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ПЕДАГОГИКА ЖӘНЕ ОҚЫТУ ӘДІСТЕМЕСІ

ПЕДАГОГИКА ЖӘНЕ ОҚЫТУ ӘДІСТЕРІ

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PEDAGOGY AND TEACHING METHODS

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EFL TEACHERS' PERCEPTIONS OF LESSON STUDY IMPLEMENTATION IN SECONDARY RURAL SCHOOLS THROUGH THE INTERDISCIPLINARY APPROACH

Abstract. Lesson study approach is widely used in various countries to develop teachers' pedagogical and instructional knowledge. The purpose of this study is to explore how Kazakhstani EFL teachers perceive the effectiveness of Lesson Study implemented through an interdisciplinary approach. Five EFL teachers from a secondary rural school who were the members of the interdisciplinary group of the Lesson Study participated in semi-structured interviews. The respondents indicated that the Lesson Study through the interdisciplinary approach had significantly improved their pedagogical and instructional knowledge. However, they also indicated that they experienced some challenges in the process, such as time consumption, observation of case students, and support from the administration of school.

Keywords: lesson study, EFL teachers, interdisciplinary approach, rural schools, professional development, instructional knowledge, challenges.

1. Introduction

Lesson study is the Japanese form of collaboratively researching and delivering the lessons and it is regarded to be beneficial for teacher's both instructional and professional development. One of the goals of Lesson Study is to develop teachers' professionalism through ongoing critical-reflection and peer-collaboration. Thus, Rahim et al. stated that 'the primary goal of the teacher professional development is to bring about changes and subsequent improvement in the teachers' performances and professionalism, which in turn would lead to the improvement in students' learning performances' [1]. The Lesson Study process probably does not provide strategies and techniques for improving students' learning, but it can provide factors that can influence students' success in learning. Kazakhstani mainstream secondary school teachers are advised to collaborate with Dudley's (2014) version of the lesson study. There are four stages in one lesson study cycle: (1) setting specific goals, (2)

collaboratively planning the lesson, (3) researching and delivering the real classroom lesson, and (4) the last stage is reflection [2]. So, Dudley's (2014) version of lesson study is an ongoing and continued process, and it is required to set an objective or problem question, then based on those objectives or problem questions, to start one Lesson Study cycle to search and find the answers of the set objectives or questions [2]. In world practice, the tendency to focus on only one disciplinary/subject area in one Lesson Study phase is more observed and less on the use of an interdisciplinary approach. There is an assumption that establishing one certain problem tends to be difficult, since each participant of a Lesson Study group has different problems. On the other hand, focusing on one class of students is more convenient in setting certain problem questions, and resolving them from a different perspective through interdisciplinary approach, where teachers of different subjects teach and observe the problems of one class, since one certain class has got certain problems. This paper aims to explore how Kazakhstani EFL teachers perceive the effectiveness of Lesson Study implemented through the interdisciplinary approach.

2. Literature review.

In recent years, there has been an increasing interest in Lesson Study as a way of developing EFL teachers' professional development. However, there has been little agreement on the number of participants in the Lesson Study group, characters of collaboration between them, number and types of Lesson Study cycles.

So, according to Lesson Study, group teachers are required to meet and design the lesson plan together, however, designing a lesson plan tends to be suitable and convenient if a teacher of a certain subject designs his/her own lesson plan and then asks for some inputs from his/her peer teachers. On one hand, Nashruddin and Nurachman claim that the power of Lesson Study is to provide richer and better preparation by working and designing a lesson plan together in a team [3]. On the other hand, Purwanti and Hatmando counterclaimed that 'teachers should design their own lesson plan as they know the characteristics of both the students and the class' [4].

The Lesson Study process requires teachers to continuously work collaboratively in order to develop the teaching process. Sharing reflection constantly, critical opinion from knowledgeable others, and reflection skills are beneficial and crucial stages of Lesson Study in terms of both increasing teachers' instructional knowledge and improving the learners' performance. Bayram and Canaran agree that 'through reflection and critical discussion, teachers received gains in content knowledge, which later, was associated with the improvement of their classroom teaching' [5]. Also, Bayram and Bikmaz agree that 'the model requires teachers to work together, question their actions and critique their lessons from students' perspective' [6]. Kager et al. also stated that 'advancement of reflection skills has to be an integral part of Lesson Study' [7] and then Uffen indicated 'participants need to understand that they can build on one another's knowledge and that they can challenge their own assumptions on student learning and teaching by making use of one another's perspectives and gained expertise' [8].

In order to yield the best picture of the students' performance during the lesson, Dudley (2014) advised focusing on three case students while observing the lesson [2], Bayram and Bikmaz, Kager at al, and Atamturk observed three case students according to their academic performance (high, average and low) [6; 7; 9]. They analyzed the data collected from case students, in order to make some modifications for the next lesson. Atamturk conducted a research in 2022 and indicated that 'the success of the Lesson Study practice is due to the research lessons taught repeatedly in a cycle of three, each time improving the lesson design, based on the observation of case students' [9].

Since the Lesson Study requires teachers' collaboration, the number of participants in one group is also a crucial point. According to Dudley (2014) there should be at least 3 participants in one group, which means 3 cycles should be implemented in one Lesson Study process [2]. Bayram and Bikmaz also agree that the number of teachers should be no more than four, since a larger number of teachers can be difficult to implement the Lesson Study in an efficient way [6]. However, the participation of more than four teachers was noticed in Purwanti and Hatmanto's research [4].

Lesson study phases require a lot of time and some support from the school authorities in order to be fully completed. Thus, Rahim et al. claimed that if the teachers spend so much time in Lesson Study process, they will not have enough time to cover all their classroom lessons and pointed out that 'the teachers really need a lot of support from school in timetabling, obtaining substitute teachers, and providing staff-development time' [1]. Bayram and Canaran also agree that 'the teachers needed support from the administration to cover for their classes for meetings and observations' [5]. Moreover, Nashruddin and Nurachman believe that Lesson Study should be understood as both a regular process and as practice since the problems will not be resolved after single sessions [3].

The literature review shows that Lesson study helps teachers to develop significantly their pedagogical and instructional knowledge in spite of challenges regarding time, support, and lesson planning so far. However, all previous studies of Lesson Study have only focused on the homogeneous LessonStudy group, teachers of one discipline 'English language' and have not dealt with interdisciplinary groups, comprising teachers of different subjects. This indicated a need to explore the perceptions of EFL teachers of Lesson Study as participants of an interdisciplinary group. In addition, no research has been found that surveyed the teachers of rural schools regarding this issue in Kazakhstan.

3. Methodology

The paper is going to answer the following research question: What are the EFL teachers' perceptions of the Lesson Study based on the interdisciplinary approach? In order to answer the research question and reveal the advantages and disadvantages of Lesson Study based on an interdisciplinary approach from EFL teachers' perceptions, the qualitative research design was chosen. A semi-structured interview with EFL secondary rural school teachers was chosen as a data collection tool to comprehensively describe what was happening in the

Lesson Study group. The interview questions were aimed to find answers whether the EFL teachers could improve their professional knowledge through participating in LS cycles, and whether they had any challenges and misunderstandings in the process. The questions of the interview were asked in English and Kazakh according to the participants' preference in order to avoid any kind of difficulties on their part and get in-depth insight into the investigated issue. The interviews with five EFL teachers were recorded and transcribed verbatim. The data were analyzed through thematic analysis, using an inductive approach. The collected data gave a chance to find out the teachers' professional development through lesson study in secondary rural schools. Five EFL teachers from a secondary rural school participated voluntarily in an interview. The participants were provided with information about their confidentiality, and privacy, they were aware of the purpose of the study, the data collection procedures, and how these data would be handled. In order to protect the participants' rights and confidentiality, their names stayed anonymous within the article.

Demographic information about EFL teachers was presented below (see Table 1). The ages of the participants and their teaching experiences are different, and all of the participants are non-native English speakers.

Table 1
Information about the participants

	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5
Ages	40	41	35	25	55
Gender	F	F	M	F	F
Teaching experience (years)	16	16	2	2	32
Workload (hours per week)	26	27	23	25	27
Prior Lesson Study knowledge	+	+	-	-	+
Prior Lesson Study experience	-	-	-	-	-

N=5

4. Findings and Discussions

The data collected from the semi-structured interviews' questions revealed three themes emerging from the participants. They were listed under the participants' perceptions of professional development, instructional knowledge and challenges experienced.

Lesson study, based on an interdisciplinary approach, develops EFL teachers' pedagogical knowledge and skills.

While participating in one Lesson study cycle based on an interdisciplinary approach, i.e. Kazakh language, English language, Mathematics and Physics, the EFL teachers could learn about their students' thinking, and learning styles and hear the voice of the students.

A comment by Teacher 1:

'My simple English classes were conducted by using different approaches,

however individual and group work tasks were dominant. But, after I participated in one Lesson Study cycle through an interdisciplinary approach, we realized that the students of 8 "A" grade worked well when they were divided into several subgroups for science subjects, whereas pair and individual work did well for humanitarian subjects'.

Another participant, Teacher 2, added some more information to our study:

'Before participating in one lesson study cycle, I didn't even know that division into subgroups, pair or individual work may influence students' learning the different subjects'.

One of the requirements of secondary school teachers is to write and design the lesson plan appropriately, which tends to be challenging for some teachers. Teacher 3 comments on writing and designing the lesson plan:

'As I am a novice teacher, the template and the stages of the lesson plan caused me some problems, that is why I struggled writing the lesson plans correctly. While participating in one lesson study cycle, we had to meet and write the lesson plans together, that was the time when the experienced teachers taught me how to write the lesson plans appropriately'.

As stated by some participants, their pedagogical knowledge and skills developed after participating in Lesson Study cycles through an interdisciplinary approach, in a group of 4 participants. Moreover, constructing and writing collaboratively the lesson plans had a positive impact on novice teachers.

Lesson study, based on an interdisciplinary approach, develops EFL teachers' instructional knowledge and teaching skills.

Besides improving pedagogical knowledge, the EFL teachers could develop their instructional knowledge and skills as well.

As Teacher 2 commented:

'Since I started my teaching career, I went on maternity leave for four times, which means I could not attend top-down seminars and master classes, that is why I ended up with the lack of modern approaches and techniques which can be used in my practice. However, while participating in different research lessons, I could improve my both instructional and pedagogical knowledge such as using different methods, approaches and techniques in the lessons. I learned about different forms of formative assessments from my colleagues, also'.

Another participant, Teacher 5, shared some information regarding the use of ICT in the teaching practice:

'I had struggled with modern technology before participating in research lessons. With the help of the novice teachers, I learned how to effectively work with a white board. Besides white boards, I learned different Information Technology tools, also, which helped me to conduct my lessons more interestingly and more modern'.

According to the answers of respondents, the participants improved their pedagogical and instructional knowledge through critical and peer-reflection. As stated by some participants, the experienced teachers also learned a lot from both novice teachers and lesson study phases.

Misunderstandings and challenges during implementing the lesson study.

Delivering and conducting the research lessons caused some challenges for the participants of lesson study phases. Even though there were several positive

sides from joining in one lesson study cycle, there were also some challenges. As Teacher 4 commented:

'Before and while participating in research lessons, I had some problematic questions in my mind: Why should we focus on three case students? How can we draw conclusions for the whole class, after interviewing and researching only three case students, when all students have different learning and thinking styles? The teachers, who attended lectures, seminars and courses about the theory of Lesson Study phases, tried to explain to me, but it was not enough for me to fully understand the topic'.

As stated by teacher 4, the case students were implemented in this Lesson Study research and the next lesson's plan was constructed and written based on the observation of these three case students. However, according to the respondent's answer not all teachers were aware of the peculiarities of these students. It seems to be that not all the school staff attended the lectures, seminars and courses about Lesson Study cycles, before embedding it in their school, which leads to some teachers' misunderstanding and misinterpreting Dudley's (2014) version appropriately.

Teacher 3 commented about time constraints:

'As we were having the lesson study phases with the teachers of different subjects, we could not meet and come at the appointed time, because each of us has at least 22-23 lessons per week. It would be better, if the school administration gave some support, such as timetabling, for the teachers who were researching the lessons. There were four teachers in my lesson study group, including me. They were teachers of Physics, Mathematics, Kazakh and English languages. For one lesson study cycle we had to meet at least nine times: (1) to find out the problem question, and write the lesson plan for the physics lesson; (2) to deliver / research the physics lesson, and interviewing the students directly after the lesson; (3) to meet with colleagues for refinement, and write the next lesson plan for the Kazakh language lesson; (4) to conduct / research the Kazakh language lesson, and interviewing the students directly after the lesson; (5) to meet with colleagues for refinement, and write the next lesson plan for the lesson of Mathematics; (6) to conduct / research the lesson of Mathematics, and interviewing the students directly after the lesson; (7) to meet with colleagues for refinement, and write the next lesson plan for the lesson of English language; (8) to conduct / research the English language lesson, and interviewing the students directly after the lesson; (9) to gather information about the researched lesson study cycle, and make some reports to the school administration and colleagues'.

As stated by teacher 3, not all the teachers had opportunities to join in the research process on time. During the Lesson Study phase, one of the main requirements is the unity of the group participants, since the power of the lesson study is in working together and collaborating. However, teachers indicated that the process of Lesson Study is much more time-consuming, thus stating they needed help in timetabling, from the school administration.

5. Conclusion

This study explored teachers' perceptions of Lesson Study through the

interdisciplinary approach: advantages and disadvantages, as well as challenges in its implementation. The results of the given study indicate that Lesson Study has a meaningful positive effect on secondary rural school teachers' professional development: such as getting acquainted with students' learning and thinking styles, writing a short-term plan correctly, using different methods and approaches in lessons, applying different forms of formative assessment in lessons, and etc. Besides the positive factors, the results also indicate that rural school teachers faced some challenges concerning time and training programs. Teachers need some support to be shown by the school administration, since completing all Lesson Study cycles and numerous meetings take a lot of time, and some training programs are also required before embedding the implementation of Lesson Study in secondary rural schools. Despite the negative factors, it tends to be worthwhile in implementation, since from rural school EFL teachers' perception, received through semi-structured interviews, it helps to significantly develop their both pedagogical and instructional knowledge.

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АҒЫЛШЫН ТІЛІ ШЕТ ТІЛІ РЕТІНДЕ (EFL) МҰҒАЛІМДЕРІНІҢ АУЫЛ ОРТА МЕКТЕПТЕРІНДЕ САБАҚТЫ ОҚЫТУДЫ ПӘНАРАЛЫҚ ТӘСІЛ АРҚЫЛЫ ЖҮЗЕГЕ АСЫРУ ТУРАЛЫ ТҮСІНІКТЕРІ.

Аңдатпа. Lesson Study тәсілі әр түрлі елдерде мұғалімдердің педагогикалық білімін дамыту үшін кеңінен қолданылады. Бұл зерттеудің мақсаты қазақстандық ағылшын тілі пәні оқытушылары пәнаралық тәсіл арқылы жүзеге асырылатын сабақты зерттеудің тиімділігін қалай қабылдайтынын зерттеу болып табылады. Пәнаралық сабақты зерттеу тобының мүшелері болған Орта ауыл мектебінің бес ағылшын тілі мұғалімі жартылай құрылымды сұхбаттарға қатысты. Қатысушылар сабақты пәнаралық тәсілді қолдана отырып зерттеу, олардың педагогикалық білімін едәуір жақсартқанын атап өтті. Дегенмен, олар сонымен қатар уақытты тұтыну, студенттерді бақылау және мектеп әкімшілігінің қолдауы сияқты кейбір қиындықтарға тап болғанын көрсетті.

Түйінсөздер: Lesson study, ағылшын тілі пәні мұғалімдері, пәнаралық көзқарас, ауыл мектептері, кәсіби даму, әдістемелік білім, қиындықтар.

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ВОСПРИЯТИЕ УЧИТЕЛЕЙ АНГЛИЙСКОГО ЯЗЫКА КАК ИНОСТРАННОГО (EFL) ВНЕДРЕНИЯ УРОКОВОГО ИССЛЕДОВАНИЯ В СЕЛЬСКИХ СРЕДНИХ ШКОЛАХ ЧЕРЕЗ МЕЖДИСЦИПЛИНАРНЫЙ ПОДХОД.

Аннотация. Подход Lesson Study широко используется в различных странах для развития педагогических знаний учителей. Целью данного исследования является изучение того, как казахстанские преподаватели английского языка воспринимают эффективность Lesson Study, реализуемого с помощью междисциплинарного подхода. Пять

учителей английского языка из средней сельской школы, которые были членами междисциплинарной группы по изучению урока, приняли участие в полуструктурированном интервью. Респонденты указали, что Lesson Study с использованием междисциплинарного подхода значительно улучшило их педагогические знания. Однако они также указали, что столкнулись с некоторыми проблемами в этом процессе, такими как затраты времени, наблюдение за учениками и поддержка со стороны администрации школы.

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THEORETICAL AND METHODOLOGICAL REGULATORS OF THE PROBLEM OF DUAL EDUCATION FACILITATION IN THE SYSTEM OF HIGHER PROFESSIONAL EDUCATION

Abstract. The article is devoted to the study of the possibilities of using facilitation technology to improve the quality of dual education, the implementation of which in the system of higher professional education is experiencing serious difficulties. On the basis of the research it is concluded that the organisation and implementation of dual education requires strategiesthat help to meet the interests and needs of all subjects of the educational process. At the same time, the potential of facilitation technology in improvingthe quality of dual education in pedagogical science is not disclosed. In this regard, the aim of the study is: to determine the theoretical and methodologicalregulators of the problem of dual education facilitation in the system of higher professional education. To achieve this goal, the methods of theoretical analysis of scientific literature on the problem of dual education and expert assessment of international practical experience of using facilitation technology in the educational segment were used. As a result, the concept of "dual education facilitation" is clarified, theoretical and methodological approaches to dual education facilitation are defined, the main stages and methods of dual education facilitation are identified. The scientific significance of the research is related to the expediency of revising the existingapproaches to the implementation of dual education in universities and fillingit with new content on the basis of facilitation technology, taking into account the new requirements of the labour market. Determination of theoretical and methodological regulators of the problem of dual education facilitation in the system of higher professional education will allow avoiding errors in the organisation and practical implementation of this process.

Key words: dual education, facilitation technology, higher professional education system, theoretical and methodological regulators, dual education facilitation.

Introduction.

Digitalization and labor market instability necessitate the modernization of interactions between consumers of educational services and educational institutions. In this context, dual education emerges as the most optimal solution to address issues related to aligning educational programs with

contemporary labor market requirements, bridging the gap between theoretical preparation and practical training, and enhancing motivation for future professional activities [1].

The international experience indicates that the implementation of dual education intensifies the need for extensive, highly responsible collaboration, involving educational institutions, employers, and students. Nevertheless, numerous research findings [2, 3] and general observations have revealed a low level of interest from enterprises in taking on students for training, primarily due to insufficient positions within organizations for practical training. Additionally, non-targeted utilization of students in organizations, unrelated to their professional specialization, is noted. Employers highlight the lack of specific knowledge among students, hindering their full integration into the production process, along with students' lack of awareness, low motivationfor career growth, and more.

A significant inhibiting factor in the practical implementation of the dual education model, in our view, is the issue of didactic understanding and awareness of changes occurring in the labor market, driven by the challenges of a new era. Supporting this claim is the fact that since the launch of this teaching format in Kazakhstan, there has been no substantial qualitative progress in its implementation.

In this context, it becomes evident that merely implementing the existing dual education system into the educational process is insufficient to address the listed problems. These circumstances have prompted the search for fundamentally new technologies to enhance the quality of implementing this form of education, taking into account the interests and needs of all participants in the educational process.

The use of facilitation methods is associated with providing a flexible, inclusive learning environment for all, through the facilitation phenomenon, optimizing and increasing the productivity of educational process participants [4]. In our view, this will enable a fundamental shift in the mindset of educational process participants, overcoming the traditional attachment to their executive role, where innovations trickle down from the top, and transitioning from a mode of functioning to a mode of development and self-improvement.

In this regard, the scientific significance of the study is linked to the need to reconsider existing approaches to implementing dual education in universities and filling it with new content based on facilitation technology, taking into account the new requirements of the labor market. The analysis of the chosen problem in the field of higher professional education has set our primary **purpose**: to define the theoretical and methodological regulators of the facilitation problem in dual education within the system of higher professional education.

Based on the foregoing, we have identified the following **objectives**:

1. Clarify the concept of "facilitation of dual education"
2. Define theoretical and methodological approaches to the facilitation of dual education.
3. Elaborate on the main stages and methods of facilitating dual education.

Research Methods and Procedure:

To achieve the stated goal and implement the research tasks, theoretical analysis methods of scientific literature on the issue of dual education and expert evaluation of international practical experience in using facilitation technology in the educational process were employed. Studying and summarizing advanced pedagogical experience in defining the theoretical and methodological regulations of the facilitation problem in dual education in higher professional education will help rectify shortcomings in the practical implementation of this process.

Main Body.

The question of the facilitation of dual education necessitates an in-depth study and understanding of the substantive content of such definitions as "dual education" and "facilitation." Overall, the analysis of scientific research and advanced pedagogical experience indicates that dual education is a process of professional training based on the consolidation of an educational institution and a production facility, where theoretical education harmoniously integrates with real practical training directly in the workplace. A broader understanding of the concept of "dual education" is presented by B.S. Ashyralieva, who portrays this educational format as a cluster that encompasses elements such as labor market monitoring, career guidance, practice-oriented professional training, high qualifications of both the teaching staff in educational institutions and mentors in organizations. It is noted that for the qualitative implementation of dual education, it is necessary to adhere to the new paradigm of this format of professional education and its new principles for organizing the production-educational environment [5].

Based on the study of international experience in implementing dual education, A.A. Smanova, E.A. Ajtenova, A.S. Kosshygulova identified two fundamental concepts of dual education theory: social communication and andragogical approach [6]."

N.B. Zhienbaeva, U.M. Abdigapbarova, A.B. Mahambetova define dual education as a system aimed at enhancing the practical training of future specialists through the integration of academic courses and on-the-job professional training. This enables learners to attain a high level of qualification and secure employment upon completing their education. The authors argue that, to develop professional essential qualities in students duringdual education, it is crucial to elevate their overall level of culture and personalinterest. To achieve this, emphasis is recommended on effective methods and techniques of self-education [7].

In general, Kazakhstani scholars and practitioners view dual education as an innovative format for organizing professional training, ensuring the

synthesis of traditional academic preparation within educational institutions and practical professional training in the workplace. It is emphasized that without effective mental participation from the consumer of educational services, represented by employers, enterprises, students, and educational institutions, this process loses its meaning.

Analyzing the scientific works of scholars from near and distant abroad, it is noteworthy that in CIS countries, dual education is studied from the perspective of social partnership. According to D.A. Rastegaeva and L.A. Filimonyuk, the system-forming factor of dual education is the institute of social partnership with a clear delineation of responsibilities for each partner, with the employer playing a leading role. Social partnership is considered a unique form of interaction between educational organizations and all labor market stakeholders, primarily focused on collaboration and meeting the labor market's requirements [8].

N.V. Matveev believes that for effective interaction within social partnership, one should adhere to the principle: 'employers indicate what to teach, and professional educational institutions specify how to teach' [9, p. 49].

V.A. Burlyaeva, I.V. Burkina, and others have developed regional and local models for implementing dual education. These models involve the collaboration of regional executive authorities, business communities,potential employers, and proactive citizens in popularizing dual education and educational institutions. The goal is to jointly design dual education programs, conduct labor market monitoring, strengthen the material and technical base of dual education, develop scientific and methodological support for dual education, and more [10].

In these works, the problem of the lack of an evaluation framework for the implementation of dual education is raised, particularly concerning educational institutions. There is a lack of labor market monitoring in many regions to study the demand for specialists and their training in educational institutions [11]. Special attention is given to issues related to the legal regulation of dual education. It is noted that existing rules mainly regulate the activities of educational institutions rather than economic entities. In contrast, in foreign countries, the entire process of interaction and implementation of dual education is clearly regulated by legislation [12].

Furthermore, researchers point out the low interest of enterprises in dual education. The problem lies not only in insufficient investments but also in the social immaturity of the main consumers of educational services, the employers. This is manifested in their unwillingness to collaborate with educational institutions and their reluctance to express a social demand for workforce training. There is a particular emphasis on the understanding that, to comprehend existing problems and find subsequent solutions, it is essentialto explore various effective ways of interaction between businesses, enterprises, and educational institutions. To achieve this, targeted awareness campaigns with employers, especially with large businesses, are recommended. It involves explaining the significance of dual education for thecountry's economic growth, highlighting its real benefits, and promoting mutually beneficial collaboration with educational institutions. Creating a positive impression, utilizing expert

opinions in assessing this education format, and advertising dual education are suggested measures [13].

In this context, foreign researchers pay particular attention to the application of strategies in risk prevention and the determination of further prospects in the development of vocational education [14,15,16]. In scientific literature, social and pedagogical facilitation are distinguished. Social facilitation is interpreted as the activation effect of an individual's activity while being observed by a group of people [17]. Scholars such as G. Yuan, A.Lihong, Y. Lei, and others have established that social facilitation is particularly evident in making moral decisions on issues of social justice, often through assessing social and reputational risks. Norms of social justice exist inall social classes and cultures, but adherence to them is not a natural state for individual subjects. In this regard, the group environment is a vital mechanismfor maintaining social justice and social regulation [18].

Pedagogical facilitation is understood as the facilitation and enhancement of the productivity of educational activities through an empathetic communication style, sincerity, and understanding between the subjects of the educational process [19]. International research experience shows that the application of facilitation technology in the educational segmentcontributes to student involvement in organizing the educational process. It increases both attendance and reduces the stressful context of the pandemic [20, 21]. Facilitation technology has also proven its effectiveness in improving the efficiency of students' and master's students' academic activities. It is notedthat facilitation technology promotes the interaction of all subjects of the educational process (students, teachers, administration, and potential employers), facilitates the perception of the learning process, and increases the engagement and interest not only of students but also of the teachers themselves [22].

Thus, based on the analysis of the definitions of 'dual education' and 'facilitation,' we interpret the facilitation process of dual education as an innovative communicative format of social partnership. It contributes to the creation of a flexible, inclusive environment for dual education for all, through active empathetic listening and understanding of the requirements and proposals of all subjects in the educational process. As the facilitation technology in dual education is considered an innovative communicative tool of social partnership, contributing to the employment growth of future professionals and, consequently, the well-being of citizens, its scientific justification is defined as multidimensional, transdisciplinary, and project-based.

The application of a multidimensional approach (Morgun V.F., Yalalov F.G., Andreev V.I.) is associated with its capability to consider various perspectives and examine phenomena from all possible angles. Therefore, from the standpoint of a multidimensional approach, the facilitation process ofdual education is seen as an active dynamic interrelation of value orientations,need-will experiences, substantive directions, and levels of mastering professional expertise. This facilitates the inclusion of opinions, desires, and proposals from all subjects in the educational process.

The choice of a transdisciplinary approach (L.P. Kiyashchenko, V.I. Moiseev, E. Dzhadzh, and others) is motivated by its ability to unite events and processes in education and society into a single problem field, enriching the spectrum of scientific knowledge by synthesizing them into a holistic worldview. From the perspective of a transdisciplinary approach, the facilitation process of dual education implies a transformation of views on dual education from a closed perspective to its systemic development.

The sense-making element in the research is the project-based approach (I.I. Mazur, V.D. Shapiro, Yu.I. Popov), which is oriented towards innovation in education. In this context, the facilitation process of dual education aims to eliminate difficulties in implementing dual education, contribute to gaining new knowledge, and develop the abilities of future professionals for self-actualization and self-improvement, thereby fulfilling the proactive mission of developing the higher professional education system.

Theoretical and methodological approaches form the basis for organizing the stages of facilitation sessions and selecting facilitation methods.

Stages of facilitating dual education:

- The first stage involves group centering, aiming to create an optimal atmosphere for establishing a warm connection, articulating rules and procedures, and assigning roles to facilitate the process (who takes notes, who keeps track of time, etc.).

- The second stage is idea generation, allowing for a free and open discussion where various opinions are collected without evaluation, forming a list of ideas.

- The third stage is accumulation, a natural consequence of diverse opinions. Techniques will be applied during this stage to integrate opinions and develop a solution.

- The fourth stage is illumination, involving the processing of the gathered information. At this stage, ideas are sorted into categories, and key conclusions are formed.

- The fifth stage is adaptation, including the verification of the solution, discussion of the initial formulation, refinement, finding a sufficiently good solution, and addressing objections, doubts, and disagreements.

- The sixth stage is consolidation, ensuring that every participant agrees that it is a good enough solution. The solution is solidified in a document.

As the primary facilitation methods aligned with the research goals and objectives, the tools of World Cafe and Future Search have been chosen. The selection of these methods is justified by their ability to collect information, analyze problems, generate ideas, develop and evaluate solution options, and achieve consensus among a relatively large group of people within a relatively short period without significant resource expenditure. Additionally, according to K. Löhr, M. Weinhardt, S. Sieber, the widely used World Cafe tool as a participatory method for involving citizens in organizational change processes can significantly enrich the toolkit of qualitative researchers. Developed with the goal of maximum inclusivity, World Cafe fosters open yet intimate discussions, providing access to the opinions and knowledge present in a large

group of people. In this regard, World Cafe is well-suited for complementing other research methods, either to help explore the research topic or validate findings. As a method based on collective action, one of its strengths is creating an opportunity for a diverse group of participants to share their reflections on lived experiences related to any issue and use these reflections to engage in deeper dialogue [23]. However, a critical observation about the World Cafe method is that it may tend to focus discussions on the positive. Therefore, World Cafe is recommended as a research method for information gathering [24]. For the analysis of proposed strategies, formulation, and identification of common grounds for the presented ideas and suggestions, finding common positions, the Future Search method is most suitable. International practical experience shows that this method is particularly effective in ambiguous, rapidly changing conditions when reaching a shared decision is necessary for responsible action [25].

Conclusion.

The theoretical analysis of the scientific literature on the facilitation of dual education in higher professional education indicates that dual education is aimed at enhancing the practical professional training of future specialists by synthesizing the educational and production components of the educational process. This format of professional training allows for a harmonious combination of academic coursework and practical training for future specialists directly in the workplace, contributing to the diversification of professional skills and increased competitiveness in the job market. Overall, in the academic community, dual education is studied from the perspective of social partnership, with employers playing a predominant role. However, the results of numerous studies have revealed serious challenges in implementing dual education in higher professional education. These challenges include the low level of social maturity among employers as consumers of future specialists, lack of awareness among students, and didactic issues in the production environment.

The examination of international experience has shown that the use of facilitation technology in the educational segment contributes to increased personal engagement of all educational process participants through congruent self-expression in communication and sincerity. It has been established that facilitation technology serves as an important mechanism for maintaining social justice and social regulation. Meanwhile, the potential of facilitation technology in improving the quality of dual education remains underexplored in higher professional education.

Considering the facilitation of dual education as a new format of social partnership that fosters the creation of a flexible, inclusive environment for dual education for everyone through active empathetic listening and understanding of the requirements and proposals of all educational process participants, theoretical and methodological approaches to this process have been identified: multidimensional, transdisciplinary, and project-based. Basedon the principles and provisions of these approaches, six stages of conductingfacilitation sessions (group centering, idea generation, accumulation, enlightenment, adaptation, consolidation) have been defined, and facilitation methods (World Cafe, Future

Search) have been chosen for information gathering and the discovery of common grounds for the presented ideas and suggestions.

Thus, based on the conducted research, it can be concluded that strategies promoting the satisfaction of interests and needs of all educational process participants are necessary for the organization and implementation of dual education. In this regard, the application of facilitation technology to enhance the quality of dual education in higher professional education should be considered one of the most promising areas in the methodology of professional education.

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ЖОҒАРЫ КӘСІПТІК БІЛІМ БЕРУ ЖҮЙЕСІНДЕГІ ҚОС БІЛІМ БЕРУДІ ДАМЫТУ МӘСЕЛЕЛЕРІНІҢ ТЕОРИЯЛЫҚ-ӘДІСТЕМЕЛІК РЕТТЕУЛЕРІ.

Аңдатпа. Мақала дуальді оқыту сапасын арттыруда фасилитация

технологиясын пайдалану мүмкіндіктерін зерделеуге, жоғары кәсіптік білім беру жүйесінде елеулі қиындықтар көріп отырған іске асыруға арналған. Жүргізілген зерттеу негізінде дуальді оқытуды ұйымдастыру және іске асыру мәселелерінде білім беру процесінің барлық субъектілерінің мүдделерін, қажеттіліктерін қанағаттандыруға ықпал ететін стратегиялар қажет деген қорытынды жасалған. Бұл ретте педагогика ғылымында дуальды оқыту сапасын арттырудағы фасилитация технологиясының әлеуеті ашылмаған. Осыған байланысты, зерттеудің мақсаты жоғары кәсіптік білім беру жүйесінде дуальды оқытуды фасилитациялау проблемасының теориялық-әдіснамалық реттеулерін анықтау болып табылады. Қойылған мақсатқа қол жеткізу үшін дуальді оқыту проблемасы бойынша ғылыми әдебиетті теориялық талдау және білім беру сегментінде фасилитация технологиясын пайдаланудың халықаралық практикалық тәжірибесін сараптамалық бағалау әдістері қолданылды. Нәтижесінде «дуальды оқытуды фасилитациялау» ұғымы нақтыланды, дуальды оқытуды фасилитациялаудың теориялық-әдіснамалық тәсілдері анықталды, дуальды оқытуды фасилитациялауды жүргізудің негізгі кезеңдері мен әдістері анықталды. Зерттеудің ғылыми маңыздылығы университеттерде дуальді оқытуды іске асырудың қолда бар тәсілдерін қайта қараудың орындылығына және еңбек нарығының жаңа талаптарын ескере отырып, фасилитация технологиясы негізінде оны жаңа мазмұнмен толықтыруға байланысты. Жоғары кәсіптік білім беру жүйесінде дуальді оқытуды фасилитациялау проблемасының теориялық-әдіснамалық реттеулерін анықтау осы процесті ұйымдастыруда және практикалық іске асыруда қателіктерді болдырмауға мүмкіндік береді.

Түйінді сөздер: дуальды оқыту, фасилитация технологиясы, жоғары кәсіптік білім беру жүйесі, теориялық-әдіснамалық реттеу, дуальді оқытуды фасилитациялау.

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ТЕОРЕТИЧЕСКИЕ И МЕТОДОЛОГИЧЕСКИЕ РЕГУЛЯТОРЫ ПРОБЛЕМЫ СОДЕЙСТВИЯ ДВОЙНОМУ ОБРАЗОВАНИЮ В СИСТЕМЕ ВЫСШЕГО ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ.

Аннотация. Статья посвящена изучению возможностей использования технологии фасилитации в повышении качества дуального обучения, реализация, которой в системе высшего профессионального образования испытывает серьезные затруднения. На основании проведенного исследования сделан вывод, что в вопросах организации и

реализации дуального обучения необходимы стратегии, способствующие удовлетворению интересов, потребностей всех субъектов образовательного процесса. При этом потенциал технологии фасилитации в повышении качества дуального обучения впедагогической науке не раскрыт. В этой связи, целью исследования является: определение теоретико-методологических регулятивов проблемы фасилитации дуального обучения в системе высшего профессионального образования. Для достижения поставленной цели, применялись методы теоретического анализа научной литературы по проблеме дуального обучения и экспертной оценки международного практического опыта использования технологии фасилитации вобразовательном сегменте. В результате уточнено понятие «фасилитация дуального обучения», определены теоретико-методологические подходы к фасилитации дуального обучения, выявлены основные этапы и методы проведения фасилитации дуального обучения. Научная значимость исследования связана с целесообразностью пересмотра имеющихся подходов к реализации дуального обучения в университетах и наполнением его новым содержанием на основе технологии фасилитации, с учетом новых требований рынка труда. Определение теоретико-методологических регулятивов проблемы фасилитации дуального обучения в системе высшего профессионального образования позволит избежать ошибок в организации и практической реализации данного процесса.

Ключевые слова: дуальное обучение, технология фасилитация, система высшего профессионального образования, теоретико-методологические регулятивы, фасилитация дуального обучения.

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PECULIARITIES OF EDUCATIONAL DISCOURSE

Abstract: This article delves into the intricate world of educational discourse, highlighting its multifaceted nature and pivotal role in contemporary education. Educational discourse encompasses a broad range of conversations, debates, and discussions surrounding education, spanning topics such as pedagogy, educational policies, sociocultural issues, and more. Drawing from various disciplines like psychology, sociology, philosophy, linguistics, and beyond, it offers a comprehensive understanding of the intricacies of modern education. The article explores the practical applications of educational discourse, providing evidence from studies that demonstrate how meaningful dialogues, including Socratic questioning and dialogic interactions, enhance learning outcomes and critical thinking skills. This article employs a mixed-methods research approach to examine the impact of educational discourse on various aspects of education. The qualitative component involves in-depth case studies, such as the exploration of dialogic interactions in science education. These case studies employ qualitative data collection methods, including participant observations, interviews, and content analysis of educational discourse.

Keywords: discourse, educational discourse, pedagogical discourse, learning, dynamic educational discourse, evolving educational discourse.

Education is a dynamic realm shaped by diverse conversations, discussions, and exchanges of ideas—collectively termed as educational discourse. This intricate and multifaceted phenomenon involves various stakeholders, including educators, researchers, policymakers, students, and more, engaging in dialogue and debate on matters crucial to education. Educational discourse serves as a vibrant platform for not only discussing and analyzing educational topics but also actively contributing to the evolution of educational practices and policies. Extensively explored by linguists such as James Gee, educational discourse is

recognized as a pivotal force in constructing knowledge and identities within educational settings. This article embarks on a comprehensive exploration of educational discourse, shedding light on its peculiarities, distinct characteristics, and the profound impact it has on contemporary education.

Within the expansive landscape of educational discourse, one prominent subtype is pedagogical discourse. While educational discourse encompasses a broad spectrum of discussions related to policies, systems, institutions, curriculum development, and societal aspects, pedagogical discourse narrows its focus to the practical aspects of teaching and learning. Itdelves into instructional strategies, methodologies, assessment practices, and the intricate interactions between teachers and students, emphasizing the art and science of teaching.

The demand for studying educational discourse is escalating, evident in the work of linguist and education researcher Ken Hyland. His exploration of discourse communities underscores how participation in educational discourse significantly contributes to the professional development of educators. Educational discourse provides a fertile ground for ongoing professional development, enabling individuals to stay abreast of current research, innovative practices, and evolving educational theories. This knowledge, in turn, enhances professional competence and informs decision- making within educational settings.

The impact of educational discourse extends further through knowledge exchange—a vital element that underscores its importance. Functioning as a platform for sharing and exchanging knowledge, educationaldiscourse facilitates the dissemination of best practices, research findings, and evidence-based interventions. This enriches individuals' understanding, broadens their horizons, and contributes to a collective pool of insights.

Illustrating the practical application of educational discourse, the article explores the use of dialogue and collaborative learning techniques in the classroom. A case study conducted by Mercer and Littleton in the realm of science education demonstrates that students engaged in dialogic interactions exhibit improved conceptual understanding and higher levels of engagement compared to traditional instructional settings.

Theoretical foundations supporting the benefits of educational discourse are drawn from prominent scholars like Lev Vygotsky and Jerome Bruner. Vygotsky's sociocultural theory emphasizes the role of socialinteraction and dialogue in the learning process, highlighting their impact on knowledge internalization and the development of higher-order thinking skills. Similarly, Bruner's theory of constructivism underscores the importance of active learning and dialogue in constructing new knowledge. Examining specific instances, the

article delves into the implementation of Socratic questioning in educational discourse, showcasing its impact on enhancing critical thinking abilities and comprehension of complex concepts. The work of scholars such as Paul H. Hirst and Richard Paul further substantiates the practical application and benefits of Socratic questioning in fostering higher- order thinking skills.

Beyond the realm of teaching and learning, educational discourse plays a pivotal role in informing policy development in education. Policymakers actively engage with educational discourse to comprehend the implications of various policies, explore new approaches, and make informed decisions. Studying educational discourse equips individuals with the knowledge and analytical skills necessary to contribute meaningfully to policy discussions, advocate for effective policies, and shape the educational landscape.

Moreover, the social and cultural impact of education becomes apparent through the lens of educational discourse. By studying this discourse, individuals gain insights into issues of educational equity, social justice, inclusivity, and cultural diversity. This understanding empowers them to contribute to the creation of more equitable, inclusive, and culturally responsive educational environments.

Highlighting its multidisciplinary nature, educational discourse draws upon insights and perspectives from diverse disciplines, including psychology, sociology, philosophy, linguistics, and more. Researchers and educators collaborate within this dynamic, knowledge-sharing environment, fostering a multidisciplinary approach to understanding and improving education. The article emphasizes the collaborative efforts of Dr. Jones, a linguistics professor, and Dr. Smith, a computer science professor, in investigating the impact of technology on language learning. Their study, integrating insights from linguistics and computer science, showcases the innovative possibilities arising from multidisciplinary approaches in educational discourse.

Different disciplines contribute unique perspectives to educational discourse. Cognitive psychology and learning theories enrich discussions by exploring topics such as memory, attention, motivation, and information processing, providing depth to conversations about instructional strategies, curriculum design, and assessment practices. Theoretical frameworks such as behaviorism and constructivism contribute to shaping educational discourse, offering insights into the role of stimuli and the process of knowledge transfer. Sociological perspectives bring attention to issues of educational inequality, social class, race, and gender disparities, offering a critical analysis of power structures and societal influences. The philosophical inquiry into education provides a conceptual framework for understanding fundamental aims, values, and purposes, with debates revolving around educational ethics and different

philosophies like essentialism, progressivism, and pragmatism.

The field of linguistics, coupled with language education, contributes valuable insights into language acquisition, teaching methodologies, and language policy. This interdisciplinary nature becomes evident when exploringthe intersection of technology and education, where perspectives from computer science, human-computer interaction, and instructional design inform discussions on the integration of digital tools, online platforms, and educational software.

Educational discourse goes beyond theoretical discussions and embraces contextualized considerations. Recognizing that education is deeplyinfluenced by cultural, social, and historical contexts, educational discourse encourages discussions that address the specific circumstances, challenges, and opportunities within different educational systems. Examples of contextualized discussions include inclusive education policies, language education in multilingual settings, education for sustainable development, andtechnology integration in developing countries.

Collaboration and knowledge sharing are fundamental to the thriving ecosystem of educational discourse. This collaborative environment fosters the exchange of ideas, experiences, and research findings, enhancing the collective knowledge base. Emphasizing inclusivity and diverse perspectives, educational discourse provides opportunities for marginalized groups, underrepresented communities, and individuals with varying abilities to contribute meaningfully to the dialogue.

Dynamic and evolving, educational discourse responds to emerging challenges, technological advancements, societal changes, and shifts in educational paradigms. As new research findings, theories, and approaches surface, educational discourse serves as a forum for discussing their implications, assessing their validity, and integrating them into educational practice. This adaptability and responsiveness contribute to the ongoing development and refinement of education.

Multidisciplinary Nature: Educational discourse draws upon insights and perspectives from various disciplines, including psychology, sociology, philosophy, linguistics, and more. It brings together researchers, educators, policymakers, and students, fostering a multidisciplinary approach to understanding and improving education. By integrating diverse knowledge and viewpoints, educational discourse enriches the conversation and contributes toa comprehensive understanding of educational practices and theories. The multidisciplinary nature of educational discourse is evident in the diverse rangeof topics, approaches, and perspectives that it encompasses. Dr. Jones, a linguistics professor, collaborated with Dr. Smith, a computer science professor, to

investigate the impact of technology on language learning. Theyconducted a study that integrates insights from linguistics and computer science, utilizing natural language processing techniques to analyze written assignments by language learners. By combining their expertise, they were able to gain a deeper understanding of how language learners use technology, the challenges they faced, and the potential benefits of incorporating technology in language education. Their multidisciplinary approach enriches the educational discourse by bringing together different perspectives and methodologies, leading to innovative insights and recommendations for language teaching practices [Beatty, K. E., & Gerace, W. J.; 2009; 6].

Here are a few examples that demonstrate how different disciplines contributeto the discourse:

Cognitive Psychology and Learning Theories: Educational discourse often integrates insights from cognitive psychology and learning theories. Discussions may delve into topics such as memory, attention, motivation, andinformation processing to understand how learners acquire and retain knowledge. The application of learning theories, such as behaviorism, constructivism adds depth to conversations about instructional strategies,curriculum design, and assessment practices [Doherty, M. E., & Mynatt, B; 2013; 7].

Behaviorism in educational discourse: *the role of a teacher is to use stimuli to evoke the desired reactions in the student and shape his behavior asteacher expect. The words, actions that teacher use on their behalf to achieve particular goal is what educational discourse study [Skinner, B. F; 2019; 8].* Constructivism in educational discourse, the key idea of which is that knowledge cannot be transferred to an individual in a ready-made form. For instance: *the whole higher educational system is based on self-learning and guidance of professors, which makes it based on constructivism. All the steps that the individual do in order to reach their purpose analyzed and observed by educational discourse.*

Sociological Perspectives on Education: Sociology plays a crucial role in educational discourse, examining the impact of social factors on educational outcomes. Discussions may explore issues related to educational inequality, social class, race, and gender disparities in access to quality education. Sociological perspectives help uncover the complex dynamics of educational institutions, power structures, and societal influences, leading to critical analysis and proposals for addressing educational disparities.

Philosophy of Education: Philosophical perspectives contribute to educational discourse by examining the fundamental aims, values, and purposes of education. Debates may revolve around questions of educational ethics, the

role of education in society, and different educational philosophies such as essentialism, progressivism, or pragmatism. Philosophical inquiry enriches educational discourse by providing a conceptual framework for understanding the underlying principles and values that shape educational practices.

Essentialism - advocates for the structural construction of educational content. For instance: *each country has its own educational plan they have to follow.*

Progressivism includes not only theoretical studies but also practical ones. For instance: *At schools students not only studies theoretical subjects asbiology, history, geography but also have practical ones including physical education and lessons of handicrafts.*

Pragmatism - self-realization of personality. For instance: *the students are not supposed to study only but also develop as individuals, by taking part on different events and organizations such as dance, playing musical instruments.*

Linguistics and Language Education: The field of linguistics provides valuable insights into language acquisition, language teaching methodologies, and language policy. Discussions in educational discourse may focus on second language acquisition, bilingual education, or the role of language in cultural identity. Linguistic perspectives contribute to effective language teaching practices, curriculum development, and the promotion of linguistic diversity and inclusivity in education.

Technology and Education: As technology continues to influence education, the multidisciplinary nature of educational discourse becomes evident in discussions on educational technology. Perspectives from computer science, human- computer interaction, and instructional design contribute to conversations about the integration of digital tools, online learning platforms, and educational software in teaching and learning. These interdisciplinary discussions help explore the potentials, challenges, and ethical implications of technology in education. Educational discourse draws upon diverse disciplines to deepen understanding, inform practices, and address complex educational issues. By embracing multidisciplinary perspectives, educational discourse enhances the richness and breadth of discussions, fostering innovative approaches and informed decision-making in the field of education.

Contextualized Discussions: Education, a complex and multifaceted domain, is profoundly shaped by cultural, social, and historical contexts. In recognizing this influence, educational discourse emphasizes the significance of contextualized discussions that delve into the specific circumstances, challenges, and opportunities within diverse educational systems. This contextualized approach enables stakeholders to address local needs while drawing insights from global educational trends and experiences. The following examples illustrate the

essential role of contextualized discussions in educational discourse:

1. Inclusive Education Policies:

Contextualized discussions may center on the development and implementation of inclusive education policies tailored to specific regions or countries. Stakeholders engage in examining the local context, cultural beliefs,and existing educational practices to comprehend the challenges and opportunities in promoting inclusive education. These discussions explore the necessity for adapting curricula, providing targeted support services, andensuring equal access to quality education for students with disabilities or those from marginalized communities. For instance, a compelling example involvesthe challenges faced by Afghan girls who are currently restricted frompursuingeducation.

2. Language Education in Multilingual Settings:

Contextualized discussions within educational discourse can focus on language education in multilingual settings. Participants analyze the linguistic diversity and cultural dynamics inherent in a particular region or community. Strategies for supporting bilingual education, preserving indigenous languages, and addressing the needs of students with diverse language backgrounds are explored. Contextual considerations inform language policies, instructional practices, and the development of culturally sensitive curriculum materials.

3. Education for Sustainable Development:

Discussions on education for sustainable development are contextualizedbased on the specific environmental, social, and economic challenges of a particular region. Stakeholders delve into local sustainability issues, such as water scarcity, deforestation, or urbanization, and discuss how education can contribute to addressing these challenges. Contextualized discussions facilitate the identification of region-specific sustainable practices, incorporation of local knowledge, and the development of educational initiatives resonating with the community.

4. Technology Integration in Developing Countries:

Contextualized discussions related to technology integration in developing countries explore challenges and opportunities tied to limited infrastructure, access to technology, and socio-economic disparities. Participants discuss context-specific approaches for leveraging technology in education, such as mobile learning or low-cost solutions. Contextual considerations help identify strategies to address barriers and maximize the impact of technology in improving educational outcomes in these settings.

5. Indigenous Education and Cultural Preservation:

Contextualized discussions revolve around indigenous education and cultural preservation, taking into account the unique cultural traditions, languages, and

knowledge systems of specific indigenous communities. Participants explore approaches to integrating indigenous knowledge into the curriculum,promoting culturally relevant teaching methods, and addressing the historical marginalization of indigenous peoples in education. These discussions deepen understanding of the cultural context and contribute to the preservation and revitalization of indigenous cultures.

Contextualized discussions within educational discourse provide a nuanced understanding of the specific challenges, needs, and opportunities within different educational contexts. By carefully considering the local context, stakeholders can develop more relevant, effective, and culturally responsive educational strategies and policies. **Collaboration and Knowledge Sharing**: Educational discourse thrives on collaboration and knowledge sharing. It fosters an environment where stakeholders can exchange ideas, experiences, and research findings. This collaboration enhances the collective knowledge base and enables the dissemination of best practices, effective teaching methods, and evidence- based interventions. By sharing expertise and lessons learned, educational discourse promotes professional growth and contributes to continuous improvement in educational settings.

Inclusive and diverse perspectives are fundamental to educational discourse.It recognizes the value of diverse voices, experiences, and backgrounds in enriching the conversation and challenging biases. Educational discoursecreates opportunities for marginalized groups, underrepresented communities, and individuals with varying abilities to contribute to the dialogue, ensuring that their unique perspectives shape educational policies and practices.

Dynamic and Evolving: Educational discourse is dynamic and constantly evolving. It responds to emerging challenges, technological advancements, societal changes, and shifts in educational paradigms. As new research findings, theories, and approaches emerge, educational discourse serves as a forum for discussing their implications, assessing their validity, and integratingthem into educational practice. This adaptability and responsiveness contribute to the ongoing development and refinement of education.

In conclusion, educational discourse is a dynamic and multifaceted realm that plays a pivotal role in shaping the landscape of education. It transcends the mere exchange of words and ideas and extends into the very foundations of how we understand, impart, and implement knowledge within society. This article has shed light on the distinctive features of educational discourse, underlining its vital importance in contemporary education. From its diverse subtypes like pedagogical discourse to its profound social and cultural impact, educational discourse is a driving force in the educational sphere. The interdisciplinary

nature of educational discourse, as demonstrated by insights from fields like psychology, sociology, philosophy, linguistics, and more, underscores its rich and comprehensive nature. It is through these diverse lenses that we gain a deeper understanding of the complexities and nuances that define modern education. Researchers, educators, policymakers, and students collaborate within this dynamic, knowledge-sharing environmentto inform and improve educational practices and policies. Furthermore, contextualized discussions ensure that the needs and opportunities of specific educational contexts are addressed. Whether it's the promotion of inclusive education, the preservation of indigenous cultures, or the integration of technology in developing countries, educational discourse adapts to local challenges and global trends, ensuring a relevant and responsiveapproach.

The practical applications of educational discourse are supported by numerous studies, showing that meaningful dialogues, such as those involving Socratic questioning or dialogic interactions, lead to enhanced learning outcomes and critical thinking skills. Linguists and scholars have provided theoretical foundations for these practices, making a compelling case for their adoption in educational settings.

Finally, the adaptability and responsiveness of educational discourse make it an essential tool for staying current with evolving challenges, technological advancements, and shifts in educational paradigms. By engaging actively in educational discourse, stakeholders can influence the future of education, fostering meaningful and transformative changes that benefit learners and societies at large.

In a world where education continues to evolve and adapt to an ever-changing landscape, educational discourse stands as a robust and indispensable tool for shaping the educational future, ensuring it remains inclusive, relevant, and innovative.

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БІЛІМ БЕРУ ДИСКУРСЫНЫҢ ЕРЕКШЕЛІКТЕРІ

Түйін: Бұл мақалада біз білім беру дискурсының күрделі әлемін зерттейміз, оның жан-жақты табиғаты мен қазіргі білім берудегі шешуші рөлін атап өтеміз. Білім беру дискурсы педагогика, білім беру саясаты, әлеуметтік-мәдени мәселелер және т.б. тақырыптарды қамтитын білімге қатысты көптеген талқылаулар мен пікірталастарды қамтиды. Психология, әлеуметтану, философия, лингвистика сияқты түрлі пәндерге сүйене отырып, ол қазіргі білім берудің қыр-сырын жан-жақтытүсінуді ұсынады. Мақала білім беру дискурсының практикалық қолданылуың зерттейді, Сократтық сұраулар мен диалогтық өзара әрекеттесуді қоса алғанда, мазмұнды диалогтардың оқу нәтижелері мен сыни ойлау дағдыларын қалай жақсартатынын көрсететін зерттеу деректері келтірілген. Мақала білімберу дискурсының білім берудің түрлі аспектілеріне әсерін зерттеу үшін аралас зерттеу әдістерін қолданады. Сапалық компонент жаратылыстану біліміндегі диалогтық өзара әрекеттесуді зерттеу сияқты терең жағдайлық зерттеулерді қамтиды. Бұл жағдайлық зерттеулер қатысушылардың бақылауларын, сұхбаттарын және білім беру дискурсының мазмұнын талдауды қоса алғанда, деректерді жинаудың сапалы әдістерін пайдаланады.

Тірек сөздер:дискурс, білім беру дискурсы, педагогикалық дискурс, оқыту, динамикалық білім беру дискурсы, дамып келе жатқан білім беру дискурсы.

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ОСОБЕННОСТИ ОБРАЗОВАТЕЛЬНОГО ДИСКУРСА

Аннотация: Данная статья затрагивает сложный мир образовательного дискурса, выделяя его многогранный характер и ключевую роль в современном образовании. Образовательный дискурс охватывает широкий спектр разговоров, дебатов и обсуждений, связанных с образованием, охватывая такие темы, как педагогика, образовательная политика, социокультурные вопросы и многое другое. Исходя из различных дисциплин, таких как психология, социология, философия, лингвистика и другие, он предлагает всестороннее понимание тонкостей современного образования. В статье рассматриваются практические применения образовательного дискурса, предоставляя данные из исследований, демонстрирующих, как значимые диалоги, включая сократовский вопрос и диалогические взаимодействия, улучшают результаты обучения и навыки критического мышления. В статье используется смешанный метод исследований для изучения влияния образовательного дискурса на различные аспекты образования. Качественная составляющая включает в себя глубокие кейс-исследования, такие как исследование диалогических взаимодействий в образовании по наукам. В этих кейс-исследованиях используются методы сбора качественных данных, включая участническое наблюдение, интервью и анализ содержания образовательного дискурса.

Ключевые слова: дискурс, образовательный дискурс, педагогический дискурс, обучение, динамичный образовательный дискурс, развивающийся образовательный дискурс.

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CODE-SWITCHING IN DIALOGUES AMONG YOUNG INDIVIDUALS FROM KAZAKHSTAN.

Abstract. This research investigates the varieties and communicative purposes of code-switching (CS) among the youth demographic in Kazakhstan. Centered around specific research questions, the researchers investigate the complex dynamics of CS within Kazakhstan's bilingual environment. Four young individuals studying abroad participated in a focus group interview, and the results showed a range of code-switching occurrences, from intra-sentential to tag-switching, and differing levels of ability to switch codes. There are various reasons why people switch codes, such as habit or choosing the best language for a conversation. Findings were discussed with a focus on the expressive and referential functions observed among young Kazakh adults. The comfort level of speakers in a given language and audience familiarity are factors that affect code-switching. The paper acknowledges its limits and proposes directions for future investigation, promoting the examination of other factors that may impactcode-switching among young Kazakh adults.

Keywords: Code-switching, bilingualism, tag-switching, intra-sentential, inter-sentential

1 Introduction

As a constituent element within the framework of the internationalization of higher education (HE), the importance of academic mobility is increasing, as noted by the Organization for Economic Co-operation and Development (OECD) in 2021. Nevertheless, the repercussions and influences on one's native language remain ambiguous. While code-switching (CS) originated with the advent of bilingualism, it only garnered linguistic interest after the 1970s. This phenomenon, a noteworthy aspect of bilingualism, offers avenues for exploration within the realms of grammar, the production of speech, and sociolinguistic patterns [1]. The findings of this research are significant because understanding the link between academic mobility and CS practices among young Kazakh

adults will help to generate fresh insight into CS practices. Additionally, this study explores the practice of CS from the perspectives of different regions of Kazakhstan.

The objective of this essay is to discern the varieties and communicative functions of code-switching employed by young Kazakh adults. Thus, the researchers developed the following research questions to explore the factors affecting CS and the types and conversational functions of CS in conversations between individuals.

RQ1. What types of code-switching exist in conversations of young Kazakh adults?

RQ2. Which languages are utilized in this code-switching?

RQ3. What justifications do they provide for engaging in code-switching??

With this in mind, the following section will review the literature related to CS. Then, the study method and the background information of the participants will be addressed. Next, the paper will focus on analysing the results and discussing them before concluding.

2 Previous Studies

2.1 From Bilingualism to Trilingualism in the Context of Kazakhstan

Following the 1997 language law in Kazakhstan, Kazakh and Russian emerged as state and communication languages among 126 languages [2]. Bilingualism in Kazakh and Russian has evolved through historical events, including Kazakhstan's union with Russia. Research by Mongilyova (2015) [3] indicates that residents of northern Kazakhstan often interchangeably use Kazakh and Russian based on the communicative context. Notably, northern Kazakhs lean towards Russian for knowledge acquisition, such as reading scientific literature. Students from Kazakh medium schools often translate information from Russian to Kazakh during preparation but strive to use Kazakh in family gatherings. The prevalence of Kazakh language usage increases among respondents educated in Kazakh-medium settings. Nonetheless, there is a discernible transition from bilingualism to trilingualism following the introduction of the "Kazakhstan-2050" strategy by the first president of Kazakhstan.

The strategy underscores the significance of a trilingualism policy as a pivotal step toward achieving breakthroughs in English language proficiency. English, being the contemporary "lingua franca," is perceived as a gateway to limitless opportunities in the lives of all citizens [4]. Consequently, due to evolving developments in education, especially in higher education, there is now observable discourse on the implementation of a Kazakh-English-Russian code-switching approach. The subsequent sections explore Code-Switching (CS) along with its various types and functions.

2.2 Code-switching

As noted by Smakova (2019), code-switching is common in multicultural societies, seen as a natural aspect of bilingual speech. In Kazakhstan, people proficient in multiple languages regularly switch between them in everyday conversations, including social, educational, professional, and literary contexts [5]. Conversely, Adams (2010) argues that a code-switching process occurs when bilinguals communicate, and this could be due to 'insufficient adherence to one language' in an ongoing discourse context (Weinreich, 1953 cited in Adams, 2010, p. 297). Nevertheless, the phenomenon of bilinguals engaging in code-switching during communication has been explored, and it is currently regarded as a process demanding proficient linguistic abilities [6]. Additionally, CS is identified as the primary concern [7] and the most imaginative element within the realm of bilingualism [8]. This can be because CS takes place in bilingual situations and offers the speakers expressive tools [9]. Also, it is claimed that CS can serve both positive and negative functions, representing one of the diverse roles it can play [9]. Later in this essay, the functions of code-switching will be explored in the section 'Code-Switching Functions'.

Researchers initiated the examination of code-switching in the '60s and '70s, approaching it from various perspectives—such as defining, investigating, and explaining—based on their specific objectives [8]. Despite the varied perspectives among linguists regarding the term at micro- and macro-levels [9], one may note that CS involves the systematic utilization of multiple languages in discourse and verbal communication [10] and [11]. As per Hoffmann's assertion in 1991, code-switching necessitates achieving a specific level of language proficiency. It is not exclusive to adults; children, upon recognizing their ability to speak different languages, can also switch from one language to another during conversation [6]. According to Yow et al. (2016), bilingual kids usually start blending languages at age two but don't seem to understand the finer points of language usage until age five or later [11]. As a result, the reasoning implies that young children use code-mixing instead of code-switching since they are less skilled than adults in this area.

The triggers of code-switching (CS) are intricate and influenced by personal, situational, and contextual factors. Despite the complexity, adults can regulate their code-switching behaviour. Considerations such as reputation and loyalty to a particular language play a role in shaping their code choices. For example, individuals may feel at ease code-switching among friends or those sharing a similar social background, whereas they exercise more control over their speech in formal settings or when communicating with individuals not closely connected to them [8]. The ability to control their code-switching extends to written

language as well [12]. Excluding instances of code-switching in children's speech, the study focuses on investigating the types and conversational roles of code-switching among young Kazakh adults. Due to the disagreement about exact terminology [11], the words "code-switching" and "code-mixing" are usedinterchangeably to refer to students' use of different languages in discourse.

2.3 Various Types of CS

Concerning the intricacy of CS in bilingualism, it is argued that employing linguistic terms such as 'extra-sentential', 'intra-sentential', 'tag-switching', or 'inter-sentential' can be beneficial for linguists in studying CS [7]. "Intra-sentential" pertains to CS within sentences, while "inter-sentential" refers to CS between sentences. "Tag-switching" is used when statements, tags, or interjections are presented using different languages. Barredo (1997, p. 532), referencing Schiffrin (1987), asserts that tag-switching includes not just tags or interjections but also affirmative and negative particles along with discourse markers. The author also mentions that intra-sentential code-switching involves the interchange of prepositional phrases, verbs, nouns, and adjectives [13].

2.4 Code-Switching Functions

Code-switching serves diverse functions contingent on contexts and situations, including directive, phatic, referential, poetic, and expressive functions [14]. The referential function can assist individuals in bridging gaps during the speaking process. For example, when a speaker encounters difficulty finding the precise word to articulate their idea, they may switch to a language that enables them to convey it more effectively.

Meanwhile, the directive function involves either including or excluding a person from a conversation. For example, parents may intentionally use a foreign language to prevent their children from understanding them. Conversely, speakers may deliberately use a language they know their audience comprehends. Auer (2013) notes that bilinguals can employ code-switching to showcase their ability to speak multiple languages to individuals who only speak one language. This signifies that code-switching serves not only as an indicator of belonging to a specific group but also to facilitate successful interaction with others [12].

While the expressive function may not be employed in every code-switching instance, it does signify the manner of speech. Conversely, the phatic function of code-switching is particularly effective in influencing the tone of a conversation. For example, comedians incorporate regional languages or local dialects when presenting the most engaging parts of their act. This instance also demonstrates how CS occurs not solely when utilizing distinct languages but also when different dialects coexist within a single language. CS also serves a

metalinguistic function, allowing speakers to demonstrate their proficiency in various languages. Finally, the poetic function is employed in the creation of puns and jokes [14].

3. Research Method

To investigate the types of code-switching and its conversational functions among young adults in their discussions, the researchers took a focus group interview using a limited set of open-ended and unstructured questions [15]. The duration of the focus group interview was approximately 20 minutes.

3.1 The Participants

In selecting participants, the 'judgmental sampling method' [16] was used. All four studied abroad at the master's level and shared similar interests, such as playing football. They all know each other very well, and
this level of familiarity can encourage participants to express themselves more freely and share their opinions without reservation. The participants originally came from various cities in Kazakhstan, including Balkhash, Kokshetau, Shymkent, and Petropavl. They were specifically chosen for the study because their ages fell within the range of 28 to 35, representing the young adult stage. The selection of participants aimed to enhance the chances of obtaining trustworthy data regarding the factors influencing code-switching in different regions of Kazakhstan.

Before distributing consent forms, participants were briefed on the research plan, objectives, their rights, and the anticipated duration of the interview. Once the participants agreed to participate, four consent forms were provided to each individual, allowing them to write their full names and sign. Participants were given the opportunity to review the form, and they were encouraged to pose any questions they might have had.

3.2 Recording, Transcribing, and Analysing the Interview

All four participants engaged in conversation with each other, and the PI researcher occasionally posed questions to guide the discussion toward various topics, such as travel, daily activities, and future plans. Furthermore, as the conversation aimed to prompt participants to speak as extensively as possible, the PI researcher occasionally encouraged less active participants by asking questions and occasionally participating in the conversation to create a comfortable environment during the recording process. Moreover, interviews can be deemed successful when participants delve into their personal experiences and share the events they encounter [16]. To achieve this goal, the PI researcher refrained from posing questions that could elicit brief yes or no responses from the participants.

A Xiaomi Redmi Note 10 Pro smartphone was employed for recording,

strategically positioned out of sight, to aid participants in forgetting about being recorded. This approach aimed to foster free and confident speech. Participants kept switching codes throughout the conversation. The researchers transcribed all the conversations verbatim, even though it was time-consuming because transcribing made it easier for the researchers to engage with and fully immerse in the data [17].

Researchers employed the keywords-in-context technique within focus group data analysis to ascertain the contextual relationships between words. To elaborate, the technique entails an examination of the utilization of a particular word [18]. Furthermore, in congruence with other studies [19], the dataset underwent interpretation and analysis in the form of extracts. Within these excerpts, pertinent data were identified and subsequently deliberated upon [19].

4. Results

The analysis of CS was carried out by referencing existing literature on the various types of CS, functions, and partakers' remarks on the reasons behind their CS. To ensure anonymity, individuals' names were substituted with P1, P2, P3, and P4 identifiers. The following examples were drawn based on the data collected for this study. Throughout the following examples, all *Kazakh* elements are in italics, **Russian** elements are in bold, ***English*** borrowings are in italics with bold, and English translations will be indicated in brackets.

Extract 1:

P1) **Ну ладно**, *менің есімде* **то что** *мында* **вот студенческий** *sports facilities маған қымбатырақ көрінді*.

(**Okay**, *I remember* **that** *here **sports facilitie**s **for students** seemed to be more expensive for me*).

P1 starts his utterance with the Russian phrase **ну ладно** (*Okay*) and continues with *менің есімде* (I remember), following this with **то что** (*that*), which acts as a subordinate conjunction. This CS is inter-sentential since the main clause begins in Kazakh with *"менің есімде"* (**I remember**), and "**то что**" (*that*) a Russian subordinate conjunction follows. Afterwards, he transitions to Kazakh with the phrase "*мында*" (**here**), then switches to Russian with "**вот студенческий**" (***for students***) and incorporates English elements such as "***sports facilities***." This represents intra-sentential CS as these shifts happen within the subordinate clause. Towards the conclusion of his statement, he reverts to Kazakh, stating *"маған қымбатырақ көрінді"* (***seemed to be more expensive***). This excerpt indicates the speaker's comfort with all three languages, as he seamlessly interchanges them without hesitation.

Extract 2:

P1) **Туда входит** *үш **facilities***, *үш бір-бірінен бөлек **gym**дар* **и отдельный**

бассейн, и *соның барлығы сол бір* **membership***тің ішіне кіре береді.*

   (**It includes** *three* **facilities**, *three different* **gyms** **and a separate pool**, *all of which are included in one* **membership**).

As can be seen from the second extract of the conversation, P1 not only utilizes all three forms of CS but also incorporates the three languages (Russian, Kazakh, and English) within a single linguistic entity. For example, the participant uses English words such as **membership, facility**, and **gym**. Additionally, P1 attained the Kazakh plural suffix to the English word **gym***+дар* and added the Kazakh genitive case **membership***+тің.* One can see that in this sentence, the speaker seamlessly transitions between three languages and adeptly employs them in a single sentence without encountering any syntactic issues. The sentence commences in Russian, then shifts from Russian to Kazakh to English, ultimately concluding in Kazakh.

Extract 3:

Р2) *Жоқ, жоқ, жоқ.* **Пара** *assignment***ов**, **щас не до** *trip***ов.** *Absoliut***но.**

(No. It is a time of **assignments;** it is not a time to take **trips.** **Absolutely.**)

In the third excerpt, the second speaker employs both tag-switching and intra-sentential code-switching. P2 says "жоқ" (no) in Kazakh three times, and this shows the use of negative particles [12]. He proceeds to alternate between Russian and English and vice versa within a single sentence. Furthermore, the extract illustrates his code-switching between the three languages. However, P2 predominantly uses Russian and engages in code-switching less frequently than P1. He attributes his predominant use of Russian to having attended a school where Russian was the primary language of instruction and being predominantly surrounded by Russian speakers.

Considering the subsequent examples from the data:

2) *Сен өзің* **trip***ке бардың ба*? (*Did you embark on* **a trip**?)

3) **Мне допустим** *library* **нравится**. (**I would say I love** *the library*)

4) **ну семья** *мында* **че** … (**with your family** *here*, **what more…**)

The linguistic analysis reveals that in the given examples, P2 demonstrates CS patterns. Specifically, in the second sentence, P2 transitions from Kazakh to English, followed by a switch from Russian to English in the third sentence. The final shift occurs in the fourth sentence, where P2 switches from Russian to Kazakh. These instances highlight the participant's flexibility and proficiency innavigating between different languages within the discourse.

Extract 4:

Р3) …**нет**, *мен бармаймын*

   (...**no**, *I am not going*).

Throughout the interview, P3 appeared to be relatively passive. There was only

one instance where <u>he</u> engaged in a language switch, and it occurred when stating: **нет** *мен бармаймын*, (**no**, *I am not going*). He utilizes the Russian term "нет" (no) to indicate the fact, and then transitions to the Kazakh phrase "мен бармаймын" (I am not going). In other instances, he exclusively communicates in Russian. However, he asserts that despite being fluent in both Kazakh and Russian, he selects the language that is most appropriate for conversing with his colleagues and friends. Furthermore, he explains that his code-switching is motivated by the desire to bridge gaps in conversation.

Extract 5:

P4) *1. Масқара жел болды*, **я помню этот день**.

    (*There was a terrible wind,* **I remember that day**)

P4 demonstrates better management of CS compared to the previous two individuals because he incorporates the three types of code-switching in his utterance. In the first case, he engages in inter-sentential code-switching. He begins his communication in Kazakh "*масқара жел болды*" (*there was a terrible wind*) and then seamlessly switches to Russian "**я помню этот день**" (**I remember that day**). In this instance, he effortlessly utilizes both languages within a single sentence, with no apparent hesitation.

    2) ***Ah. By the way,*** *қашан келеді?*

      (***Ah, by the way***, *when will they come?*)

In the next example, P4 employs the tag-switching type of code-switching. He begins his query with the interjection '***ah***' and "**by the way**" (the English phrase), then transitions to Kazakh asks "*қашан келеді?*", which is translated into English as "***when will they come?***".

    3) Маған Қазақстан ұнамайды. Жоқ, жоқ, ***I'm a huge fan of my country. No.***

      (*I don't like Qazaqstan. No, no*, ***I'm a huge fan of my country. No.***)

The third example shows that the speaker playfully makes a humorous remark by stating in Kazakh "*маған Қазақстан ұнамайды*" (I don't like Qazaqstan), subsequently accompanied by *жоқ, жоқ*, ***I'm a huge fan of my country***. ***No.***, meaning - *no, no*, ***I'm a huge fan of my country. No.*** While his initial sentence is entirely in Kazakh, his second sentence commences with the negative particles "жоқ, жоқ" and transitions to English - ***I'm a huge fan of my country***.

    4) **но, это зависит от... от... от** *departmen*та,

     (**but it depends...on...on a** *departament*)

In the next excerpt, P4 utilizes intra-sentential code-switching. It becomes evident from the excerpt that he encountered difficulty recalling the term

"*department*" in Russian and, as a result, switched to English to complete his sentence. In the illustration, he initiates the sentence in Russian with "**но, это зависит**" meaning "*but it depends on*" and repeats "**от... от...**" that means "on... on...,". Then he proceeds with "**от** *department***а**", which means "*on the department*" in the English language. He might have expressed, "Это зависит от кафедры," translated as "it depends on the department," yet following a brief pause, instead of using the Russian term, he opted for the English term "*department.*" The rationale behind his code-switching likely stems from a lapse in memory regarding the precise term to articulate his idea. This illustrates that in this context, code-switching functions referentially to bridge gaps in the speaking process.

5. Discussion and Conclusion

The objective of this investigation was to delineate the types of code-switching (CS) and conversational functions employed by young Kazakh individuals. Through thorough analyses, three distinct categories of code-switching [7] emerge as prevalent in the speech patterns of young Kazakh adults. Tag-switching [13] is evident when P1 initiates his speech with the Russian phrase "ну ладно" (okay), while the intra-sentential [7] type is observable in the discourse of the second participant. Concerning functions, participants actively used both functions such as referential and expressive [14]. Interestingly, the phatic function of CS [14] could not be seen in the conversation, and it could be due to the fact that each participant was from different regions. This fact possibly made the participants not use their local dialects.

The responses from participants indicate that the primary factors influencing their code-switching (CS) behaviours encompass a deficiency in the knowledge of precise vocabulary required to articulate their thoughts in a specific language. Consequently, they find it more convenient to transition to a language that provides the requisite terms or with which they possess greater linguistic comfort. Furthermore, the study underscores that code-switching (CS) extends beyond the realms of the Kazakh and Russian languages, encompassing the incorporation of English. P3 elucidates one of the contributing factors, attributing it to a shared lifestyle. He acknowledges utilizing specific English terms, such as trips and assignments which he might otherwise eschew, due to the familiarity of his audience with these terms. Here, the communicator did not attempt to establish effective communication but acted as a member of a particular group [12].

In conclusion, the study effectively achieved its objectives through the analysis of participant responses, successfully identifying code-switching types in the speech patterns of the targeted audience. However, the absence of certain CS

functions in the conversation may be attributed to the constrained time allocated for the interviews. Furthermore, while the findings suggest the likelihood of diverse CS types among young Kazakh individuals, it is crucial to acknowledge the limitation inherent in the relatively small number of participants in this research. As a recommendation for future studies, it would be beneficial not only to augment the sample size but also to encourage participants to provide more insights into the influencing factors of code-switching among young Kazakh adults.

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ҚАЗАҚСТАН ЖАСТАРЫ АРАСЫНДАҒЫ ДИАЛОГТАРДАҒЫ КОДЕКСТІ ӨЗГЕРТУ

Аңдатпа Бұл зерттеу Қазақстандағы жастар аудиториясы арасында кодты ауыстырудың (CS) әртүрлілігі мен коммуникациялық мақсаттарын зерттейді. Арнайы зерттеу сұрақтарына сүйене отырып, зерттеушілер қазақстандық қостілді ортадағы кодты ауыстырудың күрделі динамикасын зерттейді. Шетелде оқитын төрт жас фокус-топтық сұхбатқа қатысты және нәтижелер интрасентенциалдыдан тегтерді ауыстыруға дейінгі әртүрлі кодты ауыстыру тәжірибесін, сондай-ақ тілді ауыстыру қабілетінің әртүрлі деңгейлерін көрсетті. Адамдардың тілдерді өзгертуінің әртүрлі себептері бар, мысалы, әдеттер немесе сөйлеу үшін ең жақсы тілді таңдау. Нәтижелер ересек қазақ жастарында байқалатын экспрессивті және референттік функцияларға назар аудара отырып талқыланды. Белгілі бір тілде сөйлеушілердің жайлылық деңгейі және аудиториямен танысу кодты ауыстыруға әсер ететін факторлар болып табылады. Мақалада оның шектеулері мойындалады және ересек қазақ жастары арасында кодты

ауыстыруға әсер етуі мүмкін басқа факторларды зерттеуді ынталандыру арқылы болашақ зерттеулердің бағыттары ұсынылады.

Түйін сөздер: Кодты ауыстыру, қостілділік, тегтерді ауыстыру, интрасентенциалды, интерсенциалды

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СМЕНА КОДА В ДИАЛОГАХ СРЕДИ МОЛОДЫХ ЛЮДЕЙ ИЗ КАЗАХСТАНА.

Аннотация. Данное исследование рассматривает разнообразие и коммуникативные цели смены кода (CS) среди молодежной аудитории в Казахстане. Основываясь на конкретных исследовательских вопросах, исследователи изучают сложную динамику смены кода в двуязычной среде Казахстана. В фокус-групповом интервью приняли участие четыре молодых человека, изучающих за рубежом, и результаты показали разнообразные случаи смены кода, начиная с интрасентенциальной и заканчивая тег-сменой, а также различные уровни способности менять языки. Есть различные причины, по которым люди меняют языки, такие как привычка или выбор наилучшего языка для разговора. Выводы обсуждались с акцентом на экспрессивные и референтные функции, наблюдаемые среди молодых казахстанских взрослых. Уровень комфорта говорящих на определенном языке и знакомство с аудиторией - факторы, влияющие на смену кода. Статья признает свои ограничения и предлагает направления для будущего исследования, поощряя изучение других факторов, которые могут влиять на смену кода среди молодых казахстанских взрослых.

Ключевые слова: Смена кода, двуязычие, тег-смена, интрасентенциальная, интерсентенциальная