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PSYCHOLOGICAL WELL-BEING AS A COMPONENT OF FUTURE TEACHERS' PROFESSIONAL COMPETENCE: THE POTENTIAL OF VOLUNTEER ACTIVITIES

Abstract

This article examines the role of psychological well-being in the structure of future teachers' professional competence and opportunities for its development through volunteer activities. A review of foreign and domestic research revealing the relationship between psychological well-being and teachers' professional effectiveness has been conducted. The concepts of «teacher's psychological well-being», «professional competence», and «volunteering» have been analyzed. Psychological well-being is considered as a key component of teacher's professional resilience, affecting the quality of educational process and professional longevity. Volunteer activity is presented as an effective tool for developing psychological well-being of future teachers, contributing to the formation of emotional stability, professional identity, and social competence. An empirical study was conducted among 1st-4th year students of pedagogical specialties (N=425) to determine the relationship between involvement in volunteer activities and indicators of psychological well-being. The results demonstrate a positive correlation between participation in volunteer activities and the level of psychological well-being of future teachers. The main barriers preventing the effective use of volunteering as a tool for developing psychological well-being have been identified: insufficient awareness of volunteer activity directions and lack of practical experience in interacting with various categories of beneficiaries. Based on the obtained results, the necessity of developing a system of psychological and pedagogical support for volunteer activities of pedagogical students has been substantiated.

Keywords: teacher's psychological well-being, professional competence, emotional stability, volunteering, professional identity, higher pedagogical education.

Introduction. To date, many studies have revealed the undeniable importance of psychological well-being for productive work and self-efficacy of future teachers. However, much less is known about how the professional competence of future teachers affects the level of their psychological well-being. Because it is an important part in the development of professional competence of future teachers. In this regard, the formation of professional competence of future teachers is one of the priority aspects of modern higher education.

A modern university graduate should have innovative thinking, demonstrate a creative and reflective approach to professional activity, as well as be able to manage their resources (emotions, positive relationships with others,

autonomy, environmental management, personal growth). These skills provide the ability to navigate the educational environment and solve practical problems. The professional competence of a teacher is largely determined by his willingness to apply innovative forms and methods of teaching, while maintaining his emotional health and positive attitude with others (Mashrabjonovich, 2023).

Thus, the Law of the Republic of Kazakhstan «On the status of a teacher» dated 27.12.2019 №293 emphasizes the importance of improving the quality of education and the social status of teachers. The teacher is considered as a cultural carrier, transmitting not only the necessary knowledge and skills, but also a worldview, ways of thinking, human

values and cultural guidelines (Zakon RK, 2019).

In this regard, the task arises – the study of psychological well-being as a component of the professional competence of future teachers and the search for an effective approach to its development.

One of the promising approaches in the development of professional competence of future teachers is the active involvement of students in volunteer activities. Since volunteering can be considered as a tool that helps reduce the risks of professional burnout, prevent disappointment in the chosen profession and the erroneous choice of a professional trajectory. In addition, such activities increase the competitiveness of graduates in the labor market, both in general and within their specialty, even at the stage of study at the university. Many students participate in volunteer activities to improve their career prospects (Kuz'minchuk, 2017). The above raises the question «How will the involvement of future teachers in volunteer activities contribute to the formation of professional competence and the preservation of psychological well-being?».

Materials and Methods. Our research is aimed at determining the impact of volunteer activity on the formation of professional competence of future teachers. In this section, we have conducted a content analysis of the available research on the above problem. The research included work with the database of the National Library of the Republic of Kazakhstan, the Scientific Electronic Library of Dissertations and Abstracts (dissercat), the Scopus database, Google Scholar and others.

During the research and the definition of content analysis, we analyzed the regulatory documents in the field of higher education of the Republic of Kazakhstan, foreign studies published in the Scopus database.

The main research methods were content analysis, synthesis, comparison, concretization, induction and deduction, generalization, experiment.

The purpose of our research is to study professional competence and determine the relationship between involvement in volunteer

activities and indicators of psychological well-being of future teachers.

Research objectives:

- to study the theoretical foundations of psychological well-being as a component of the professional competence of a future teacher;

- to analyze the specifics of student volunteer activity in the educational process of the University;

- to develop and conduct a survey among future teachers to determine the degree of involvement of future teachers in volunteer activities.

To solve the first problem, we have analyzed the theoretical foundations of psychological well-being as a component of the professional competence of a future teacher. The research examines the works of foreign scientists such as V.A. Slastenin (Slastenin, 2013), L.F. Spirin (Spirin, 1994), J.M. Otajonova (Mashrabjonovich, 2023), I.Y. Krividina, E.Y. Petrova, T.V. Ershova, E.M. Kuzmina and Y.N. Yemelyanova (Mizambaeva, 2021), S. Antera (Antera, 2021), B. Adams, L. Thomas, M. Moens, M. Valcke (Adams et al., 2023), Sylvia Y.F. Tang, Angel K.Y. Wong, May M.H. Cheng (Sylvia et al., 2016). In these studies, the professional competence of teachers is analyzed in a general context, without reference to specific subject areas.

I.Y. Krividina defines the concept of «competence» as the presence of knowledge, awareness and authority in a certain area in a person. E.M. Kuzmina and Y.N. Yemelyanov introduce the term «professional pedagogical competence», defining it as a set of key skills of a teacher that effectively form scientific and practical knowledge for solving professional tasks.

Kazakh researchers such as K.S. Kudaibergenova, Sh.T. Taubayeva, B.T. Kenzhebekov, J.H. Salkhanova and J.M. Akparova pay special attention to the issues of professional competence formation. So, K.S. Kudaibergenova interprets «competence» as a person's awareness, his expertise in a certain field of knowledge (Kudaibergenova, 2008). Sh.T. Taubaeva considers competence as a personal characteristic based on knowledge

and experience acquired in the process of learning and socialization, and determining the general readiness and ability of an individual to take active action (Taubaeva, 2016). B.T. Kenzhebekov identifies types of professional competence, such as social, personal, individual and special competence (Kenjebekov, 2001). J.H. Salkhanova defines competence as an indicator of the level of knowledge within the education system, encompassing the extent of professional expertise and skills, personal attributes, aspiration for professional development, creativity, and a commitment to achieving high outcomes (Salhanova, 2013).

Based on this, the professional competence of a teacher is defined as a set of professional and personal characteristics that ensure the effective performance of pedagogical activities. A teacher who achieves high results in his professional activity can be considered professionally competent.

A key element in the formation of the professional competence of a future teacher, as noted earlier, is to receive a high-quality education. However, the modern education system is aimed not only at the transfer of knowledge, but above all at the development of psychological well-being and emotional stability among graduates. Because only a psychologically successful teacher is able to create comfortable and safe conditions for the development of new knowledge and skills. A teacher who is able to maintain emotional balance and not succumb to negative emotions in constantly changing conditions can provide a creative, developing, psychologically safe environment for self-development and development of his colleagues and pupils. A teacher can be considered psychologically successful if he is able to interact with all participants in the educational environment, and this is possible in the process of including future teachers in active social life.

One of the effective ways to develop students' social skills, in our opinion, is their involvement in volunteering. N.F. Basov notes: «volunteering provides an opportunity to gain social experience, get recommendations for career growth and further professional development».

That is why the social phenomenon of student volunteering is becoming increasingly important in the public life of the country.

In the context of the social policy of the state, pedagogical education is considered as one of the priorities. This is due to the fact that pedagogical activity, including educational and educational functions, forms the ideological basis of civil society. The involvement of future teachers in volunteer activities contributes to the simultaneous solution of educational and educational tasks.

Pedagogical volunteering can be considered as a voluntary, gratuitous activity focused on solving the tasks of raising and educating children. In this context, the term «youth» refers to participants in pedagogical volunteering, since it is the most active social group in the field of volunteering, whose age ranges from 14 to 35 years and includes a wide range of educational levels.

Within the framework of this study, it is necessary to consider in more detail pedagogical volunteerism as an independent direction of volunteer activity among future teachers.

Special attention is paid to the works of foreign and domestic scientists such as E.V. Akimova, L.V. Dal (Dal', 2012), O.R. Danilova, S.G. Ekimova (Ekimova, 2010), V.R. Karimov, L.F. Kozodaeva (Kozodoeva, 2010), M.A. Maznichenko (Maznichenko et al., 2019), N.V. Makovey, A.V. Mitrokhina, A.V. Morov, L.V. Nikitina, A.R. Rymkhanova, S.K. Abildina, R.K. Dyusembinova, A.A. Ryskulova (Rymkhanova et al., 2021) who emphasize the importance of volunteerism among students. Researchers note the significant potential of volunteerism in the processes of socialization, personal development and its role in the professional development of future teachers.

The function of professional development is to involve students in independent work, awareness of the social significance of the future profession, the value of work and its social benefits, as well as in the formation of respect for work and the acquisition of practical skills of professional activity. That is why many researchers consider volunteering not only

as a positive social experience, but also as an important element in the system of professional training of future teachers. Volunteering provides students with the opportunity to gain practical experience, which is based not on mandatory academic requirements, but on personal initiative and free choice. In addition, the function of professional development is closely related to the choice of the direction of volunteer activity, which contributes to a deeper connection of theoretical knowledge with real practice (Lyashenko, 2023).

In the structure of pedagogical universities, it is advisable to single out volunteer students as a separate unit of student associations. For the effective functioning of this structure, it is necessary to provide support from the university administration, which can create conditions conducive to its development. The main participants in this direction can be students from 1st to 4th year.

The target audience of pedagogical volunteering includes children in need of pedagogical support, as well as age groups of different ages. The main organizational form of this activity is a voluntary association of student teachers involved in the development and implementation of medium- and long-term educational projects.

Voluntary engagement of students in pedagogical volunteering during their professional training facilitates the development of their understanding of the motives and personal significance of professional activity. Involvement in practical tasks allows students to gain deeper insights into the specifics of the educational process, identify potential risks, and evaluate their own capabilities in alignment with the demands of professional practice. This experience enables students to apply their theoretical knowledge and skills in pedagogy

and psychology, address gaps in their theoretical preparation, and compensate for a lack of practical experience through participation in non-formal education and direct interaction with children.

Taking into account the above-mentioned potential of pedagogical volunteerism as an independent direction of student volunteerism, the research group faces the need to develop a survey to determine the degree of involvement of future teachers in volunteer activities.

Results and discussion. To solve the third task, in order to determine the impact of participation in volunteer activities on the formation of professional competence, a survey was developed and conducted among future teachers. The survey was attended by students of the 1st-4th year (N=425) of the educational programs «Pedagogy and Psychology», «Psychology», «Special pedagogy», «Training of psychologists-consultants in the social field».

The purpose of the survey is to determine the degree of involvement of future teachers in volunteer activities.

Survey tasks:

- to determine the motives of students' choice of volunteer activity;
- to determine the respondents' attitude towards children in need of pedagogical support;
- to identify the experience of volunteering.

During the survey, the questionnaire of M.I. Lyashenko (Lyashenko, 2023) was adapted, consisting of 11 questions reflecting the degree of student involvement in volunteering and determining its impact on the formation of professional competence. The questions are divided into the following categories: motive, attitude, prospects.

The results of the survey «The degree of involvement of future teachers in volunteer activities» are presented in Table 1.

Table 1. *Results of the survey «The degree of involvement of future teachers in volunteer activities»*

Survey categories	The number of responses, % of the response ratio
Do you have any volunteer experience?	yes 70 / 70% no 30 / 30%
If yes, how long have you been involved in volunteering?	less than 6 months 45 / 64% 6 months – 1 year 20 / 29% more than 1 year 5 / 7%

In what field do you participate in volunteer activities?	<p>working with children 35 / 51%</p> <p>social assistance (for the elderly, persons with SEN) 15 / 21%</p> <p>educational projects 5 / 7%</p> <p>environmental actions 10 / 14%</p> <p>other (specify) 5 / 7%</p>
What principles, in your opinion, are the leading ones in volunteering?	<p>gratuitousness 20 / 20%</p> <p>self - improvement 5 / 5%</p> <p>voluntary 50 / 50%</p> <p>observance of human rights and freedoms 5 / 5%</p> <p>openness, accessibility of information about volunteer activities 10 / 10%</p> <p>tolerance 8 / 8%</p> <p>other (specify) 2 / 2%</p>
What do you think attracts a person to participate in volunteer activities?	<p>the opportunity to get useful contacts, contacts 3 / 3%</p> <p>the desire to overcome the feeling of loneliness 5 / 5%</p> <p>the desire to be needed by someone 7 / 7%</p> <p>help for those in need 45 / 45%</p> <p>asked to participate, friends invited 5 / 5%</p> <p>realization of their interests 3 / 3%</p> <p>the opportunity to gain experience in the field of future professional activity 32 / 32%</p>
What motivates (or perhaps motivates) Are you interested in volunteering?	<p>I wish to be useful to society 12 / 12%</p> <p>I want to share with others what I can do 7 / 7%</p> <p>I'm looking for a way to «kill» my free time 2 / 2%</p> <p>I hope to gain the experience necessary for professional activity 56 / 56%</p> <p>I want to gain a sense of self - confidence 10 / 10%</p> <p>The desire to work on your shortcomings 10 / 10%</p> <p>I'm going to volunteer with friends «for the company» 3 / 3%</p>
What can make you refuse to participate in volunteer activities?	<p>I don't like the team 13 / 13%</p> <p>there is no opportunity for self-realization 15 / 15%</p> <p>takes too much time 40 / 40%</p> <p>not interesting and boring 5 / 5%</p> <p>lack of encouragement for work 12 / 12%</p> <p>understanding that I am not competent enough to provide assistance 15 / 15%</p>
How do you assess the impact of volunteering?	<p>participating in volunteer activities helped me to better understand the age characteristics of children 8 / 11%</p> <p>volunteering contributes to the development of my communication skills 10 / 14%</p> <p>I feel that I have become more confident in my professional skills thanks to volunteering 12 / 18%</p> <p>learned to adapt to different situations and find solutions in difficult conditions 8 / 11%</p> <p>participation in volunteering strengthens my motivation for the teaching profession 32 / 46%</p>
What skills have you developed most (will help you develop) through volunteering?	<p>communication skills 35 / 35%</p> <p>organizational skills 11 / 11%</p> <p>teamwork skills 14 / 14%</p> <p>pedagogical abilities 25 / 25%</p> <p>psychological stability 15 / 15%</p>
What do you think is the main benefit of volunteering for the professional development of a teacher?	<p>development of practical skills 42 / 42%</p> <p>self - confidence boost 18 / 18%</p> <p>the formation of empathy and tolerance 10 / 10%</p> <p>awareness of the importance of the profession 30 / 30%</p> <p>other (specify)</p>

Would you like	yes 85 / 85%
volunteering to	no 5 / 5%
be included in the	I find it difficult to answer 10 / 10%
educational program as a	
mandatory component?	

According to Table 1, according to the results of a survey conducted with students of the 1st-4th year of the educational program «Pedagogy and Psychology», «Psychology», «Special pedagogy», «Training of psychologists-consultants in the social field», we see small discrepancies in percentage indicators, i.e. there are answers from 425 and 297 respondents, this is due to the fact that only 70% answered the question that they have practical experience in volunteering, and 30% do not have.

Interpretation of the results: in general, students have an idea of the main activity of the volunteer, so the majority, namely 70%, have experience, albeit small, including less than 6 months (64%), which suggests the fact that most joined this academic year. According to the respondents, the main area of volunteer activity is related to children (51%) and social assistance (21%), which involves providing pedagogical and psychological support to children who find themselves in different life situations. In order to determine the leading principle of volunteering, according to the students, the majority noted «voluntary» (50%), «gratuitousness» (20%). To identify the motivation behind participation in volunteer activities, the primary reason cited was «help for those in need» (45%), followed by the perception that volunteering offers a valuable opportunity to gain experience relevant to future professional activities (32%). Additionally, acknowledging that some respondents might not currently be engaged in volunteering or may have ceased their involvement, a question was posed to explore potential reasons for discontinuing volunteering. The most frequent response was «takes too much time» (40%), while 15% indicated reasons such as «there is no opportunity for self-realization» or «understanding that I am not competent enough to provide assistance,» which primarily reflect self-assessment of their professional capabilities.

Among the respondents who were previously engaged in or are currently part of the league

of volunteers, a question was asked about the impact of volunteering. According to the responses of 297 respondents, among whom 46% say that volunteering strengthens their motivation for the teaching profession, 18% feel that they have become more confident in their professional skills thanks to volunteering. In response to the question «What skills does volunteering allow you to develop?» the majority, namely 35%, noted «communication skills», since there is active interaction with society, the study of different life situations; 25% noted «pedagogical abilities», i.e. in the process of volunteering, future teachers develop independence skills, have the opportunity to study the psychological portrait of children and provide psychological and pedagogical support to families with certain difficulties. In order to determine the benefits of volunteering for the professional development of a teacher, the majority, namely 42%, answered the development of practical skills, 30% believe that this activity makes it possible to realize the importance of the profession, especially in the first year, when students go through the stage of adaptation and there is a question about the correctness of choosing their profession. In conclusion, the question was asked «is there a need to include volunteering in the educational program as a mandatory component?» 85% answered positively, based on the fact that their future professional activity is connected with society, and volunteering provides an opportunity for professional self-development.

The survey results indicate that future teachers exhibit a positive attitude toward volunteering. However, this serves not as a definitive conclusion but rather as an assessment of the extent of their involvement in volunteer activities. Further exploration should encompass the participation of future teachers in other forms of pedagogical volunteering, such as individual mentoring and providing educational support for children. This necessitates the creation of alternative models

and mechanisms aimed at fostering the personal and professional development of students in pedagogical universities. Additionally, it requires the implementation of diagnostic and monitoring tools to evaluate the effectiveness of volunteer activities in the context of developing professional competence.

Conclusion. The analysis of psychological and pedagogical literature and the results of the survey confirm that pedagogical volunteering, as an element of non-formal education, provides future teachers with the opportunity to independently participate in activities close to professional. Such activities give students the opportunity to prove themselves in several key roles: as a subject of educational influence on children in need of pedagogical support; as a participant in personal and professional self-development in the field of education; as an initiator of the formation and development of a volunteer team of future teachers; as well as a subject of interaction with other participants

in the educational process, such as parents and social partners. The survey results show that students are aware of the importance of volunteering, but face a number of difficulties. Among them, there is a lack of knowledge of the areas of volunteer activity and a lack of practical experience in interacting with various categories of people in need of help. This indicates the need to develop a special system of measures and regular work in this direction.

The active involvement of students in volunteer activities will contribute to the creation of conditions for their personal and professional development, while maintaining psychological well-being. Volunteering is becoming an important component of the professional training of future teachers, enriching their experience with new social content. In addition, such activities contribute to the education of students of moral qualities, which they will later be able to pass on to the next generations of citizens of Kazakhstan.

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PEDAGOGICAL POTENTIAL OF INSTAGRAM IN TEACHING STUDENTS: ANALYSIS OF EDUCATIONAL DIMENSIONS

Abstract

This article presents a learning and teaching experience built on a project-based learning approach using Instagram as an educational tool to improve students' skills and increase their interest in English for Specific Purposes classrooms. Therefore, this study aims to investigate the impact of Instagram-based activities on ESP learning among higher education science (chemistry and biology) students and ascertain their attitudes toward this approach. The research is a mixed method in nature and uses questionnaires from 49 freshmen chemistry and biology students at a higher institution to understand their perception of social media tasks in ESP learning. The researchers selected Instagram as the platform for project work, aiming to improve students' ICT, communication, organization, research, self-reflection, and group work skills. Content analysis and student survey responses were analyzed to evaluate the project's effectiveness. Pearson correlation coefficient was calculated to measure the strength and direction of the linear relationship between two variables.

Keywords: Social Med Social media, English for Specific Purposes (ESP), Higher Education (HE), Project Work.