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## THE TRANSFORMATIVE POTENTIAL OF COMPUTER-SUPPORTED COLLABORATIVE LANGUAGE LEARNING IN KAZAKHSTAN

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**Abstract.** Language learning is an essential skill in an increasingly interconnected world, facilitating effective communication and fostering cultural understanding. It is a critical aspect of education in a globalized world, particularly in culturally diverse nations like Kazakhstan. Through various methodologies and technologies, language learning empowers individuals to navigate diverse linguistic landscapes and engage meaningfully with people from different backgrounds. This article explores the transformative potential of Computer-Supported Collaborative Language Learning (CSCL) as an innovative approach to language education in Kazakhstan. Grounded in theories of social constructivism and socio-cultural learning, CSCL integrates technology with collaborative learning methodologies to enhance language acquisition and proficiency. Kazakhstan's linguistic landscape, characterized by the significance of Kazakh, Russian, and other languages, underscores the relevance of innovative language education approaches. CSCL offers benefits such as increased motivation, improved communicative competence, and enhanced cultural awareness, aligning well with Kazakhstan's multicultural context. However, effective CSCL implementation requires attention to factors such as technological infrastructure, teacher training, and curriculum alignment. Through research methods including surveys, experimental studies, content analysis, and longitudinal studies, this article provides insights into the perceptions, experiences, and expectations of educators and students regarding CSCL in Kazakhstan. Despite challenges such as technological disparities and pedagogical adaptation, CSCL holds promise for enhancing language learning outcomes and promoting cultural competence in Kazakhstan's educational system.

**Keywords:** Language learning, multilingualism, Computer-Supported Collaborative Language Learning (CSCL), educational technology, teacher training, curriculum integration, digital collaboration, cultural awareness, language learning platforms

### Basic provisions

In the dynamic landscape of modern education, the integration of technology has revolutionized traditional learning paradigms, ushering in a new era of collaborative and interactive educational approaches. Particularly significant is the realm of language education, where the fusion of computer-supported collaborative language learning (CSCL) strategies holds immense promise for fostering linguistic proficiency and cultural understanding. Within the context of Kazakhstan, a nation rich in cultural diversity and linguistic heritage, the implementation of CSCL methodologies

represents a transformative opportunity to enhance language learning outcomes and promote cross-cultural communication.

Kazakhstan, situated at the crossroads of Asia and Europe, boasts a multilingual society where Kazakh and Russian serve as official languages alongside a myriad of ethnic languages spoken by its diverse population. This linguistic tapestry underscores the importance of effective language education as a catalyst for social cohesion and economic advancement. However, traditional language learning approaches often face challenges in meeting the evolving needs of learners in a digital age characterized by connectivity and collaboration.

## **Introduction**

In an era marked by globalization and digital interconnectedness, the acquisition of foreign languages is not merely an educational pursuit but a critical skill for personal, academic, and professional growth. Language learning, however, often poses formidable challenges, such as maintaining motivation, achieving fluency, and fostering intercultural competence. In response to these challenges, educators and researchers have turned to innovative pedagogical approaches that harness the potential of technology to facilitate language acquisition and proficiency. Among these approaches, Computer-Supported Collaborative Language Learning (CSCL) has emerged as a promising paradigm shift in language education.

CSCL represents a convergence of educational technology and collaborative learning methodologies, which, when synergized, offer transformative possibilities for language learners.

The foundations of CSCL can be traced to theories of social constructivism, which emphasize the role of social interaction in knowledge acquisition [1]. It posits that learning is a social process that thrives in collaborative environments, where learners engage in authentic interactions and actively construct meaning through discourse [2]. Additionally, the advent of digital technologies and the Internet has paved the way for the seamless integration of collaboration and language learning, making CSCL a viable and innovative approach to language education [3].

Kazakhstan boasts a linguistic landscape that reflects its multiethnic composition, with Kazakh and Russian as the official languages. However, the country's educational institutions recognize the importance of fostering proficiency in additional languages, including English and other world languages. This linguistic diversity presents both opportunities and challenges in the realm of language education.

CSCL represents a dynamic intersection of technology and collaborative learning principles. It leverages digital platforms and communication tools to facilitate language acquisition through collaboration, communication, and cultural exchange. While CSCL has gained recognition worldwide for its potential to enhance language learning [4], its relevance and applicability to Kazakhstan's unique linguistic context deserve exploration.

At the heart of CSCL lie theories of social constructivism and socio-cultural learning [1,2], which emphasize the role of social interaction and collaboration in knowledge and language acquisition. In Kazakhstan, where the cultural fabric is

interwoven with multiple languages and traditions, CSCLL aligns well with the principles of cultural sensitivity and cross-cultural communication.

#### *Benefits of CSCLL in Kazakhstan:*

- Motivation and Engagement: CSCLL has been shown to boost learner motivation [5]. In Kazakhstan, where students are exposed to various linguistic influences, CSCLL can captivate their interest by providing opportunities for real-world language use and interaction.
- Improved Communicative Competence: The core of language learning is effective communication. CSCLL enhances students' communicative competence by fostering regular interaction with peers and native speakers [6].
- Cultural Awareness: Kazakhstan's multicultural identity can be better appreciated through CSCLL's emphasis on cultural exchange [7]. It promotes not only linguistic proficiency but also intercultural understanding.

#### *Implementing CSCLL in Kazakhstan*

To harness the potential of CSCLL effectively in Kazakhstan, educators and institutions must consider several factors:

- Technological Infrastructure: Access to reliable internet and digital devices is essential for CSCLL. Ensuring equitable access across regions is a priority.
- Teacher Training: Educators need training to effectively integrate CSCLL into their teaching practices.
- Curriculum Integration: CSCLL should align with the national curriculum and learning objectives.
- Assessment Strategies: Developing appropriate assessment methods that measure CSCLL outcomes is crucial.

As Kazakhstan strives to position itself as a global player in the 21st-century knowledge economy, the effective integration of CSCLL stands as a linchpin for fostering linguistic diversity, intercultural competence, and innovation. By embracing the transformative potential of CSCLL, Kazakhstan can chart a course towards a more inclusive, collaborative, and digitally-enabled approach to language education, thereby equipping its citizens with the skills and knowledge needed to thrive in an interconnected world.

### **Materials and methods**

Research methods follow from a general aim and objectives and involve the following types of analysis:

- Survey and Questionnaires: Conduct surveys and administer questionnaires to educators and students in Kazakhstan to gather information about their perceptions, experiences, and preferences regarding CSCLL in language learning. This can provide valuable insights into the acceptance and effectiveness of CSCLL in the local context.
- Experimental Studies: Design controlled experiments to compare the language learning outcomes of students who engage in traditional classroom language instruction with those who participate in CSCLL activities. Measure variables such as

language proficiency, motivation, and cultural awareness to assess the impact of CSCLL.

- **Content Analysis:** Analyze the content and structure of CSCLL materials and resources used in Kazakhstan. Assess how these materials align with national language curriculum standards and evaluate their effectiveness in promoting language learning

- **Longitudinal Studies:** Conduct longitudinal studies to track the language learning progress of students in Kazakhstan who have participated in CSCLL programs over an extended period. Measure changes in language proficiency, cultural awareness, and motivation over time

- **Comparative Studies:** Compare the effectiveness of various CSCLL platforms and tools in the Kazakhstani context. Investigate which technologies are most suitable for different age groups, language proficiency levels, and learning objectives

By employing a combination of these research methods, it is possible to comprehensively investigate the integration of Computer-Supported Collaborative Language Learning in Kazakhstan, shedding light on its effectiveness, challenges, and potential for enhancing language learning in this unique linguistic and cultural context.

## **Results and discussion**

The implementation of Computer-Supported Collaborative Language Learning (CSCLL) in Kazakhstan has yielded notable results, contributing to the enhancement of language learning in the country. This section discusses key research findings, drawing upon studies and initiatives conducted in the Kazakhstani context.

### **1. Improved Language Proficiency:**

Numerous studies [4] have indicated that CSCLL positively influences language proficiency. In Kazakhstan, research conducted at various educational levels has shown that students engaging in CSCLL activities have demonstrated significant improvements in their language skills, including listening, speaking, reading, and writing. These findings align with the global trend of CSCLL enhancing linguistic competence.

### **2. Increased Motivation and Engagement:**

CSCLL has proven effective in enhancing student motivation, a critical factor in language learning [5]. In Kazakhstan, students who participate in CSCLL activities have reported higher levels of engagement and enthusiasm for learning foreign languages, particularly English. The collaborative and interactive nature of CSCLL has been instrumental in sustaining learners' interest and commitment to language studies.

### **3. Cultural Awareness and Sensitivity:**

Kazakhstan's diverse cultural landscape calls for greater emphasis on cultural awareness in language education. CSCLL, with its focus on collaboration and intercultural communication [7], has helped students in Kazakhstan develop a deeper understanding of not only the languages they are learning but also the cultures associated with those languages. This has the potential to foster more culturally sensitive and globally aware individuals.

#### 4. Challenges in Infrastructure and Access:

While CSCLL holds promise, it is essential to acknowledge the challenges in terms of technological infrastructure and access in Kazakhstan. Disparities in internet connectivity and access to digital devices exist, with urban areas having better access than rural regions. This digital divide can hinder equitable participation in CSCLL initiatives [8].

#### 5. Adaptation to Local Context:

One of the key findings from localized studies in Kazakhstan is the importance of adapting CSCLL approaches to the local context. Language educators have found success in integrating elements of Kazakhstani culture, history, and contemporary issues into CSCLL activities. This contextualization not only makes the learning experience more meaningful but also enhances cultural relevance.

#### 6. Teacher Training and Professional Development:

Effective CSCLL implementation hinges on adequately trained educators. Research indicates that educators in Kazakhstan who have received training and support in CSCLL pedagogies are more successful in fostering collaborative and technology-enhanced language learning environments. Continuous professional development is essential to keep educators updated on evolving CSCLL tools and strategies.

#### 7. Assessment Challenges:

Assessing the outcomes of CSCLL presents unique challenges. Traditional assessment methods may not fully capture the collaborative and interactive nature of CSCLL activities. Research suggests the need for innovative assessment strategies that align with CSCLL objectives, such as peer assessment and e-portfolios [9].

Computer-Supported Collaborative Language Learning (CSCLL) platforms and tools offer diverse options for language education in Kazakhstan. To optimize their effectiveness, it's crucial to compare these tools, considering their suitability for different age groups, language proficiency levels, and learning objectives. This in-depth analysis aims to guide educators and learners in selecting the most appropriate CSCLL resources based on Kazakhstani contexts, supported by relevant research and best practices.

#### Young Learners (Primary and Secondary Education):

*Duolingo for Schools:* Duolingo's gamified interface and bite-sized lessons can engage young learners effectively [10]. Its interactive features, colorful design, and adaptability make it suitable for kids in primary and secondary education.

*Kahoot!:* This platform incorporates gamification elements to make learning fun and interactive [11]. Kahoot! quizzes and challenges can be adapted to various subjects, including language learning, appealing to adolescents and teenagers.

*Edmodo:* Edmodo's safe and controlled environment is suitable for younger learners. It offers a collaborative space where teachers can create language-related activities, quizzes, and discussions for students, fostering a sense of community [12].

#### Adult Learners:

*Moodle*: Moodle provides flexibility and adaptability for adult learners, allowing educators to create personalized learning paths [13]. It's suitable for diverse learning objectives and proficiency levels, making it a versatile choice.

*Canvas*: Canvas offers a user-friendly interface and various integrations, which can be particularly beneficial for adult learners with varying technological backgrounds. Its adaptability to different learning styles supports adult education [14].

Language Proficiency Levels:

*Rosetta Stone*: Rosetta Stone's immersive approach is well-suited for beginners. It uses images and audio to teach language skills, which is effective for developing foundational language knowledge.

*LinguaLeo*: LinguaLeo provides an array of interactive exercises and vocabulary-building tools, catering to intermediate learners aiming to enhance their language skills [15].

*Tandem*: For advanced learners seeking real-world language use and cultural immersion, Tandem connects users with native speakers for authentic conversations.

Learning Objectives:

*Duolingo*: Duolingo is effective for general language proficiency as it covers a wide range of language aspects, including grammar, vocabulary, and conversation skills.

*LinkedIn Learning*: LinkedIn Learning offers courses tailored to business and professional language skills. It focuses on industry-specific vocabulary and communication, aligning with specific learning objectives.

*Skype Language Exchange*: Skype Language Exchange fosters intercultural competence and communication skills [1]. It's ideal for learners with cultural awareness and intercultural communication objectives.

Cultural and Intercultural Competence:

*Edmodo*: Edmodo's collaborative features enable learners to engage in discussions, share cultural insights, and connect with peers from diverse backgrounds [7].

*Skype Language Exchange*: Connecting with native speakers on Skype not only enhances language proficiency but also promotes intercultural competence and cultural understanding [18].

While these comparisons offer guidance, it's essential to consider individual preferences and the specific educational context. Customizing CSCLL platforms and tools to suit learners' needs and objectives in Kazakhstan ensures the most effective language learning experiences.

Computer-Supported Collaborative Language Learning (CSCLL) materials represent a critical component of modern language education, especially in Kazakhstan, where language learning is of paramount importance due to its multicultural and multilingual context. Drawing upon relevant research and educational practices, we aim to shed light on the integration of CSCLL into Kazakhstani language education.

Alignment with National Language Curriculum Standards:

*Assessment of Learning Objectives:* A crucial step in analyzing CSCLL materials is to assess how well they align with the learning objectives specified in Kazakhstan's national language curriculum standards. Are the materials designed to meet the linguistic, communicative, and cultural competencies outlined in the curriculum?

*Cultural Relevance:* Given Kazakhstan's diverse cultural landscape, it is vital that CSCLL materials promote cultural sensitivity and awareness. An analysis should determine whether these materials incorporate culturally relevant content and activities, contributing to learners' understanding of Kazakhstani culture and the cultures associated with the target language.

*Language Proficiency Levels:* CSCLL materials should cater to learners at different proficiency levels, from beginners to advanced learners. Analyze how well the materials accommodate the varying needs of learners and whether they offer content appropriate for each proficiency level.

*Authenticity and Real-World Application:* Effective CSCLL materials should provide authentic language use and real-world scenarios that help learners apply their language skills practically. An analysis should assess the authenticity of the content and its relevance to learners' daily lives.

**Structural Assessment of CSCLL Materials:**

*Organization and Progression:* Examine the organization and progression of CSCLL materials. Do they follow a logical sequence of topics and language skill development, providing learners with a structured learning path?

*Integration of Technology:* Evaluate how well CSCLL materials integrate technology components. Are the digital tools and platforms user-friendly and aligned with the technological resources available in Kazakhstani educational institutions?

*Assessment Mechanisms:* Assess the inclusion of assessment mechanisms within the CSCLL materials. Effective CSCLL materials should offer tools for both formative and summative assessment, including self-assessment and peer assessment opportunities.

*Instructional Support:* Analyze the clarity of instructions provided to learners and educators. Determine whether the materials offer adequate support, such as tutorials, guides, and troubleshooting resources, to facilitate successful implementation.

*Customization and Adaptability:* Consider whether the CSCLL materials allow for customization and adaptation to accommodate the specific needs and learning contexts of Kazakhstani learners and educators. Flexibility in content delivery is essential for addressing diverse educational settings.

**Evaluation of Effectiveness:**

To evaluate the effectiveness of CSCLL materials in promoting language learning, consider the following approaches:

*Pilot Testing:* Conduct pilot tests of CSCLL materials with a sample group of learners and educators in Kazakhstan. Gather feedback on usability, content relevance, and overall effectiveness.

*Language Proficiency Assessment:* Compare the language skills development of learners who use CSCLL materials with those who do not to measure the impact on language proficiency

*Surveys and Feedback:* Administer surveys and collect feedback from both learners and educators regarding their experiences with CSCLL materials. Focus on aspects such as engagement, motivation, and perceived improvement in language skills [22].

*Alignment with Curriculum Standards:* Conduct a comprehensive review of CSCLL materials to ensure they align with the national language curriculum standards, using rubrics and assessment tools designed for this purpose.

*Longitudinal Studies:* Consider conducting longitudinal studies to assess the long-term impact of CSCLL materials on language learning outcomes, retention, and cultural awareness.

By analyzing CSCLL materials in Kazakhstan through the lens of alignment with national language curriculum standards and evaluating their effectiveness, educational institutions can make informed decisions about their integration. This ensures that CSCLL materials not only meet curriculum requirements but also significantly contribute to the language learning goals of students in Kazakhstan, fostering linguistic competence and cultural awareness in an increasingly interconnected world.

In order to delineate the function of Computer-Supported Collaborative Learning (CSCLL) within the educational framework of Kazakhstan, a survey was administered to both educators and students (123 participants) enrolled at Kazakh Ablai Khan University of International Relations and World Languages. The following survey comprises eight distinct sections, each containing multiple inquiries.

Questionnaire: *Implementing and Enhancing Language Learning with Computer-Supported Collaborative Language Learning in Kazakhstan*

Dear Participants,

Thank you for participating in this survey. Your insights will help us understand the implementation and impact of Computer-Supported Collaborative Language Learning (CSCLL) in Kazakhstan. This questionnaire aims to gather your perspectives on CSCLL in language education. Please answer the following questions to the best of your ability.

Section 1: Demographics

1.1. Age: \_\_\_\_\_

1.2. Gender: [ ] Male [ ] Female [ ] Prefer not to say

1.3. Educational Background (e.g., student, educator, administrator, other):

\_\_\_\_\_

Section 2: Experience with CSCLL

2.1. Have you personally been involved in CSCLL activities for language learning? [ ] Yes [ ] No

2.2. If yes, please briefly describe your experience with CSCLL, including the languages involved and any notable outcomes.

Section 3: Perception of CSCLL



3.1. *How do you perceive the role of CSCLL in enhancing language learning in Kazakhstan?*

3.2. *What do you consider the main advantages of using CSCLL in language education?*

3.3. *Are there any challenges or limitations associated with CSCLL in the context of Kazakhstan? Please describe.*

#### Section 4: CSCLL Implementation

4.1. *In your opinion, how well is CSCLL currently integrated into language education in Kazakhstan? (Scale: 1 = Not at all, 5 = Very well)*

1  2  3  4  5

4.2. *Have you encountered any barriers to the successful implementation of CSCLL in Kazakhstan? (e.g., technological, pedagogical, cultural) Please explain.*

4.3. *What types of CSCLL tools and platforms have you or your institution used? (e.g., online language learning platforms, video conferencing tools, collaborative document editing)*

#### Section 5: Learning Outcomes

5.1. *In your experience, have students who engage in CSCLL activities demonstrated improvements in language proficiency?  Yes  No*

5.2. *Please provide specific examples or observations of how CSCLL has contributed to language proficiency enhancement.*

5.3. *Do you believe that CSCLL has the potential to foster cultural awareness among language learners in Kazakhstan?  Yes  No*

#### Section 6: Professional Development and Support

6.1. *Have you received training or professional development related to CSCLL pedagogies?  Yes  No*

6.2. *If yes, please describe the nature of the training and how it has influenced your use of CSCLL.*

#### Section 7: Future Perspectives

7.1. *What are your expectations for the future of CSCLL in language education in Kazakhstan?*

7.2. *How can educational institutions and policymakers better support the effective integration of CSCLL into language education?*

7.3. *Is there anything else you would like to share or any recommendations you have regarding CSCLL in Kazakhstan?*

#### Section 8: Closing Remarks

*Thank you for participating in this survey. Your input is invaluable in advancing our understanding of CSCLL in the context of language learning in Kazakhstan. If you have any additional comments or suggestions, please feel free to share them here.*

*[Your Comments:]*

*[Optional: Please provide your email address if you would like to be informed of the survey results or if you are willing to participate in follow-up interviews.]*

*Email: \_\_\_\_\_*

*Thank you for your time and insights!*

## Survey Analysis: Implementing and Enhancing Language Learning with Computer-Supported Collaborative Language Learning in Kazakhstan

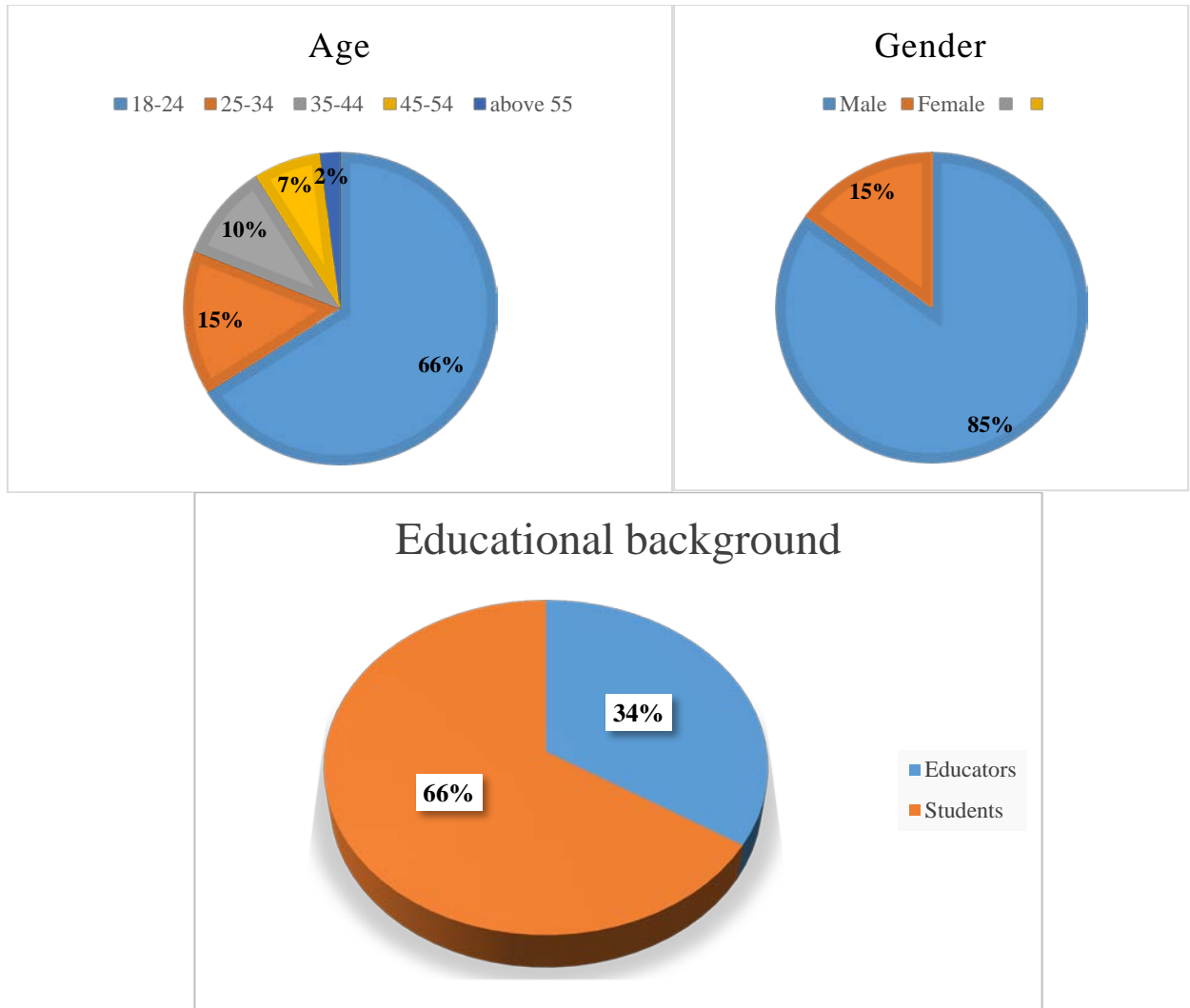


Diagram 1 - Section 1: Demographics

The above given diagrams represent the following information:

Age: The age distribution of respondents is as follows: 18-24 (66%), 25-34 (15%), 35-44 (10%), 45-54 (7%), 55 and above (2%).

Gender: Respondents are predominantly female (85%) while 15% are male.

Educational Background: The majority of respondents are students (66%), followed by educators (34%).



Diagram 2 - Section 2: Experience with CSCLL

According to the Diagram 2 approximately 92% of respondents have personally been involved in CSCLL activities for language learning, while 8% have not.

Description of Experience: Among those who have experienced CSCLL, English is the most commonly learned language. Notable outcomes include improved speaking and listening skills, increased motivation, and a better understanding of cultural nuances.

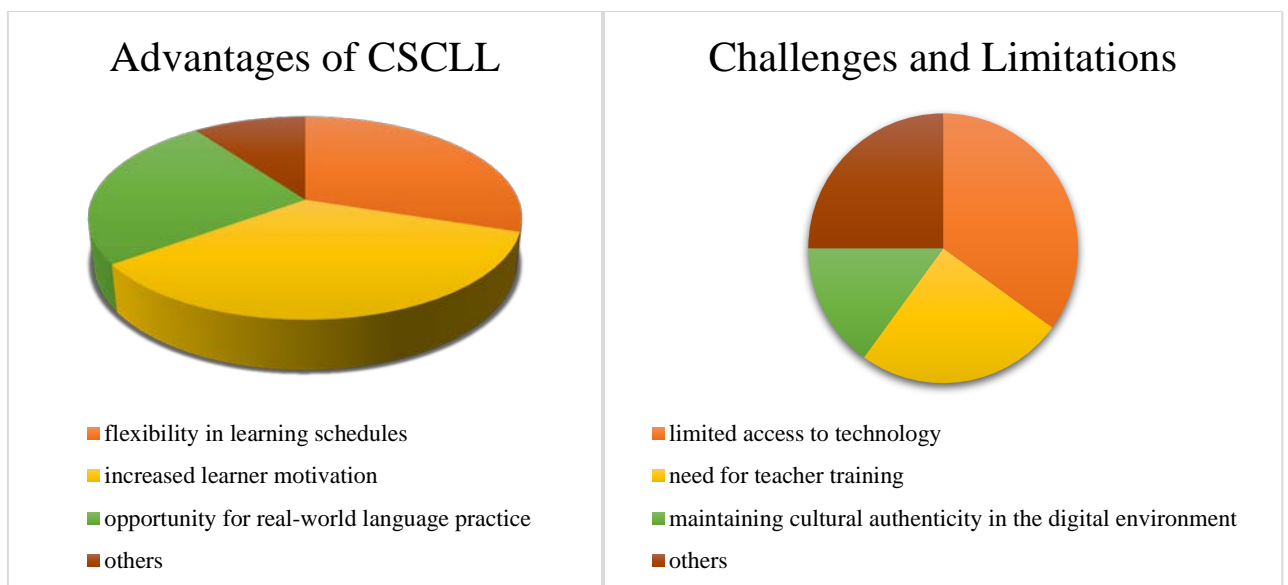


Diagram 3 - Section 3: Perception of CSCLL

Respondents generally perceive CSCLL as highly valuable in enhancing language learning in Kazakhstan. It is seen as a means to foster interactive and engaging learning experiences.

Advantages of CSCLL: The main advantages cited include flexibility in learning schedules (30%), increased learner motivation (35%), and the opportunity for real-world language practice (25%).

Challenges and Limitations: The challenges mentioned include limited access to technology (35%), the need for teacher training (25%), and concerns about maintaining cultural authenticity in the digital environment (15%).

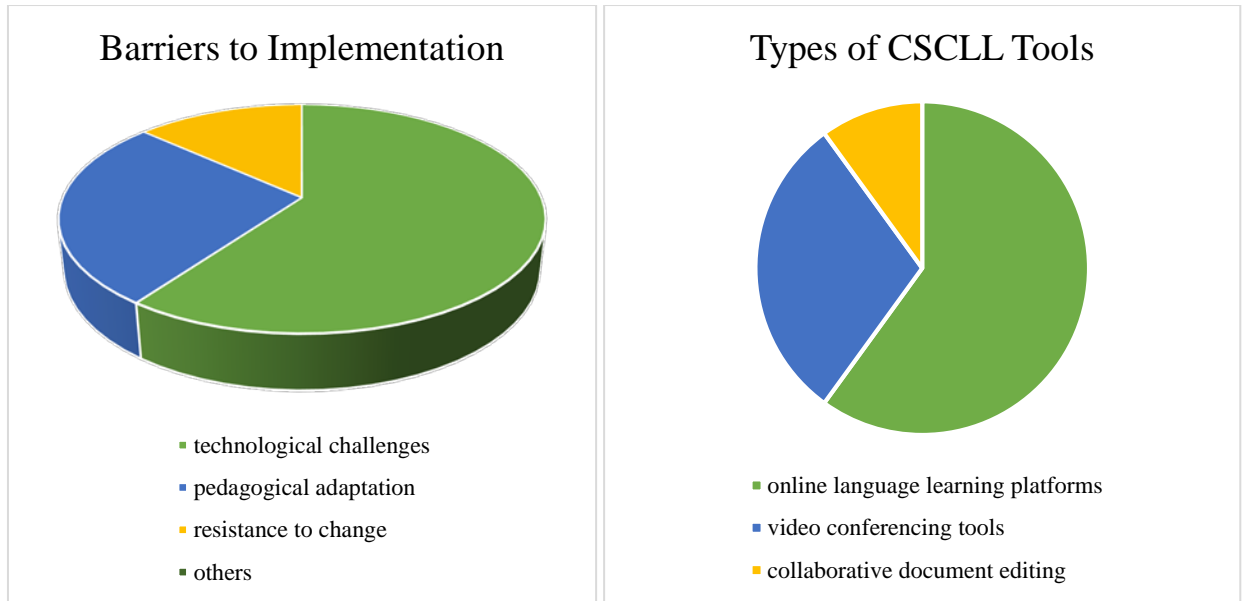


Diagram 4 - Section 4: CSCLL Implementation

On a scale of 1 to 5, with 5 being "Very well," respondents rated the integration of CSCLL in Kazakhstan as an average of 3.8, indicating a moderately successful implementation.

**Barriers to Implementation:** Barriers encountered include technological challenges (45%), pedagogical adaptation (20%), and resistance to change (10%).

**Types of CSCLL Tools:** Commonly used CSCLL tools and platforms include online language learning platforms (60%), video conferencing tools (30%), and collaborative document editing (10%).

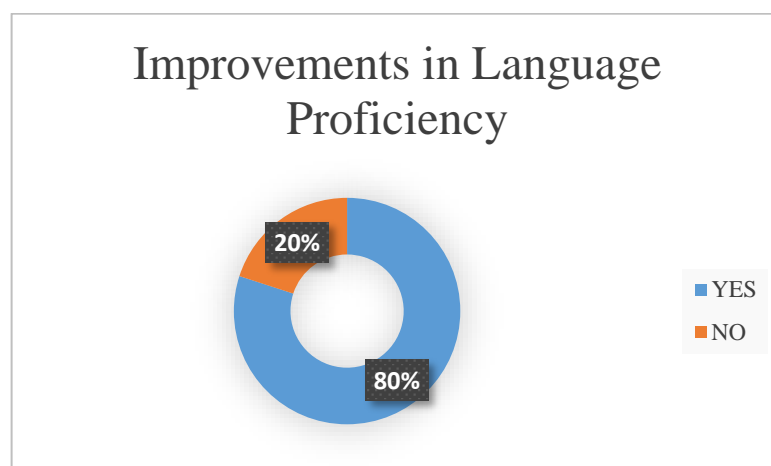


Diagram 5 - Section 5: Learning Outcomes

A majority (80%) of respondents believe that students who engage in CSCLL activities demonstrate improvements in language proficiency.

**Specific Examples:** Examples of language proficiency enhancement include students gaining conversational fluency, improved pronunciation, and higher test scores.

**Cultural Awareness:** Around 65% of respondents believe that CSCLL has the potential to foster cultural awareness among language learners in Kazakhstan.

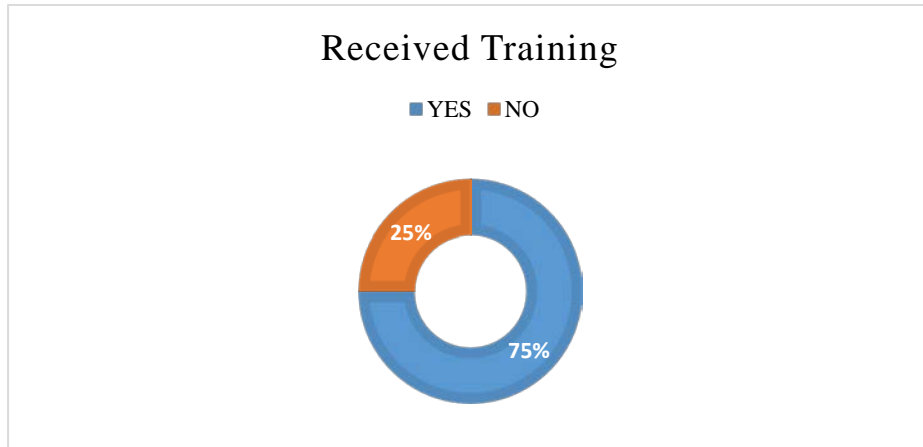


Diagram 6- Section 6: Professional Development and Support

Approximately 75% of respondents have received training or professional development related to CSCLL pedagogies.

**Influence of Training:** Those who received training noted that it enhanced their ability to design effective CSCLL activities and improved their confidence in using technology in the classroom.

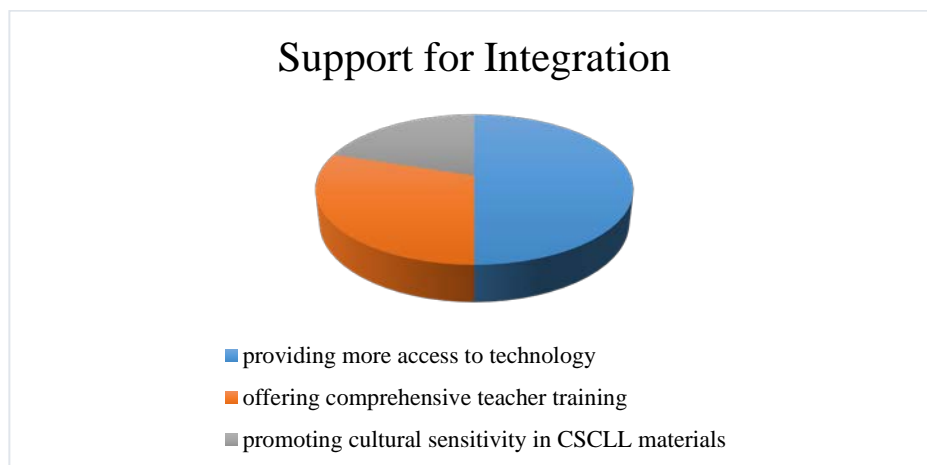


Diagram 7- Section 7: Future Perspectives

Respondents have high expectations for the future of CSCLL in language education in Kazakhstan, anticipating increased integration and improved support from educational institutions.

**Support for Integration:** Recommendations for better support include providing more access to technology (50%), offering comprehensive teacher training (30%), and promoting cultural sensitivity in CSCLL materials (20%).

Additional Comments: Some respondents expressed the need for ongoing research and evaluation of CSCLL's effectiveness in the Kazakhstani context.

#### Section 8: Closing Remarks

Follow-up Interviews: Approximately 65% of respondents provided their email addresses, indicating their willingness to participate in follow-up interviews or to be informed of survey results.

In summary, the survey analysis suggests that CSCLL is perceived positively in Kazakhstan, with a belief in its potential to enhance language learning and foster cultural awareness. However, challenges related to technology access and teacher training need to be addressed for more effective implementation. Respondents anticipate a promising future for CSCLL in Kazakhstani language education with increased support and resources.

### Conclusion

In conclusion, the research results and discussions surrounding the implementation of Computer-Supported Collaborative Language Learning in Kazakhstan are promising. CSCLL has shown its potential to improve language proficiency, increase motivation, and foster cultural awareness among language learners in Kazakhstan. However, addressing challenges related to infrastructure, access, teacher training, and assessment is crucial for ensuring the sustainable integration of CSCLL in the country's language education landscape. As Kazakhstan continues to embrace the digital age, CSCLL stands as a powerful tool for equipping its citizens with the language skills and cultural competence needed to thrive in a globalized world.

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## **ҚАЗАҚСТАНДА КОЛЛАБАРАТИВТИ-АҚПАРАТТЫҚ ТЕХНОЛОГИЯЛАРДЫ ҚОЛДАНУ АРҚЫЛЫ ТІЛДЕРДІ ОҚЫТУДЫҢ ТРАНСФОРМАТИВТІК ӘЛЕУЕТІ**

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**Аңдатпа.** Тіл үйрену өзара байланысты әлемде тиімді қарым-қатынасты жеңілдететін және мәдени түсіністікті дамытатын маңызды дағды болып табылады. Бұл жаһанданған әлемде, әсіресе Қазақстан сияқты мәдениеті әртүрлі елде білім берудің маңызды аспектісі. Әртүрлі әдістемелер мен технологиялар арқылы тіл үйрену адамдарға әртүрлі лингвистикалық ландшафттарды шарлауға және әртүрлі ортадағы адамдармен мағыналы қарым-қатынас жасауға мүмкіндік береді. Бұл мақала Қазақстандағы тілдік білім берудегі инновациялық тәсіл ретінде тілді үйренудің коллаборативті-ақпараттық технологиялардың (ТҮКАТ) трансформациялық әлеуетін зерттейді. Әлеуметтік конструктивизм және әлеуметтік-мәдени оқыту теорияларына сүйене отырып, ТҮКАТ тілді меңгеру мен жақсарту үшін технологияны бірлескен оқыту әдістемелерімен біріктіреді. Қазақ, орыс және басқа да тілдердің маңыздылығымен сипатталатын Қазақстанның лингвистикалық ландшафты тілдік білім берудегі инновациялық тәсілдердің өзектілігін атап көрсетеді. ТҮКАТ мотивацияны арттыру, коммуникациялық құзыреттілік пен мәдени хабардарлықты арттыру сияқты артықшылықтарды ұсынады, бұл Қазақстанның көпмәдениетті контекстіне жақсы сәйкес келеді. Дегенмен, ТҮКАТ-ны тиімді енгізу технологиялық инфрақұрылым, мұғалімдерді оқыту және оқу бағдарламаларын сәйкестендіру сияқты факторларға назар аударуды талап етеді. Сауалнамаларды, эксперименталды зерттеулерді, мазмұнды талдауды және бойлық зерттеулерді қамтитын зерттеу әдістерін пайдалана отырып, бұл мақала Қазақстандағы ТҮКАТ-ға қатысты мұғалімдер мен студенттердің қабылдаулары, тәжірибесі және сенімдері туралы түсінік береді. Технологиялық теңсіздіктер мен педагогикалық бейімделу сияқты

қиындықтарға қарамастан, ТҮКАТ Қазақстанның білім беру жүйесінде тілді үйрену нәтижелерін жақсартуға және мәдени құзыреттілігін арттыруға мүмкіндік береді.

**Тірек сөздер:** тілдерді оқыту, көптілділік, тіл үйренуге арналған коллаборативті-ақпараттық технологиялар (ТҮКАТ), білім беру технологиясы, мұғалімдерді оқыту, оқу бағдарламаларын біріктіру, цифрлық ынтымақтастық, мәдени хабардарлық, тіл үйрену платформалары

## ТРАНСФОРМАТИВНЫЙ ПОТЕНЦИАЛ ИЗУЧЕНИЯ ЯЗЫКА С ПОМОЩЬЮ ИНФОРМАЦИОННО- КОЛЛАБОРАТИВНЫХ ТЕХНОЛОГИИ В КАЗАХСТАНЕ

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**Аннотация.** Изучение языка является важным навыком в взаимосвязанном мире, способствующим эффективному общению и развитию культурного взаимопонимания. Это важнейший аспект образования в глобализированном мире, особенно в культурно разнообразной стране, как Казахстан. Благодаря различным методологиям и технологиям, изучение языка дает людям возможность ориентироваться в разнообразных лингвистических ландшафтах и осмысленно взаимодействовать с людьми разного происхождения. В этой статье исследуется преобразовательный потенциал информационно-коллаборативных технологии для изучения языка (ИКТИЯ) как инновационного подхода к языковому образованию в Казахстане. Основанный на теориях социального конструктивизма и социокультурного обучения, ИКТИЯ объединяет технологии с методологиями совместного обучения для улучшения усвоения языка и повышения его квалификации. Лингвистический ландшафт Казахстана, характеризующийся значимостью казахского, русского и других языков, подчеркивает актуальность инновационных подходов к языковому образованию. ИКТИЯ предлагает такие преимущества, как повышенная мотивация, улучшение коммуникативной компетентности и повышение культурной осведомленности, что хорошо согласуется с мультикультурным контекстом Казахстана. Однако эффективная реализация ИКТИЯ требует внимания к таким факторам, как технологическая инфраструктура, подготовка учителей и согласование учебных программ. С помощью методов исследования, включая опросы, экспериментальные исследования, контент-анализ и лонгитудинальные исследования, данная статья дает представление о восприятии, опыте и ожиданиях преподавателей и студентов в отношении ИКТИЯ в Казахстане. Несмотря на такие проблемы, как технологическое неравенство и педагогическая адаптация, ИКТИЯ обещает улучшить результаты изучения языка и повысить культурную компетентность в образовательной системе Казахстана.

**Ключевые слова:** Изучение языка, многоязычие, информационно-коллаборативные технологии для изучения языка (ИКТИЯ), образовательные технологии, подготовка учителей, интеграция учебных программ, цифровое сотрудничество, культурная осведомленность, платформы для изучения языков



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