or visual learning tools.
11	Lack of digital tools	poor equipment	«We don’t have projectors or speakers... (Teacher 2)	The lack of multimedia devices limits the full use of interactive teaching methods and resources.
12	Presence of social resistance to innovation	Parent’s misunderstanding	«Parents think it’s just playing without any benefits Teacher 3)	Parents in rural communities may misinterpret innovative methods as unimportant, which affects the morale of teachers and their perception.
13	Positive language attitude	motivation of students	«They see English as something to use and enjoy.(Teacher 1)	The manual changes students’ perception of English from a difficult subject to a pleasant and usable skill.
14	Expanding teacher capabilities	teacher’s confidence	«This can reduce the level of emotional burnout among rural teachers...» (Teacher 1)	Tools that promote lesson planning and student engagement reduce stress and help teachers stay motivated in isolated spaces.
15	Equality in education	rural school access ability with modern facilities	“Tools must be have not only urban schools”. (Teacher 5)	There can be less of a gap between rural and urban schools if all schools have equal access to high-quality teaching materials.

Several significant conclusions about the application of a specific methodological tool for English language instruction in rural schools may be drawn from the research findings.

First, the product worked well as a helpful and realistic manual for new teachers. They were able to better plan their courses and lessen the stress that comes with living in a remote area with little resources. Instructors said they

felt more confident when it came to creating and presenting interesting classes. Second, the technology promoted increased vocabulary retention and student engagement. Learners were able to emotionally engage with the material through the use of imaginative stories and interactive dialogues, which improved recall and encouraged more active language use. Third, the methodological resource helped rural novice teachers establish their professional identities. They stated that their roles as teachers had changed from being passive information providers to active facilitators and co-creators of the educational process.

But there were also some difficulties noted. Teachers encountered obstacles like inadequate technology infrastructure and a lack of parental support or understanding for innovative teaching methods. These challenges show how rural schools continue to require institutional support. Last but not least, participants were adamant that these technologies may support educational equity. They underlined that elite institutions and urban areas shouldn't be the only places with access to high-quality resources. The use of these resources could help close the language learning gap between urban and rural areas.

According to the finding it can be suggested following recommendations for future researchers and stakeholders:

- *Provide targeted training*
- *Ensure basic infrastructure*
- *Engage parents and the local community*
- *Encourage adaptation and flexibility*
- *Scale up distribution*

Given recommendations leads to make easier process of teaching in English teaching in rural schools education system. It is known that everything is not done in one time but step by step it shows own results. It might be also supporting teachers' who are working in rural areas. Otherwise, it can lead to shortage of English teachers in rural schools.

Conclusion

The state of rural schools is alarming for every resident. As an important developing environment of society, rural life is important because rural products are an important sector of the economy. In accordance with this, it is necessary to work in the education system of residents. In this regard, we believe that this research work was able to achieve its results based on the analysis of specialists.

It is true that the improvement of students' knowledge in the educational process and the availability of methodological experience in accordance with it are relevant for qualified specialists. It is known that teaching English raises a number of issues, including increasing the interest of rural children. In particular, such conditions as lack of access to the internet, maladaptation of the educational

environment, lack of parental support delay the educational process. In this regard, this research work can fully answer the following objectives and research questions.

1 What is the advantage of having special methodological tool for English teaching in rural schools?

The presence of a special methodological manual helps to save the extra time of specialists and increase the activity of students. Accordingly, the quality increases in the educational process.

2 How can the methodological tool affect to improve quality of pupils performance?

The presence of a manual increases students ' motivation and interest in the language. The relationship between the methods Awakens students ' interest in the language. By this time, students who have little understanding of the need for language, thanks to methodological support, have more confidence in themselves and open up opportunities for knowledge of the language.

3 What kind of connection are there between teacher's identity and methodological tool?

This question ends in an interrelated answer, because a qualified specialist has experience that raises the degree. The presented methodological manual is moving forward as a specialist, moving from the traditional format of training of the teacher to a new one. At the same time, there is a great connection between the professional identity of the teacher and the methodological manual.

In conclusion, research work aimed at improving the quality of teaching English in rural schools is always relevant. The scientifically oriented works of researchers receive the necessary support, as they facilitate the process of obtaining knowledge. It is clear that the timely assimilation of difficulties in the educational process creates difficulties for young English teachers. In this regard, this research work has achieved the desired result on the basis of qualitative research methods. In other words, it was determined that the availability of a special educational and methodological manual in rural schools, which does not require much access to resources, will bring results, and the proposed recommendations are relevant.

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АУЫЛ МЕКТЕПТЕРІНДЕ АҒЫЛШЫН ТІЛІН ОҚЫТУҒА АРНАЛҒАН АРНАЙЫ ОҚУ-ӘДІСТЕМЕЛІК ҚҰРАЛДЫҢ ТИІМДІЛІГІ

Бүгінгі таңда ағылшын тілінің білу қажеттілігі күннен күнге артуда. Бұл қажеттілік білікті мамандарға деген сұраныстың артқанын көрсетеді. Дегенмен білікті мамандардың өз білімдерін дұрыс пайдалану үшін оқу ортасының қолайсыздығы кедергі келтіреді. Атап өтетін болсақ ауыл мектептерінің жағдайы ағылшын тілін үйрету кезеңінде оқушыларға сапалы оқу ортасын құруда қиындық тудырады. Тиісінше бұл мұғалімдердің кәсіби тұлғасының қалыптасуына кері әсерін тигізеді. Осы орайда бұл зерттеу жұмысының мақсаты ауыл мектептерінің жағдайына икемді әдістер жинағын жас ағылшын тілі мұғалімдерімен талдау болып табылады. Зерттеу жұмысын жасау үшін 5 (бес) ауылдық мектептердегі жас ағылшын тілі мұғалімдерімен сұхбат жүргізілді. Зерттеу әдістемесі сапалық, атап айтқанда жартылай құрылымдалған сұхбат сұрақтарынан тұрды. Зерттеу нәтижесінде мұғалімдер ауыл мектептерінің жағдайында арнайы әдістер қажеттілігі жоғары екендігін атап өтіп, талданған оқу-әдістемелік құралдың оқу үдерісін тиісінше жеңілдететінін көрсетті. Дегенмен, бұл оқу-әдістемелік құралы Қазақстанның ауыл мектептеріне сай және оқушылардың оқу деңгейіне сай саралап жасалуы мұғалімдерге дайын көмекші құрал болатыны ескертілді. Қорытындылай келе, бұл зерттеу жұмысы ауыл мектептеріндегі ағылшын тілі мұғалімдерінің қажеттіліктерін айқын аша алды деп айта аламыз.

Кілтті сөздер: әдіс, ауыл мектептері, ағылшын тілі, жас ағылшын тілі мұғалімі, тиімділігі, оқу процесі.

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ЭФФЕКТИВНОСТЬ СПЕЦИАЛЬНОГО МЕТОДИЧЕСКОГО ПОСОБИЯ ДЛЯ ПРЕПОДАВАНИЯ АНГЛИЙСКОГО ЯЗЫКА В СЕЛЬСКИХ ШКОЛАХ

Сегодня потребность в знаниях английского языка растет день ото дня. Эта потребность свидетельствует об увеличении спроса на квалифицированных специалистов. Однако, неудобство учебной среды мешает квалифицированным специалистам правильно использовать свои знания. Отметим, что состояние сельских школ создает трудности в создании качественной учебной среды для учащихся в период обучения английскому языку. Соответственно, это отрицательно сказывается на формировании профессиональной идентичности педагогов. В этой связи целью данной исследовательской работы является анализ набора гибких методов для состояния сельских школ с молодыми учителями английского языка. Для проведения исследовательской работы были проведены интервью с молодыми учителями английского языка в 5 (пяти) сельских школах. Методика исследования состояла из качественных, в частности, полуструктурированных вопросов интервью. В результате исследования учителя отметили высокую потребность в специальных методах в условиях сельских школ и показали, что анализируемое учебно-методическое пособие соответственно упрощает учебный процесс. Однако было отмечено, что данное учебно-методическое пособие подготовлено для сельских школ Казахстана и дифференцировано в соответствии с уровнем обучения учащихся. В заключение, можно сказать, что эта исследовательская работа смогла четко раскрыть потребности учителей английского языка в сельских школах.

Ключевые слова: метод, сельские школы, английский язык, молодой учитель английского языка, эффективность, учебный процесс.

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