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RESEARCH COMPETENCE FOR PRE-SERVICE FOREIGN LANGUAGE TEACHERS THROUGH THE LENS OF SUSTAINABLE DEVELOPMENT

Abstract

We hope to believe that our research makes a certain theoretical and practical contribution to the development of a research competence of future foreign language teachers through the lens of sustainable development. We offered a definition of the research competence of future foreign language teachers as a complex and multifaceted concept that had not received the detailed consideration in the existing literature before. We have studied and identified abilities comprising the core of the research competence. The principles of the educational process aimed at the development of research competence of pre-service teachers have been highlighted. The model of future foreign language teachers' research competence development has been constructed through experimental work was provided to show the efficiency of the model designed.

Key words: research competence, future teachers, foreign language, model, digital resources, sustainable development.

Introduction

Sustainable development plays a crucial role in developing research competence among pre-service teachers of foreign languages by equipping them with the critical, analytical, and practical skills necessary to address global challenges in their future teaching careers. This integration fosters an interdisciplinary approach to education, enabling future educators to contribute meaningfully to sustainable practices in their classrooms and communities.

Pre-service teachers of foreign languages need to grasp the interconnected nature of global challenges such as environmental issues, cultural diversity, and social equity. Research competence allows them to analyze these issues within the context of foreign language education. Tilbury [1] emphasizes that equipping future educators with research skills promotes critical engagement with sustainability topics, enhancing their ability to create relevant and impactful teaching strategies.

Sustainable development requires an interdisciplinary approach, which is particularly relevant for foreign language education. Pre-service teachers are encouraged to explore the intersections between linguistics, cultural studies, and sustainability. By conducting research on topics like language and

environmental communication, or the role of cultural narratives in promoting sustainable behaviors, they gain the ability to integrate these themes into their teaching.

Research competence fosters critical thinking, a key skill for addressing sustainability challenges. The concept of critical pedagogy underscores the need for educators to empower students to question societal norms and propose innovative solutions. Pre-service teachers trained in research methodologies can apply these principles to investigate and develop teaching practices that address sustainability-related topics in culturally sensitive ways.

Reflective practice is essential for both teaching and research. Pre-service teachers engage in action research to evaluate their teaching strategies and their impact on learners' understanding of sustainability. Methodologists emphasize the importance of reflection in professional growth, which aligns with the need for educators to continuously adapt and innovate their methods to include sustainable development principles. Digital literacy and technology play a critical role in sustainability research. Pre-service teachers can use digital tools to conduct research on global issues, collaborate with peers worldwide, and access a wealth of multilingual resources. These competencies also prepare them to teach sustainability topics effectively, leveraging online resources and virtual collaborations.

Embedding sustainability into teacher education helps cultivate a research-oriented mindset. Pre-service teachers are encouraged to investigate the role of language in promoting SD goals, such as gender equality, climate action, and peacebuilding. This approach is supported by UNESCO's framework for Education for Sustainable Development (ESD), which highlights the importance of research in achieving these goals [2]. Sustainability is a dynamic and evolving field, requiring educators to remain lifelong learners. Developing research competence ensures that pre-service teachers are equipped to adapt to new challenges, update their knowledge, and contribute to academic and professional discourses on sustainability in education.

The role of sustainable development in the research competence development of pre-service foreign language teachers is multifaceted. It enhances their ability to critically analyze, reflect, and innovate, enabling them to integrate sustainability principles into their teaching practices effectively. By fostering a research-oriented mindset, interdisciplinary skills, and reflective practices, sustainable development becomes an essential component of teacher education, preparing future educators to inspire their students toward a sustainable future.

Such situation is justified and supported by foreign scientists and methodologists as well. Bridget Somekh (2006) allocated eight methodological principles of research: research is represented in flexible cycles, involving the collection of data about the topic of investigation, analysis and interpretation of those data, planning of strategy in order to bring about positive changes and evaluation those changes through data collection. Research is conducted by a collaborative partnership of participants and researchers; it involves the development of knowledge and understanding of a unique kind; research starts from a vision of social transformation and aspiration for grater social justice for all. Research involves a high level of reflexivity and sensitivity in mediating the whole research process; research involves exploratory engagement with a wide range of existing knowledge in order to test its explanatory power and practical usefulness. Research engenders powerful learning for participants through combining research with reflection on practice; research locates the inquiring in understanding of broader historical, political and ideological contexts that shape and constrain human activity [3, pp. 6–8].

Stphen Kemmis, Robin McTaggart and Rhonda Nixon (2014) stress that «…research involves the investigation of actual practices, not practices in the abstract. It involves learning about the real, concrete, particular practices of particular people in particular places. Through research people can come to understand how their educational practices produced particular cultural-discursive, material-economic, and social circumstances that pertain at the particular place at a particular moment in a history, and how their practices are reproduced in interaction in a particular setting because of persistence of these circumstances and their responses to them» [4, p. 21].

Craig A. Mertler (2017) points out: «…classroom teachers are the consumers of the educational research. It is essential for them to have a basic understanding of key terms and essential concepts related to the notion of research. Research involves the application of the scientific method to educational topics, phenomena, or questions in research answer. Educational research is typically carried out in the following manner: specify the topic, about which a concern exists; clarify the specific

problem, on which the research will focus; formulate research questions or hypothesis concerning the main problem; carry out procedures by which data are collected; analyzed and interpreted; state the findings determined as a result of the data analysis; draw the conclusion related the original research question» [5, p. 6].

David Coghlan (2019) defines action research as «…an emergent inquiry process in which applied behavioral science knowledge is integrated with existing organizational knowledge and applied to address real organizational issues. It is simultaneously concerned with bringing about change in organizations, in developing self-help competencies in organizational members and adding to scientific knowledge» [6, p. 5].

The analysis of the works confirms that the research skills are the main components of the professional activity, which must be formed and developed through CLIL project for the new format foreign language teachers. The teacher's professional activity is incomplete if he does not educate himself and does not take responsibility for the research activities. These essential aspects of the teachers' development are integrated into the concept of "professional competence", giving this phenomenon a certain universal character. Here a major issue in the uncertainty and multiplicity of understandings of competence is and how the concept is defined. All definitions disseminate and it is hard to reach one exact meaning. In this case, it is reasonable to define the concept 'competence' focusing on common dictionaries of different authors. Webster dictionary defines competence as the quality or state of having sufficient knowledge, judgment, skill, or strength [7]. According to Z. Zhao «…competence is not a simple objective fact, but an individual character; competence determines the speed, difficulties and consolidation of the process in which people master the important skills required by conducting activities; it is a contextualized ability to respond adequately to specific situations and demands» [8, pp. 168–172]. According to M. Mulder «…competency is an element and characteristic of competence; a competency is a part of generic competence, it is a coherent cluster of knowledge, skills and attitudes which can be utilized in real performance contexts» [9, p. 16]. The term «professional competence» was first proposed and classified by H. Roth. Within the frame of professional competence, the scientist allocates self-competence, specialized competence, method competence and social one. This classification represents several dimensions of professional competence: (a) activity subject: competence can be developed by handling relevant incidents and facts; (b) environment: competence development needs certain environment like family, company and society; (c) willingness: competence involves individual motivation and depends on the willingness to accept challenges rather than averting or refusing them. The analysis of this issue helped us to understand that professional competence of future foreign language teachers means the development of creative individuality, susceptibility to the formation of educational innovations and ability to provide a research with the help of digital resources.

The issues of research activity of the teacher and preparation for it were repeatedly raised and considered in science. M. Stavruk and L. Danilyuk made a contribution to the development of these questions. The nature of the teacher's research activities, the mechanism of forming his professionalism, the issues of leadership and organization of students' activities through CLIL project have been disclosed and highlighted in their work. By research competence, they understood a set of personality-meaningful research knowledge, skills, experience, value orientation, behavioral models formed in the process of research. The content of the research competence is determined by its components – cognitive (a set of knowledge and concepts necessary for the formulation and solution of research problems), motivational (awareness of the importance of research activities by the researcher), indicative (the ability to establish the need for some knowledge and create an algorithm for obtaining this knowledge) and operational or technological components (the ability to perform certain research actions to solve problems) [10, p. 186].

We think that above mentioned competence can be successfully developed through CLIL project. As the main advantages of CLIL project in the process of research competence acquisition, the following ones can be named: the possibility to get acquainted with the way of scientific community; great amount of tools for future teachers (audio and video devices, television and radio broadcasts, conferences, chatting, e-mail, forum, web logs, message boards, Internet-based communication. Involvement in participating in Web-projects; removing the time and space limitations, which allows to provide research autonomously at different rates and levels, without interruptions, time pressure and social anxiety and immediate feedback and error analysis.

Materials and methods

The first method we used was the method of modeling. Modeling as a method of research is widely used in humanitarian sciences. Modeling is the process of developing, constructing of scientific hypotheses about the nature of the phenomenon under investigation. Modeling is used when it is difficult to investigate any properties and functions of the research object. It is a method of indirect knowledge, when the information about the object under research is obtained by studying of a "proxy ones". Thus, a model serves as a kind of a tool for cognition: a model is a connecting link between a researcher and the object of the research, and therefore it is a mean by which the research is conducted. It is important to note that a number of requirements should be considered during the construction of the model: the completeness of the model is the ability to reflect all the features of original objects and phenomena. Simplicity and validity – the model's ability to provide explanations and reasons for the observed phenomena.

Adequacy – the model should demonstrate maximum similarity with the simulated object; rationality – economical and reasonable use of all necessary resources during the model application; accuracy – the ability to perform the required operations in the course of the study of an object, and obtaining corresponding results using those formal tools that are provided by the model. The modeling process can be divided into four main aspects: the construction of the model, the study of the model, the transfer of the gained knowledge about the model to the original object, the practical application of the gained knowledge. Therefore, it is necessary to establish similarity between the model object and the original one. It requires sufficient knowledge about the original object, it is necessary to determine the "cognitive opportunities" of the constructed model of the studied object or phenomenon. The model must reflect the essential features of the original object, but it should not be identical to the original one.

Results and discussion

In addition, we developed the principles of future teachers' research competence development based on CLIL project. In the light of the development of a cognitive approach in pedagogics such concept as a "cognitive study" is aimed at development of entire set of intellectual abilities and skills and gives rise to the learning process as well as the ability to be adapted to the new conditions. L. Akhmetova believes that the «use of a principle of cognitive study allows the combining of natural, subjective, mental and rational foundations of an individual into the whole by interrelated activities, discussions, considerations and self-control. It enhances the effectiveness of the development of an intellectual system of the personality» [11, p. 49].

The principle of a problematical character. Problem-based training as a method implies not only the obtaining of the new knowledge, but also learning the new ways of actions, as well as understanding of conditions under which these actions can be implemented in the most successful manner. Problem-based training examines the features of the obtaining information by solving a problem situation. N. Morozova points out that «a problem situation characterizes the certain mental state of a student that occurs when performing the task, which requires discovering (assimilation) of the new knowledge about the subject, methods or conditions of the task. Assimilation or discovering of something new in this case coincides with the changes in mental state of the student, which is a micro stage in his development» [12, pp. 43–51].

The principle of the scientific nature of the material allows us to discard the dubious data, which have literally been abundant in the media lately. M.N. Skatkin says that the educational material should not contradict to the data of science [13]. L. Ya. Zorina came to the conclusion that the principle of scientific nature was the correspondence of educational material to the level of modern development of science; it is a selection of content, contributing to the formation of ideas about the methods of scientific cognition and demonstrating the most important laws of the process of scientific cognition. The model should be built on the the principle of consistency. As a result of successful assimilation of the content, the student should develop a certain system of structural connections between the individual components, not an isolated chaotic picture. The principle of consistency facilitates the transition from learning to self-education, develops the creative activity of the participants in the

learning process. The principle of advanced learning allows including information that should be studied later. This principle determines the better assimilation of new material.

Moreover, we should consider the principle according to which the selected material should use cross-curricular connections. The use of interdisciplinary connections is one of the most difficult methodological problems [14, pp. 669–682]. Cross-curricular connections make it possible to plan the study of the material, to save precious study time.

The principle of contextual training. A. Verbitsky, the founder of the competence approach in training, emphasizes the fact that the changing of the social and working environment will require a specialist to be competent in the field of household, cultural and leisure activities, to be tolerant to cultural differences, to be adaptable to new situations, to be responsible for the quality of his work [15, pp. 39–46]. The principle of reflective learning. Reflection to a certain extent is a meta-cognitive process, which is the phenomenon of human thinking aimed at analyzing the ways of human cognition, awareness of the results.

To construct a model of the research competence development through CLIL project was important to determine the abilities, which must be developed among students, future foreign language teachers. The motivational stage of the model gave rise to the formation of the ability to define the meaning and ideological content of the research; to determine the focus of the research activity; to set the achievable goals. To analyze the current state of a problem; to search necessary information; to analyze the obtained information; to highlight the most important facts and omit insignificant ones; to systematize knowledge; to compare facts and draw conclusions; to evaluate critically the information received. The input stage was necessary to form instrumental and technological abilities, which involved the ability to use various technical devices and computer technologies, to extract information from different sources, to represent information in generalized form and to use it efficiently. These skills are multifaceted. The considerable intellectual development, manifestation of such qualities as abstract and algorithmic thinking, self-reflection, and self-determination are required in order to develop such abilities (for example, the choice of relevant information requires the development of personal qualities such as independence and criticality). Different types of actions are necessary as well: the ability to act autonomously, to use interactive modes, to enter various social groups and to operate within them. The output stage of the research competence development was a stage of a pragma-oriented nature, which involved the ability to provide an objective assessment of the work; to prove the validity of the obtained results during the research and the significance of the results; to use new knowledge in practice.

It is important to notice, that these abilities can be formed if the students have self-reflection as well as the ability to explain their point of view and provide arguments. Thus, we can conclude that research competence is a complex and multi-dimensional component of the professional competence of an expert, which consists of a number of inherent skills, which can be formed on the bases of certain personal qualities. On first inspection, it might appear that specified abilities do not represent a fundamentally new component of the research competence of the foreign language teacher, but we believe that a number of new features complements these abilities. We agree that the ability to determine the aims of research has always been the part of the teachers' activity, but in connection with the development of scientific progress, and emergence of new opportunities in implementation of communication and information activities, the methods and ways of the aims determination would be fundamentally different. The ability to analyze, synthesize information, compare facts, identify existing problems acquire a new character, due to the fact that the researcher is faced with lots of opinions and views in the study of a specific problem, which often can be quite opposite, but some are not quite justified. The ability to fulfill the text activities vary with emergence of new types of texts, such as information blog or wiki, which possess their own characteristics and require new skills from students. Instrumental and technological skills are completely new skills, as they are associated with the use of modern technical devices, technologies and determine the ability to navigate a huge flow of information.

Before the application of our model, we had to find how far future foreign language teachers realize the importance of research competence and whether they understand that a research competence is a part of their professional activities. We questioned 60 students of the 3rd course who are going to work at school as a teacher of foreign languages at the secondary school after the graduation of BA University program.

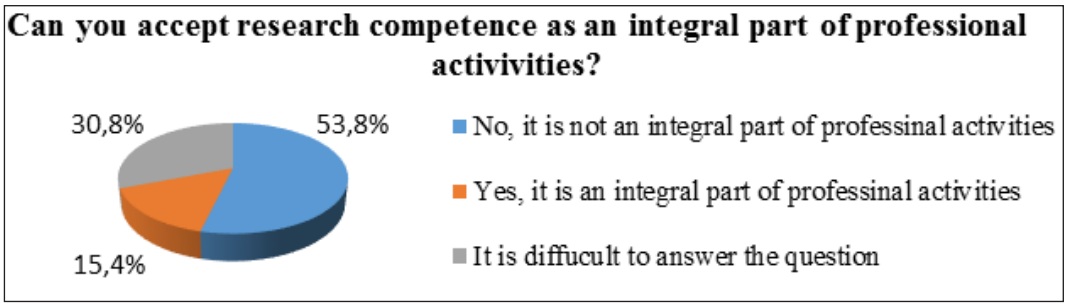

Figure 1 – The results of the questioning showing how far future FL teachers accept research competence as an integral part of their professional activities

Note: Compiled by authors.

The results of the first picture show that 53.8% of the students do not realize that research competence is an integral component of their future career. Only 15.4% of respondents understand that their professional activities will certainly include research activities and 30.8% of future teachers had difficulties with answering the question. Old educational program is one of the reasons of such results. It does not have a specific course of research to form appropriate competence. Unfortunately, above mentioned educational program does not allocate hours for teachers and students to understand the procedure of research within the frame of secondary school. However, administration of secondary school makes their pupils to conduct simple research under the supervision of the teachers and defend their scientific projects at the level of regions and republic. How is it possible if our teachers do not know how to supervise their pupils, how to conduct a research?

The results of the second picture show that 38.5% of respondents would use ICT to conduct a research; others think that paper textbooks, journals and face-to-face contacts are more efficient. Therefore, the results of questioning demonstrate the necessity to organize a specific work for students to form a research competence.

Figure 2 – The results of the questioning showing the significance of ICT in the process of research competence development

Note: Compiled by authors.

Experimental verification (as a third method of research) of the proposed model has been conducted based on Kazakh Ablai Khan University of International Relations and World Languages in January 2024. A total number of 16 lessons (32 academic hours) in natural learning environment of the university in accordance with the schedule have been given. During the planning stage, we have identified control and experimental groups with 30 students in each. There were future teacher of foreign languages – the students of the 3rd course of 5B011900 University program. The model constructed by us with the use CLIL project and implemented in experimental groups was a variable dimension of the experimental work. In experimental groups, the learning course and content were formed in accordance with the model proposed by us, which was presented by three stages and set of exercises.

During the 3rd stage, the students had to present an independent CLIL project. The work was carried out in mini-groups of 3–5 people where each group was engaged in implementation of the idea that had been suggested by previous stages. The CLIL project work was realized with the help of few steps, which included the step of planning where the discussion of the topic in mini-groups took place in order to determine the direction of the research work. The organizational step of the project work determined the periods for the project implementation, methods of the research work; allocation of the responsibilities among the students within mini-groups. During the analytical step, the students realized the independent research activity of the topic using different data collection: work with special literature, the Internet, students' personal experience, consultation with experts, observation, questioning, interview and analysis of the information received. Each student created a blog of his topic, which served as his personal diary. During the work under the CLIL project, each student kept his blog for the analysis of the work and presentation of the interesting facts he found discussing the problem with interested users. Next step was a step of information consolidation. The students used their wiki page as a kind of "canvas" for a collective work, where each of them posted necessary information, corrected and explained the information already added. The result of this work was a collective article on the topic of the CLIL project. Here, the students were able to apply their creative skills to select the most optimal method of presentation, which could have different formats: screen, brochure or video.

After the experimental work, a post-experimental diagnostics of the level of research competence development was carried out in experimental and control groups. The results of the post-experimental diagnostics were based on the mathematical data processing. The dynamics of research competence development in experimental and control groups was notably different. The students from experimental groups have demonstrated the improvement of all testing parameters, while the students from control groups have not demonstrated significant improvement of the tested abilities.

Table 1 – The results of pre and post-experimental diagnostics

Parameters of research competence assessment	Cross-section	EG		CG	
		Average %	Difference in rates of growth %	Average %	Difference in rates of growth %
An ability to assess information critically and formulate the problem of research	Pre Post	2.7% 5%	+2.3	2.7% 3.3%	+0.6
An ability to collect, analyze and interpret data	Pre Post.	2.3% 4.3%	+2	2.3% 3.6%	+1.3
An ability to draw the conclusion related the original research question	Pre Post	2.1% 4%	+2	2.3% 2.6%	+0.3
An ability to apply digital resources for generating ideas and reflection	Pre Post	2.3% 4%	+1.7	2.7% 3%	+0.3
An ability to prove the significance of the obtained results with arguments in proper English language	Pre Post	1.7%% 4.3%	+2.6	2.1% 3.3%	+1.2
An ability to identify the areas for practical application of the results	Pre Post	2.1% 4.6%	+2.5	2.3% 3.6%	+1.3
Average	Pre Post	2.2% 4.3%	+2.1	2.4% 3.2%	+0.8
Note: Compiled by authors.					

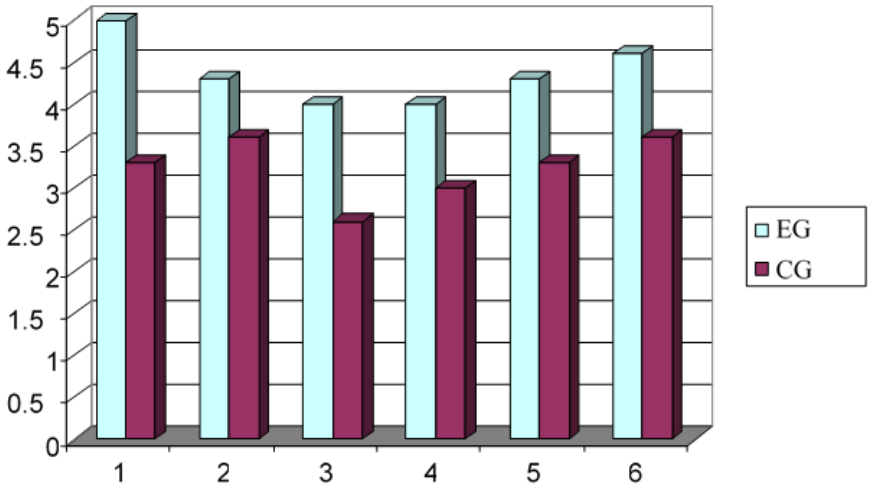

Figure 3 – The results of post-experimental cross-sections in EG and CG

Note: Compiled by authors.

1. An ability to assess information critically and formulate the problem of research. 2. An ability to collect, analyze and interpret data. 3. An ability to draw the conclusion related the original research question. 4. An ability to apply digital resources for generating ideas and reflection. 5. An ability to prove the significance of the obtained results with arguments in proper English language. 6. An ability to identify the areas for practical application of the results

Conclusion

We hope that our research makes a certain theoretical and practical contribution to the realization of the main principles of sustainable development. We offered a definition of the research competence of future foreign language teachers as a complex and multifaceted concept that had not received the detailed consideration in the existing literature before. We have studied and identified abilities comprising the core of the research competence (the abilities to analyze, synthesize information, compare facts, and identify existing problems; the abilities to fulfill the text activities, such as information blog or wiki). The principles of the educational process aimed at the development of research competence of the above mentioned students have been highlighted (the principle of a problem-based training implies not only the obtaining of the new knowledge, but also learning the new ways of actions. The principle of the cognitive activity of the student of an educational process. The principle of contextual training. The principle of reflective learning. Reflection to a certain extent is a meta-cognitive process, which is aimed at analyzing the ways of human cognition, awareness of the results). The model of future foreign language teachers' research competence development through CLIL project has been constructed. Experimental work was provided to show the efficiency of the model designed. The course of the experimental work proved that organization of training aimed at future teachers' research competence development on the basement of CLIL project facilitates the motivation of the students to acquire above mentioned abilities. It showed the qualitative improvement of information processing by students, the tendency to critical assessment of information. It increased the speed of work with a text – its analysis, comparison and synthesis, developed the creative abilities, professional activity, self-reflection and commitment to continuous development and improvement. Thus, describing the abilities acquired by students at every stage of research competence formation can be characterized as follows: the future FL teacher is able to formulate a problem of research independently and select an object to be tested based on the need arising in his practice and relating to different areas of his activity. The future FL teacher is able to make logical and reasonable conclusion based on analyzed information, express personal opinion about the problem under investigation with

the identification of areas to be further developed or considered. The future FL teacher is able to see the meaning and ideological content of his research work since he is widely familiar with the problem and he is personally interested in solving it; the future FL teacher foresees the emotional experience connected with the results obtained from forthcoming research activities. The future FL teacher can independently determine the goals and tasks of the research and evaluate its relevance, as well as design a possible result of this work, and predict the degree of significance of this result for the solution of a specific problem in a particular area of the professional activity. The future FL teacher has a creative imagination, ability to think critically, to consider the problem form different point of views, to apply the techniques for generating ideas and creative reflection; the future FL teacher chooses the ways and methods of problem solving or conducting the research independently guided by the purpose, tasks and innovative approaches of his activity. The future FL teacher can give an objective assessment of the research; prove the significance of the results with arguments in proper English language. He identifies the areas for practical application of the results; moreover, he actively uses the results of his research in his everyday practice. He is able to create information resources for information consumers.

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ТҰРАҚТЫ ДАМУ ТҰРҒЫСЫНАН БОЛАШАҚ ШЕТЕЛ ТІЛІ МҰҒАЛІМДЕРІНІҢ ЗЕРТТЕУ ҚҰЗЫРЕТТІЛІГІ

Аңдатпа

Біз зерттеуіміз болашақ шетел тілі мұғалімдерінің зерттеу құзыреттілігін тұрақты даму тұрғысынан дамытуға белгілі бір теориялық және практикалық үлес қосады деп үміттенеміз. Біз зерттеу құзыреттілігін күрделі және көпқырлы ұғым ретінде анықтадық, ол бұған дейін ғылыми әдебиеттерде жан-жақты қарастырылмаған. Зерттеу барысында зерттеу құзыреттілігінің негізін құрайтын дағдылар анықталды. Болашақ мұғалімдердің зерттеу құзыреттілігін дамытуға бағытталған білім беру процесінің қағидаттары белгіленді. Болашақ шетел тілі мұғалімдерінің зерттеу құзыреттілігін дамыту моделі құрылды, ал жүргізілген эксперименттік жұмыс әзірленген модельдің тиімділігін дәлелдеді.

Тірек сөздер: зерттеу құзыреттілігі, болашақ мұғалімдер, шетел тілі, модель, цифрлық ресурстар, тұрақты даму.

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ИССЛЕДОВАТЕЛЬСКАЯ КОМПЕТЕНТНОСТЬ БУДУЩИХ ПРЕПОДАВАТЕЛЕЙ ИНОСТРАННЫХ ЯЗЫКОВ ЧЕРЕЗ ПРИЗМУ УСТОЙЧИВОГО РАЗВИТИЯ

Аннотация

Надеемся, что наше исследование внесет определенный теоретический и практический вклад в развитие исследовательской компетентности будущих преподавателей иностранных языков через призму устойчивого

развития. Предлагается определение исследовательской компетентности будущих преподавателей иностранных языков как сложного и многогранного понятия, которое ранее не получало детального рассмотрения в существующей литературе. В ходе исследования мы изучили и определили способности, составляющие основу исследовательской компетентности. Были выделены принципы образовательного процесса, направленного на развитие исследовательской компетентности будущих преподавателей. Разработана модель формирования исследовательской компетентности будущих преподавателей иностранных языков, а проведённая экспериментальная работа позволила продемонстрировать её эффективность.

Ключевые слова: исследовательская компетентность, будущие преподаватели, иностранные языки, модель, цифровые ресурсы, устойчивое развитие.