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IMPROVING STUDENTS'RESEARCH COMPETENCE IN TEACHING THE KAZAKH LANGUAGE

Abstract

The article discusses the enhancement of students' research competence within the context of teaching the Kazakh language. Developing learners' research skills is becoming a significant factor in higher education system. This research seeks to undertake a detailed examination of students' attitudes toward the Kazakh language, identify existing obstacles, and design effective strategies to assist the development of research competency within the context of Kazakh language and culture studies. This study examines both foreign and local studies to provide a methodology for teaching languages and culture. It also attempts to promote a successful integration of research approaches into the learning process for Kazakh language acquisition. This study paper applies a qualitative method, using semi-structured interviews, to collect thorough data on students' opinions and experiences with developing research abilities while learning the Kazakh language. The methodology intends to explore the many features of competence, language acquisition issues, and the significance of research activities in improving students' language proficiency.

Keywords: Kazakh language, research competence, cultural awareness, language acquisition, motivation, integration, student interviews.

Introduction. The present educational framework requires language learning students to gain not only language abilities but also a thorough awareness of the cultural aspects of the country involved with language study. Studying the Kazakh language, in particular, requires students to have not only linguistic abilities but also to be aware of Kazakhstan's cultural surroundings. In this setting, developing research skills is critical, as it allows students to delve deeper into language and cultural studies while also effectively interacting with the local community (Emmelhainz, 2019).

Several educational studies emphasize the significance of incorporating critical thinking and research skills into the learning process for efficient foreign language acquisition. However, further in-depth research on the impact of such strategies on Kazakh language learners is required, taking into account Kazakhstan's unique cultural setting. Furthermore, it is vital to consider the motivational factors that influence language acquisition advancement and the cultivation of students' research competencies (Din, 2020).

This study aims to conduct a thorough study of students' opinions of the Kazakh language, identify current challenges, and devise effective techniques to support the development of research competency within the framework of Kazakh language and culture studies. This study analyzes foreign and local research to establish a methodology for teaching languages and culture. It also aims to encourage the efficient implementation of research methodologies in the educational process for Kazakh language learning.

The aim of this research is to investigate the dynamics of research competence development in the context of Kazakh language learning, with a specific focus on understanding students' perceptions, identifying challenges, and exploring effective strategies for enhancing research skills within the domain of the Kazakh language.

The objectives of the research:

-To analyze students' perceptions of research competence and its significance in the context of learning the Kazakh language.

-To explore the knowledge and skills gaps that students face in writing research topics related to the Kazakh language and culture.

-To investigate the strategies and interventions necessary for fostering the development of research competence among students studying the Kazakh language.

-To assess the impact of research activities on students' language proficiency, critical thinking, and cultural awareness within the context of Kazakh language learning.

Modern literature on science emphasizes the value of improving students' research competence during the process of learning foreign languages, particularly when considering the cultural peculiarities of the nation. According to Huang et al.'s (2022) study, mastering languages like Kazakh requires both critical thinking and research abilities. They emphasize that increasing research competency leads not only to a thorough comprehension of the language but also to active participation in the country's cultural setting, which is a crucial feature of the learning process.

Additionally, studies such as Sinha's work (2021) indicate key methods for efficiently incorporating research methodologies into the classroom. The author argues that using a problem-solving method and multimedia tools enables students to get more involved in the study of cultural components of language. This is especially crucial when studying languages like Kazakh, where cultural settings are significant.

Furthermore, native authors' work, such as Bobomurodova's (2023) study, underlines the relevance of student motivation in successful language acquisition and the advancement of research competence. She emphasizes the need to establish a stimulating educational atmosphere that fosters the formation of a favorable attitude toward the study of the Kazakh language and culture, which contributes to the more successful implementation of research methodologies in education.

Thus, modern scientific research emphasizes the importance of incorporating research methodologies into the process of teaching the language and culture, with a focus on both pedagogical strategies and motivational aspects required for students' successful development of research competencies (Bottcher-Oschmann, 2021).

Currently, there are various gaps and ongoing challenges regarding the advancement of research skills when learning Kazakh. The first is connected with lack of research on the Kazakh language: There is a scarcity of in-depth research dedicated solely to the development of research abilities in the context of learning Kazakh. This necessitates a more in-depth investigation of the specific issues encountered by students learning this language in the context of research assignments and activities (Ezeanolue, 2018).

The second is based on lack of an integrated approach to developing research competence: Existing research frequently focuses on individual aspects of research skills, such as critical thinking or cultural awareness, when there is a need to develop an integrated approach that considers the interrelationships of all aspects of developing research competence (Ledder, 2022).

The third is focused on the quality of pedagogical techniques. It is critical to conduct further research on the impact of various pedagogical strategies employed in the process of teaching the language in terms of research skill development (Maraza-Quispe et al., 2023). This includes an examination of instructional methods, the use of technology, and the impact of motivating variables on learning outcomes and the development of research competencies.

In the context of Kazakh language study, it is critical to analyze how cultural awareness affects the development of students' research competence. This includes a discussion of how cultural background influences language analysis and interpretation, as well as how people perceive research tasks and activities.

Kazakh language learning presents a unique opportunity for students to immerse themselves not only in linguistic intricacies but also in the rich cultural heritage of Kazakhstan. As students engage with the complexities of the language, they simultaneously delve into the cultural nuances embedded within it. This dynamic relationship between language learning and cultural exploration lays the foundation for the development of research competence among students (Hall, 2013).

Research competence within the context of Kazakh language learning encompasses

the acquisition of critical thinking skills, the ability to conduct thorough investigations, and the proficiency to effectively communicate findings within the cultural context. As students navigate the intricacies of the language, they are encouraged to explore various cultural aspects, historical nuances, and societal intricacies that shape the language's evolution. This exploration forms the basis for the development of critical analytical skills, enabling students to critically assess and interpret linguistic and cultural phenomena (Chhatre, 2020).

Furthermore, the integration of research activities within the Kazakh language curriculum facilitates a holistic understanding of the language, encouraging students to engage actively with real-world issues and cultural contexts. Through research projects, language learners are prompted to formulate complex research questions, critically analyze diverse sources, and synthesize information coherently, thereby fostering their research competence (Skorinko, 2019).

The development of research competence in the context of Kazakh language learning also underscores the significance of effective communication within diverse cultural settings. By fostering an understanding of the cultural intricacies embedded within the language, students are better equipped to engage with the local community, interpret cultural norms, and effectively communicate their research findings in a culturally sensitive manner.

Overall, the relationship between Kazakh language learning and research competence development highlights the interconnected nature of language, culture, and research. By integrating research-driven methodologies into the language curriculum, educators can empower students to become proficient language users with a deep appreciation for the cultural nuances and a well-developed set of research skills, preparing them for effective engagement in the globalized world (Kuzhabekova, 2017).

Materials and methods. This research paper utilizes a qualitative method, employing semi-structured interviews to gather detailed data on students' perceptions and experiences with developing research skills in the context of learning the Kazakh language. The methodology aims to explore the characteristics of competence, challenges in language acquisition, and the importance of research activities in enhancing students' language proficiency. The following stages summarize the methods used in conducting the study:

Participants in the study are undergraduate students majoring in the Kazakh language. A targeted sampling strategy is utilized to select participants from diverse backgrounds and levels of Kazakh language proficiency. The study comprises interviews with 20 students.

The research focuses on the following questions:

1. How do language students in Kazakhstan perceive and utilize the term "competence" when studying and using a language?

2. What particular language skills present obstacles for human beings learning Kazakh, and how do these challenges affect their general linguistic success?

3. What remarkable accomplishments or outcomes have been found among those conducting language learning and acquisition studies?

4. How can educators encourage language learners to participate in and succeed in the study of Kazakh, and how do these motivating tactics affect the learners' development and outcomes?

Semi-structured interviews are conducted with each participant, emphasizing their understanding of the term "competence", perceived language learning obstacles, existing constraints in writing research topics, and approaches that promote research competence.

The interviews also delve into the participants' research accomplishments, the motivational reasons provided by their instructors, their future professional goals, and their perspectives on the successful application of the research story technique in teamwork.

Thematic analysis is utilized to identify and categorize frequent patterns and themes within the interview material.

The data analysis process involves identifying key concepts related to competence, language learning challenges, research skills, and the perceived impact of research activities on academic and professional development.

The analysis of data focused on generating value from responses. Qualitative methodology scholars (Merriam, 2015) preserve that the gathering and analyzing data in the qualitative method are inseparable and collaboratively represented. Therefore, adaptable, well-designed qualitative investigations should combine data collection with analysis. Consequently, we constantly analyzed the responses from the start of the study. We regularly mentioned the gathered data and formed structured written notes from the interviews that captivated the participants' understanding (Creswell, 2016). We categorized the data into distinct themes, established and evaluated thoughts and interactions among the thoughts, and connected ideas to the themes that emerged (Merriam, 2015). We mainly listened to all audio recordings for the interview data and made detailed notes. Afterwards, we coded the data using. We used a devised coding system to separate the research topics as guidance. Next, we organized the replies into common themes, patterns, and concepts corresponding to the research questions. We anticipated misinterpretation because we had to translate statements from Kazakh to English. Data analysis included transcribing, sending the data to an interpreter, coding, categorizing, and emphasizing different indicators from the information gathered.

All participants provided informed consent, outlining the purpose and scope of the research while ensuring the anonymity and confidentiality of the responses they provide.

The researchers maintained a reflexive journal to record personal reflections, presumptions, and preconceptions that could impact the data collection and analysis process. Reflection contributes to the openness and reliability of study findings by identifying and correcting any researcher limitations.

Member checking is performed to ensure the quality and reliability of data gathered during interviews, enabling participants to review and confirm the information they provided. A detailed record of the research process, including the interview papers, coding procedures, and data analysis techniques, is maintained to ensure the reliability and replicability of the study.

This qualitative methodology offers a comprehensive understanding of the students' perspectives on competence, language learning challenges, and the significance of research activities in their academic and professional development within the context of learning the Kazakh language.

Results. The majority of participants defined competence as a combination of language proficiency, cultural understanding, and effective communication skills within the context of the Kazakh language. Student 5 defined competence as the follows:

"Competence, to me, means more than just language proficiency. It's about understanding the cultural nuances, being able to effectively communicate in different contexts, and demonstrating a deep appreciation for the intricacies of the Kazakh language and culture".

Some participants emphasized the importance of both linguistic and cultural competence in fostering meaningful interactions and integration within the Kazakh-speaking community. Participants commonly reported difficulties in speaking fluently and understanding colloquial expressions in the Kazakh language. Student 8 and 19 gave thoughts about speaking skills in the following way:

*Student 8: "Developing competence in the Kazakh language and culture will open up various professional opportunities, especially in cross-cultural communication, language education, and cultural research. It will enable me to engage with diverse communities effectively, contribute to language preservation efforts, and c*ultivate a broader knowledge of Kazakhstan's rich cultural legacy".

Student 19: "I often find speaking fluently and understanding colloquial expressions quite challenging. Additionally, constructing coherent and well-structured written content remains a significant hurdle for me, especially when trying to convey complex ideas or arguments in the Kazakh language".

Most students answered about writing as a challenging skill. They mentioned that it is challenging to construct passages linked with each other in writing a research work. Student 1 emphasized his opinion on writing from the researcher's point of view:

Writing is a recognized demanding skill,

particularly when developing meaningful study subjects that successfully convey complicated ideas and arguments. We pay attention to the word count in writing; in most cases, we do not think about the connection of passages and, as a result, make many mistakes in the writing process.

Many participants expressed a lack of proficiency in conducting thorough literature reviews, formulating research questions, and organizing research findings in a coherent manner.

The following responses identify the meaning of the passage:

Student 14: *"I often struggle with conducting comprehensive literature reviews and selecting appropriate research methodologies for my topics. Additionally, organizing and presenting my research findings in a coherent and structured manner remains a challenge, particularly when aiming to convey complex linguistic and cultural concepts effectively".*

Student 7: *"In my recent research project exploring traditional Kazakh folklore, I conducted in-depth interviews with local storytellers and analysed their narratives to uncover deeper cultural meanings. This research not only enhanced my language skills but also provided valuable insights into the rich cultural heritage of Kazakhstan. I could write systematically an introduction and literature review, but in writing the methodology part I faced difficulties in formulating research questions, analyzing the data, how to interpret them".*

Several participants highlighted the need for guidance in utilizing appropriate research methodologies and effectively analyzing research data. The content of this passage is characterized by the given response of student 12:

Writing good research work requires continuous guidance from the supervisor. If a student is given guidelines for conducting research, that will help prepare a good research project or work.

Participants emphasized the importance of engaging in research activities, attending workshops, and seeking mentorship to enhance their research competence. They highlighted the significance of continuous practice, active participation in research projects, and seeking feedback from experienced researchers and language educators. The answers of students three and seven could characterize the meaning stated above.

Student 3: *"Absolutely, research activity is crucial as it helps us delve deeper into the intricacies of the Kazakh language and culture. It enhances our language proficiency and fosters critical thinking abilities, which are relevant for understanding the cultural context and effectively communicating with native speakers".*

Student 6: *"My teachers often organize interactive language workshops and cultural immersion activities that make learning the Kazakh language more engaging and relevant. They also provide constructive feedback on our language proficiency and encourage us to participate in language competitions and cultural events, which boosts our continuous participation in research contests".*

Some participants shared their achievements in conducting small-scale research projects, which helped them, develop critical thinking skills, improve their language proficiency, and gain a deeper understanding of the Kazakh culture and society. The given responses of students show the importance of advancements in conducting research at the university.

Student 2: *"I participated in a Republican research competition last year and was awarded third place. Twenty-six students from different universities took part in it. It is an excellent success for me to become a winner".*

Student 10: *"We wrote projects during the course "Writing a research article. We worked in pairs and groups, discussed course topics, shared ideas, critically analyzed world literature, and presented our findings. It helped us develop not only writing skills but also speaking skills".*

Student 15: *"Enhancing research competence in Kazakh language and culture will lead to various professional prospects, particularly in intercultural interaction, language education, and cultural research." It will allow me to interact with different groups successfully, contribute to language-preserving attempts,*

and foster a better knowledge of Kazakhstan's rich cultural history".

Student 17: "I believe the research story strategy can significantly enhance collaborative learning and improve research competence among students. A sharing research narrative within a group not only fosters a deeper understanding of complex linguistic concepts but also encourages critical thinking, effective communication, and a collective exploration of the Kazakh language and culture".

Discussion. The discussion highlights the multifaceted nature of competence, emphasizing the interplay between linguistic proficiency, cultural awareness, and effective communication skills in the context of language learning and research activities.

It also emphasizes the need for tailored language learning interventions that focus on enhancing speaking, reading, listening, and writing skills in the Kazakh language, thereby facilitating a more comprehensive development of language competence among students. These findings are in line with the research studies conducted by Zhumasheva Et al (2023) and Yeshengazina (2018). The inquiry underscores the importance of integrating research activities into language learning curricula to facilitate the development of research competence among students. They emphasized the role of research story strategies in promoting collaborative learning and fostering a deeper understanding of the language, culture, and society.

The argument demonstrate the crucial role of educators in motivating and guiding students to actively engage in research activities and develop essential research skills necessary for their future academic and professional endeavors.

The findings of this research are consistent with research conducted by Kyaw (2021), Chakraborty and Biswas (2019), Kistnasamy (2014), Zhanqiang (2023), Sileo et al. (1998) who highlighted the significant role of educators in enhancing research skills of students.

The argument demonstrates the importance of teachers encouraging and mentoring students to actively participate in research activities, as this will be critical to their success in their academic and professional futures (Kyaw, 2021). Through

a variety of engaging instructional techniques and learning environments, educators can encourage and foster students' interest in research (Chakraborty & Biswas, 2019).

Research-based instruction is a powerful tool for developing students' critical thinking abilities and stimulating their creative ideas (Chakraborty & Biswas, 2019). Higher education institutions are essential in motivating students to use research-based instructional techniques since they can significantly enhance research activities and learning patterns.

When students succeed in academic endeavours, a never-ending cycle of reflection, interaction, confidence, and high self-esteem is initiated (Kistnasamy, 2014). Educators at higher educational institutions need to establish a welcoming atmosphere that encourages growth and offers a secure setting for education and personal development. Though intrinsic motivation should be the primary source, committed educators can improve students' excitement and learning by utilizing a range of teaching, learning, and assessment strategies (Kistnasamy, 2014; Zhanqiang, 2023).

Research skills development and engagement culture can benefit significantly from strategies that enable future educators to participate actively in their undergraduate studies. These include simulated, spectator, exploratory, analytical, and generative experiences (Sileo et al., 1998). To further contribute to the creation of successful and efficient pedagogy, educators in education also read research-related materials, share and discuss ideas with colleagues, and implement their newly acquired knowledge in their teaching practices.

The debate explores the potential implications of developing research competence in the Kazakh language for students' future professional prospects, emphasizing the importance of language proficiency and research skills in fostering successful careers in academia, research, and cross-cultural communication.

Conclusion. The researchers looked into the mechanisms associated with research proficiency advancement in the context of Kazakh language learning, with a particular emphasis on understanding students' perceptions,

identifying challenges, and exploring effective strategies for improving research skills within the Kazakh language field of study. To achieve the goal, the contributors evaluated the students' opinions concerning research competency and its relevance in the context of learning the Kazakh language, researched the gaps in understanding and abilities that students face in researching areas associated with the Kazakh language and culture, reviewed the strategies and interventions necessary for fostering the development of research competence among students studying the Kazakh language, and assessed the impact of research activities.

The researchers found that learners had difficulties in completing comprehensive literature reviews, developing research topics, and organizing study findings coherently. Several participants emphasized the need for advice in selecting relevant research approaches and properly assessing research results. Participants stressed the value of participating in research activities, attending workshops, and seeking mentorship to improve their research skills. They emphasized the importance of ongoing practice, active participation in research projects, and soliciting feedback from experienced researchers and language educators. Some participants discussed their experiences conducting small-scale research projects, which helped them, develop critical thinking skills, increase their language ability, and obtain a better grasp of Kazakh culture and society.

To address these issues, the following recommendations are suggested:

-to educate students about participating in research activities and seminars, which can help participants improve their research abilities and keep up with the newest methodologies and trends in their profession.

-to seek mentorship and comments that can help learners manage research difficulties and provide personalized suggestions to improve the quality of their work.

-to stress the importance of students' active participation in research initiatives, which is essential for their research skill development and professional growth.

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THE IMPACT OF SOFT SKILLS ON THE DEVELOPMENT OF A TEACHER'S PERSONAL BRAND

Abstract

The competition in the modern education system is growing every year. Nowadays, to gain confidence in the professional field, it is important for teachers to express themselves by developing their personal brand. We understand the teacher's personal brand as the habit of being popular among colleagues and creating one's own professional and personal identity. In recent decades, the issue of the necessity for teachers to possess flexible skills in order to perform their professional duties has become increasingly pertinent. The research article examines the role of soft skills in shaping a teacher's personal brand, which has become a crucial aspect in contemporary professional settings. This study is based on theoretical frameworks of personal brand formation, complemented by practical observations and analysis of current demands placed on teachers. The authors posit that the identification of the structural components of soft skills, which are critical for the development of a teacher's personal brand, will facilitate this process by considering the specific attributes of the phenomenon