

CURRENT TRENDS IN TEACHER TRAINING

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Abstract. This article explores the evolution of teacher training methodologies and competencies in the digital era, with a focus on the integration of Information and Communication Technologies (ICT). Traditional teaching models that positioned teachers as sole authorities have gradually shifted towards student-centered and communicative approaches, emphasizing psychological well-being, interpersonal skills, and socio-cultural awareness. Teacher competencies now encompass a blend of linguistic, pedagogical, interpersonal, cultural, organizational, and ICT skills. ICT tools, such as Microsoft Teams and Power BI, have revolutionized teacher-student communication and facilitated data analysis in applied linguistics. Language corpora, as textual databases, support self-directed learning and improve the teaching process by enabling teachers and students to work with authentic linguistic data. These advancements make teaching more dynamic, efficient, and engaging. The research highlights the importance of integrating ICT into teacher training programs to prepare educators for modern classroom demands. The findings suggest that developing ICT competencies and leveraging technological tools significantly enhance the effectiveness of teacher training and professional communication.

Key words: teacher competencies, ICT in education, language corpora, teacher training, pedagogical methods, innovations in education, digital literacy, trend

Introduction

The field of teacher training has undergone significant transformations over the past decades, reflecting broader changes in education, technology, and societal expectations. From traditional models that emphasized rote learning and teacher authority to contemporary approaches that focus on learner engagement, cultural awareness, and technological fluency, the evolution of teacher training highlights the dynamic nature of educational practices. This paper examines the current trends in teacher training, with a particular focus on the role of Information and Communication Technologies (ICT) and the development of multifaceted competencies required for modern classrooms.

DEFINITION – “knowledge, skills, attitudes, values, motivations and beliefs people need in order to be successful in a job.” [1]

- linguistic
- pedagogical
- interpersonal/communication skills (soft skills)
- (socio-)cultural competencies (sts' socio-cultural background, national values)
- organisational/planning

Ict-competence information and communication technology = technical equipment for getting, distributing & transferring knowledge and training skills

Teacher training has always been a cornerstone of effective education systems. Historically, the role of a teacher was defined primarily by their expertise in a specific subject matter and their ability to transmit this knowledge to students. Traditional methodologies, such as the Grammar Translation Method (GTM) and the Audio-Lingual Method (ALM), treated the teacher as the central figure in the classroom, often equating their authority with native-like fluency and linguistic precision. These methods, while effective in certain contexts, left little room for student autonomy or the consideration of individual learning styles.

However, as education systems began to adapt to the complexities of globalized, multicultural societies, the limitations of these traditional models became apparent. The rise of humanistic approaches in the mid-20th century marked a paradigm shift in teacher training and classroom practices. Methods such as the Silent Way, Suggestopedia, and Total Physical Response (TPR) emphasized the psychological well-being of students, creating a relaxed and supportive learning atmosphere. Teachers were no longer seen solely as knowledge providers but as facilitators who could guide students through personalized and engaging learning experiences.

The shift towards more interactive and communicative approaches in language teaching further expanded the role of teachers. Approaches such as the Direct Method, Community Language Learning (CLL), and the Communicative Language Teaching (CLT) model emphasized the importance of social and interactional skills. Teachers were expected to foster meaningful communication, adapt to the socio-cultural backgrounds of their students, and create opportunities for authentic language use. This evolution necessitated a redefinition of teacher competencies to include not only linguistic and pedagogical skills but also interpersonal, cultural, and technological proficiencies.

In the context of these changes, the integration of ICT into teacher training has emerged as one of the most significant developments in recent years. ICT has not only transformed how teachers deliver content but has also redefined the competencies required for effective teaching. Tools such as Microsoft Teams, Power BI, and other software applications have become indispensable in facilitating communication, managing classroom activities, and analyzing data. These tools enable teachers to create interactive learning environments, streamline administrative tasks, and personalize instruction to meet the diverse needs of their students.

The importance of ICT in teacher training is underscored by the growing reliance on e-learning and blended learning models. These models have been particularly crucial in addressing the challenges posed by the COVID-19 pandemic, which necessitated a rapid transition to online education. The use of ICT tools allowed teachers to maintain continuity in education, demonstrating their potential to support flexible and adaptive teaching practices. Moreover, ICT has expanded access to professional development opportunities, enabling teachers to engage in online training programs, webinars, and collaborative learning communities.

Another critical aspect of modern teacher training is the emphasis on cultural competencies. In increasingly diverse classrooms, teachers must navigate the complexities of different cultural norms, values, and communication styles. Cultural

competencies enable teachers to create inclusive learning environments that respect and celebrate diversity, fostering mutual understanding and collaboration among students. These competencies are particularly important in language teaching, where understanding the socio-cultural context of language use is essential for effective communication.

The integration of ICT and cultural competencies into teacher training highlights the multidimensional nature of modern teaching. Teachers are expected to combine technical expertise with interpersonal skills, adapting their practices to the rapidly changing demands of education. This requires a shift in teacher training programs, which must balance the development of core teaching skills with the cultivation of technological and cultural proficiencies.

At the heart of these changes is the concept of teacher competencies, defined as the knowledge, skills, attitudes, values, motivations, and beliefs needed for success in the teaching profession. Competency-based approaches to teacher training provide a comprehensive framework for preparing educators to meet the challenges of modern classrooms. These approaches emphasize the integration of linguistic, pedagogical, interpersonal, cultural, organizational, and ICT competencies, ensuring that teachers are equipped to address the diverse needs of their students.

ICT competencies, in particular, have become a focal point of teacher training programs. These competencies encompass a range of skills, including the use of digital tools for teaching and learning, the ability to analyze and visualize data, and the capacity to integrate technology into pedagogical practices. For example, the use of language corpora—textual databases that facilitate the study of authentic language use—has become an important tool in language teaching. Language corpora enable teachers to provide students with real-world examples of language in use, enhancing their understanding of linguistic patterns and cultural nuances.

The adoption of ICT tools in teacher training is also driven by the need to prepare educators for the demands of a digital society. As technology continues to reshape how people communicate, work, and learn, teachers must be proficient in using digital tools to engage students and foster critical thinking skills. This requires ongoing professional development and a commitment to lifelong learning, as teachers must continuously update their skills to keep pace with technological advancements.

Materials and methods

1. Data Analysis in Applied Linguistics

The study employs a quantitative approach to process textual data within the field of applied linguistics. Textual data, such as responses from surveys or corpora, are converted into numerical values for statistical analysis. This method allows for the aggregation and interpretation of data, such as the proportion of respondents providing specific answers (e.g., 67% of females answering “no” to a given question).

2. Use of Language Corpora

Language corpora, defined as extensive textual databases, serve as the primary resource for linguistic analysis. These include:

- Kazakh National Corpus

- Russian National Corpus
- British National Corpus

These databases are leveraged to explore linguistic patterns, analyze authentic language use, and provide real-world examples for translation or applied linguistic studies.

3. Data Visualization Techniques

Visualization tools are used to present data in an interpretable and actionable format. For instance, Power BI is employed to create dynamic charts, graphs, and maps that highlight key findings. Examples include:

- Identifying languages spoken across various countries.
- Summarizing linguistic usage trends within a given population.

This approach enhances the clarity and accessibility of complex linguistic data.

Materials

1. Language Corpora as Textual Databases

The study utilizes corpora to examine linguistic phenomena. These databases provide raw textual data, which are essential for analyzing word frequencies, collocations, and syntactic patterns.

2. Survey Data

Responses collected through surveys are converted into numerical formats for statistical analysis. Examples include:

Aggregating yes/no answers.

Calculating gender-based response patterns to specific linguistic queries.

3. Visualization Tools

– Microsoft Power BI: A software used to process and visualize linguistic data. It generates interactive dashboards that display trends in language usage or demographic breakdowns.

– Geographical Mapping Features: Power BI integrates geospatial tools to illustrate where specific languages are spoken globally, supporting cross-cultural linguistic studies.

4. Technical Resources

– University of Gdańsk resources and methodologies for analyzing professional communication in foreign languages.

– Online tools and platforms for data collection and processing, ensuring precision in converting qualitative data into quantitative insights.

Ethical Considerations

– The methodologies adhere to ethical standards in data collection, processing, and visualization. The use of survey data and language corpora ensures participant anonymity and respects the integrity of linguistic databases.

– By combining numerical data conversion, language corpora, and data visualization tools, this study highlights the intersection of technology and linguistics, providing innovative methods for analyzing applied linguistic phenomena.

Results

The research utilized the Kazakh National Corpus (KNC) and the Almaty Corpus of Kazakh Language to extract, analyze, and interpret linguistic patterns, demonstrating the value of computational tools in applied linguistics. The findings reflect the effectiveness of corpus-based methodologies for studying linguistic trends, identifying grammatical structures, and visualizing language usage over time. This section provides an expanded interpretation of the results obtained through the use of these tools, showcasing their significance in linguistic research and education.

1. Insights from the Almaty Corpus of Kazakh Language

The Almaty Corpus of Kazakh Language was instrumental in identifying the structural and grammatical nuances of the Kazakh language. This corpus provided researchers with a flexible and comprehensive database, enabling the study of multiple linguistic aspects:

Grammatical Structures:

The advanced search functionalities allowed researchers to filter results based on specific grammatical attributes, including parts of speech, causatives, verbal forms, and possessiveness. For instance, verbs could be examined in terms of their grammatical tense, aspect, and mood, while possessive structures were analyzed for syntactic distribution and frequency. This granular exploration supported a detailed understanding of how grammatical categories manifest in the Kazakh language.

Data Customization:

Through customizable parameters, researchers were able to target specific linguistic phenomena. Filters for "causatives" and "verbal forms" revealed intricate patterns of verb morphology, while possessive forms showcased the interplay between syntax and semantics in sentence construction. These insights hold practical implications for teaching and linguistic theory development.

Lexical and Semantic Insights:

Beyond grammatical analysis, the corpus enabled the study of lexical usage, semantic changes, and phrase structures. This capacity underscores the versatility of corpus-based research for understanding both formal and colloquial aspects of the Kazakh language.

2. Frequency Analysis of Key Terms

The research highlighted a case study focusing on the term “коронавирус” (coronavirus), showcasing how linguistic corpora capture real-world linguistic shifts influenced by global events.

Temporal Trends:

The frequency analysis revealed a dramatic increase in the usage of the term “коронавирус” between 2016 and 2020. The graphical output from the KNC indicated that the term was rarely used prior to 2020, but its frequency spiked in direct correlation with the onset of the COVID-19 pandemic. This observation illustrates how societal events shape language use and introduce new terms into everyday discourse.

Sociolinguistic Significance:

The surge in pandemic-related terminology demonstrates how language reflects the priorities and concerns of a society during specific historical periods. It also

provides a window into how global phenomena influence the evolution of linguistic trends, both in the Kazakh language and more broadly.

3. Advanced Search Features in the Kazakh National Corpus

The Kazakh National Corpus (KNC) provided advanced search functionalities, allowing researchers to perform in-depth analyses of word usage, phrase structures, and grammatical features.

Graphical Representation of Trends:

One of the most powerful features of the KNC is its ability to visualize linguistic trends over time. For example, the graphical output tracking the frequency of “коронавирус” displayed clear patterns of increased usage tied to real-world events. This capability not only aids linguistic analysis but also provides a practical tool for educators and policy-makers to monitor changes in public discourse.

Morphological and Syntactic Analysis:

The corpus allows for searches filtered by specific grammatical attributes, such as tense, mood, or aspect. Researchers could, for instance, isolate causative forms to study their frequency and usage in different contexts, offering valuable insights into verb morphology. Similarly, the ability to search for possessive constructions enhanced the understanding of syntactic patterns and their semantic implications.

Multifunctionality in Search Parameters:

The KNC's functionality extended beyond basic lexical searches, supporting searches for idiomatic expressions, collocations, and semantic fields. Such versatility makes it a critical tool for applied linguistics research and language pedagogy.

4. Applications of Corpus-Based Findings

The findings from this research have far-reaching applications in both theoretical and practical domains of language study.

Language Teaching and Learning:

Educators can leverage the corpora to provide authentic examples of language use. For instance, the data on causative forms and verbal morphology can be integrated into curriculum design to teach advanced grammatical concepts. The corpus also supports learners in developing their language proficiency by exposing them to real-world linguistic contexts.

Translation and Cross-Linguistic Studies:

The corpus data aids in translation studies by offering insights into the contextual use of words and phrases. The ability to analyze collocations and idiomatic expressions provides translators with nuanced understanding, improving the accuracy and fluency of translations.

Cultural and Sociolinguistic Research:

The corpus captures how language reflects cultural and societal changes, making it a valuable resource for sociolinguistic studies. The example of pandemic-related terminology highlights how language adapts to global events, offering insights into the dynamic relationship between society and language.

5. The Role of Technology in Linguistic Research

The results underscore the importance of integrating modern technologies into linguistic research. The tools and methods employed, particularly the use of graphical

and statistical features within the corpus, have elevated the standards of applied linguistics by enabling:

Enhanced Data Visualization:

Tools like Power BI and the graphical interface of the KNC make linguistic data more accessible and interpretable. The visual representation of trends, such as the spike in “коронавирус,” highlights the value of data visualization in identifying and communicating research findings.

Efficiency and Precision in Analysis:

The automation of data collection and analysis ensures that large datasets can be processed efficiently, allowing researchers to focus on interpretation and theoretical development.

Interdisciplinary Collaboration:

The integration of linguistic research with computational tools fosters collaboration across disciplines, including education, sociology, and computer science. This interdisciplinary approach enriches the study of language and expands its practical applications.

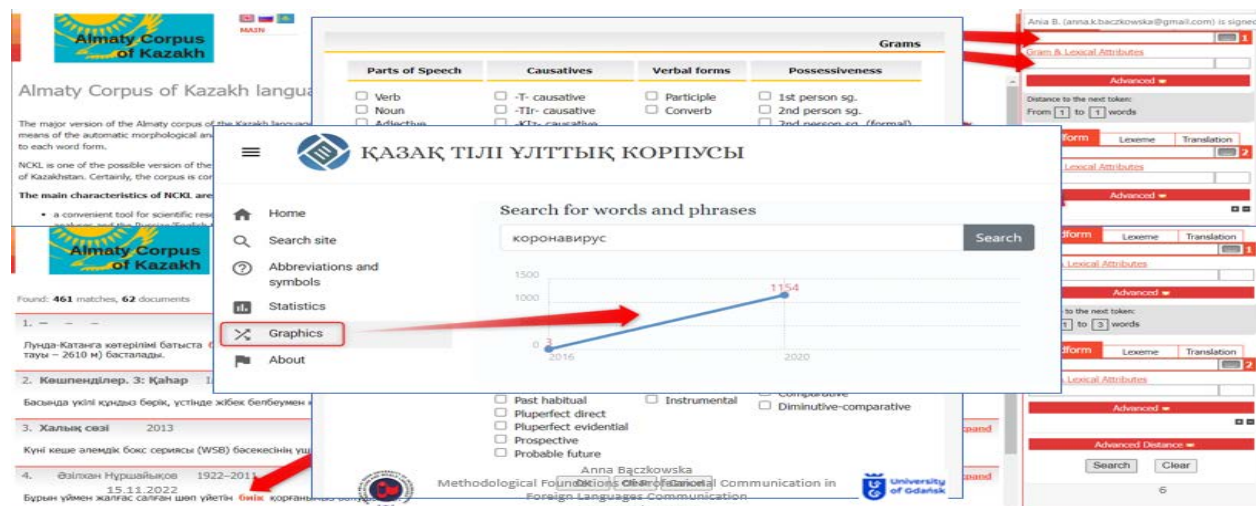


Figure 1- Corpus-Based Linguistic Analysis: Tools and Trends in Kazakh Language Research

Discussion

The analysis conducted through the Kazakh National Corpus and the Almaty Corpus of Kazakh Language demonstrates the pivotal role of corpus-based methodologies in applied linguistics, particularly for the study of language use and trends over time. The integration of computational tools and data visualization has provided new insights into the structural, lexical, and semantic patterns of the Kazakh language. This section discusses the significance of these findings and explores their broader implications for linguistics and language teaching.

1. Value of Corpus-Based Research

The primary finding of this research is the utility of linguistic corpora in identifying and understanding key language trends. By using the Kazakh National

Corpus, we were able to extract valuable data about the usage of specific linguistic elements, including verbal forms, possessive structures, and causatives. These corpora serve as a repository of authentic, real-world language usage, which allows researchers to analyze linguistic patterns based on actual texts and not just theoretical constructs. This methodology ensures a more accurate representation of language as it is used in various contexts, including formal, colloquial, and specialized domains.

One of the core strengths of corpus-based research is its ability to provide quantitative data that reveals trends in language use. For example, the significant increase in the usage of the term “коронавирус” between 2016 and 2020 highlights the direct impact of global events on language evolution. As the pandemic unfolded, the widespread use of the term in Kazakh texts reflected a shift in societal focus and concern. Such trends underscore the dynamic relationship between language and external events, showing how quickly languages adapt to incorporate new terminology related to contemporary issues. This observation aligns with similar findings in other languages, where external social, political, or cultural events prompt linguistic changes.

2. The Role of Data Visualization and Technological Tools

The use of graphical tools to display frequency data and trends enhances the interpretation of linguistic research. By providing visual representations of the frequency of specific words or phrases, the researcher is able to observe patterns that may not be immediately apparent through raw data alone. The graphical output from the Kazakh National Corpus, for instance, allows researchers to track the rise and fall of key terms over time, making it easier to correlate linguistic changes with real-world events. This visualization process is essential for conveying complex linguistic data in an accessible format, allowing for a more intuitive understanding of trends and shifts in language usage.

Moreover, the use of technological tools extends beyond mere visualization. The ability to filter data based on specific grammatical features—such as verb forms or possessive constructions—enables researchers to perform targeted analyses. These functionalities significantly enhance the depth of linguistic inquiry, enabling researchers to focus on particular aspects of language and their evolution in response to cultural or social changes. The advanced search capabilities of the Kazakh National Corpus, which allow for the examination of various morphological and syntactic features, are instrumental in uncovering subtle yet significant linguistic patterns.

3. Implications for Language Teaching and Learning

The findings from this study have significant implications for language teaching. By using corpora such as the Kazakh National Corpus, language educators can provide students with real-world examples of language usage. This approach contrasts with traditional methods that rely heavily on constructed examples, which may not accurately reflect actual language use. By incorporating authentic data into the curriculum, educators can expose learners to a wider range of language structures and vocabulary, enhancing their ability to use the language in practical contexts.

Additionally, corpus-based analysis offers valuable insights into the grammatical and syntactic structures that learners may find challenging. For instance, the detailed examination of causative verbs and possessive constructions provides a

practical foundation for teaching complex grammatical forms. By using corpora to demonstrate the usage of these forms in context, educators can help students gain a deeper understanding of how these structures function in natural language. This approach encourages active learning and critical thinking, as students engage directly with linguistic data rather than relying solely on theoretical explanations.

4. Broader Sociolinguistic Implications

From a sociolinguistic perspective, the increase in the frequency of terms like "коронавирус" reflects the broader societal changes that influence language. Language is constantly evolving, and corpora offer a powerful tool for tracking these changes over time. The pandemic, for instance, not only influenced the vocabulary used in Kazakh but also provided insights into the ways in which language can shape and reflect public awareness of global issues. The frequency analysis of pandemic-related terminology provides a snapshot of how language is used to respond to pressing social and cultural challenges.

Moreover, the use of the Kazakh National Corpus to analyze sociolinguistic phenomena, such as the rise of specific terms or shifts in grammatical structures, allows for a deeper understanding of the relationship between language and culture. Linguistic change is often driven by shifts in societal values, priorities, and concerns, and corpus-based analysis can reveal how language adapts to these changes. This observation emphasizes the importance of considering both linguistic data and the sociocultural context in which the language is used.

5. Limitations and Future Directions

While corpus-based research provides valuable insights into language use, it is not without its limitations. One of the primary challenges is the representativeness of the corpus. While the Kazakh National Corpus is a rich resource, it may not fully capture all varieties of the language, particularly those spoken in informal or non-standard contexts. Expanding the corpus to include a broader range of texts, such as social media posts or oral conversations, could offer a more comprehensive picture of language use across different domains.

Another limitation is the potential for bias in the data. Since corpora are typically composed of texts that have already been written or published, they may not fully represent language as it is spoken in everyday life. Future research could address this issue by incorporating spoken language data, allowing for a more balanced and accurate depiction of language use across both written and oral modes.

process allows teachers to create more engaging and interactive lessons, enabling students to take an active role in their education.

ICT has revolutionized the ways in which teachers and students interact, making communication more efficient and accessible. Tools like Microsoft Teams, for instance, have allowed for real-time communication and collaboration, breaking down the barriers posed by physical distance. Such tools are particularly valuable in the context of remote or hybrid learning environments, where traditional face-to-face interaction is not possible. By leveraging these digital platforms, teachers are able to create a more fluid and interactive learning experience for students, promoting collaboration, immediate feedback, and a sense of connectedness. Moreover, these tools have facilitated data collection and analysis, particularly in fields like applied linguistics, where understanding language patterns and student progress is essential. Teachers can now use data-driven insights to tailor their teaching strategies to better meet the needs of their students.

The use of language corpora—large, structured textual databases—has also become an integral part of modern teacher training. Language corpora provide authentic linguistic data that teachers can use to enhance their teaching practices. By working with real-world examples of language use, teachers are able to improve their own language skills and better understand how language functions in different contexts. For students, corpora serve as a valuable resource for self-directed learning, offering them access to authentic texts and linguistic patterns that they can explore independently. This approach supports a more hands-on, inquiry-based method of learning, which fosters deeper understanding and retention of language concepts.

One of the most significant aspects of these technological advancements is the way they have made teaching more dynamic and engaging. The incorporation of ICT allows for a variety of teaching strategies that were not possible in traditional classroom settings. For example, multimedia tools can be used to incorporate video, audio, and interactive content into lessons, which caters to different learning styles and keeps students engaged. Furthermore, ICT tools like Power BI enable teachers to analyze large datasets quickly and efficiently, providing them with valuable insights into student performance and progress. This data-driven approach allows for more informed decision-making in terms of teaching strategies, assessment methods, and overall curriculum design.

The integration of ICT into teacher training programs has become a crucial step in preparing educators for the demands of modern classrooms. Teacher training institutions have recognized the importance of equipping educators not only with the pedagogical skills necessary for teaching but also with the technological competencies required to thrive in the digital age. The research suggests that teachers who are well-versed in ICT are better equipped to meet the diverse needs of their students and to create engaging, personalized learning experiences.

In conclusion, the findings of this study underscore the critical importance of ICT in reshaping teacher training methodologies. As the educational landscape continues to evolve, teacher competencies must expand to include not only traditional pedagogical skills but also proficiency in digital tools and technologies. By integrating

ICT into teacher training programs, educators are better prepared to face the challenges of modern classrooms and to effectively support their students in their learning journeys. The results suggest that the development of ICT competencies significantly enhances the effectiveness of teacher training, leading to more dynamic, engaging, and efficient teaching practices. Furthermore, the use of ICT tools fosters greater communication, collaboration, and data analysis capabilities, all of which contribute to improved educational outcomes for both teachers and students. Ultimately, this research highlights the transformative potential of ICT in education and the necessity of embracing digital tools to enhance teacher training and professional development.

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МҰҒАЛІМДЕРДІ ДАЯРЛАУДЫҢ ҚАЗІРГІ ТЕНДЕНЦИЯЛАРЫ

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Аңдатпа. Бұл жұмыс қазіргі заманғы цифрлық дәуірде оқытушының біліктілігін дамыту әдістері мен дағдыларын зерттейді, ақпараттық-коммуникациялық технологиялардың (АКТ) интеграциясына ерекше көңіл бөлінеді. Мұғалімдердің дәстүрлі оқыту әдістері, мұғалімді негізгі білім көзі ретінде қарастырған, біртіндеп студентке бағытталған әдістерге ауысты, олар сонымен қатар оқушылардың психологиялық әл-ауқатына, әлеуметтік және коммуникативтік дағдыларына назар аударуды қамтиды. Мұғалімдердің дағдылары енді лингвистикалық және

педагогикалық дағдылармен қатар мәдениетаралық, ұйымдастырушылық және АКТ дағдыларын қамтиды. АКТ құралдары, мысалы, Microsoft Teams, Power BI және мәтіндер корпустары оқытудың ажырамас бөлігіне айналды, бұл коммуникацияны, процестерді басқаруды және деректерді талдауды жеңілдетеді. Бұл құралдар мұғалімдерге интерактивті оқу ортасын құруға, әкімшілік тапсырмаларды жеңілдетуге және студенттердің әртүрлі қажеттіліктеріне сәйкес оқытуды дербестендіруге мүмкіндік береді. Бұл жұмыс АКТ-ны мұғалімдер даярлығына енгізудің маңыздылығын атап көрсетеді, осылайша олар қазіргі білім беру үдерісінің талаптарына жауап бере алады. Зерттеу нәтижелері ИКТ дағдыларын дамыту және технологиялық құралдарды пайдалану мұғалімдерді дайындаудың тиімділігі мен кәсіби коммуникацияны айтарлықтай арттыратынын көрсетеді.

Тірек сөздер: мұғалімдердің біліктілігі, АКТ білім беруде, мәтіндер корпустары, мұғалімдер даярлығы, педагогикалық әдістер, оқытудағы инновациялар, цифрлық сауаттылық, тенденция

СОВРЕМЕННЫЕ ТЕНДЕНЦИИ ПОДГОТОВКИ УЧИТЕЛЕЙ

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Аннотация. В этой статье исследуется эволюция методик подготовки учителей и их компетенций в цифровую эпоху с акцентом на интеграцию информационно-коммуникационных технологий (ИКТ). Традиционные модели обучения, в которых учителя считались единственной властью, постепенно смещаются в сторону личностно-ориентированных и коммуникативных подходов, делая акцент на психологическом благополучии, навыках межличностного общения и социокультурной осведомленности. Компетенции учителей теперь включают в себя сочетание лингвистических, педагогических, межличностных, культурных, организационных навыков и навыков работы с ИКТ. Инструменты ИКТ, такие как Microsoft Teams и Power BI, произвели революцию в общении между преподавателями и студентами и упростили анализ данных в прикладной лингвистике. Языковые корпуса, как текстовые базы данных, поддерживают самостоятельное обучение и улучшают учебный процесс, позволяя преподавателям и студентам работать с аутентичными лингвистическими данными. Эти достижения делают преподавание более динамичным, эффективным и увлекательным. Исследование подчеркивает важность интеграции ИКТ в программы повышения квалификации учителей для подготовки педагогов к современным требованиям в классе. Полученные результаты свидетельствуют о том, что развитие ИКТ-компетенций и использование технологических инструментов значительно повышают эффективность подготовки учителей и профессионального общения.

Ключевые слова: компетенции преподавателей, ИКТ в образовании, корпуса текстов, подготовка преподавателей, педагогические методы, инновации в обучении, цифровая грамотность, тенденция

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