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COMPARING DUAL AND PRACTICE-ORIENTED LEARNING IN FUTURE TEACHER TRAINING

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Abstract. This study examines the theoretical foundations and practical aspects of the formation of professional competence among future foreign language teachers in the framework of Kazakhstani higher education. Using a mixed methodological approach, a survey was conducted among seventy-three fourth-year students of the KazUIR&WL in order to evaluate their teaching practice experience, self-assessment skills and attitudes towards dual and practice-oriented learning. The questionnaire explored three areas: the scope and challenges of pedagogical practice, students' understanding and perceptions of dual learning, and their self-assessment of professional competence. Quantitative data were analyzed for frequency and distribution, while open-ended responses underwent qualitative content analysis. The results indicate the importance of integrating theory with continuous practical training and emphasize the positive perception of dual education by students as a means of increasing their willingness to teach and self-confidence. Students generally rate their teaching positively, they consistently emphasize the need for longer, better-structured practical training and more direct integration of theory and practice. The findings underscore that neither model alone is sufficient. Effective teacher education in Kazakhstan should combine the structured workplace immersion of dual learning with the adaptability and breadth of practice-oriented methods, supported by systematic mentoring and curriculum refinement to prepare confident, highly competent foreign language teachers.

Keywords: foreign language teacher education, dual-oriented learning, practice-oriented learning, pedagogical practice, teacher training models, higher education, teacher readiness, reflection

Introduction

The system of higher education and teacher preparation in particular, is undergoing profound change under the influence of globalization, rapid digital development and the rising expectations of the labor market. Within this context, a central task is the development of professional competence among future foreign-language teachers. Such competence is understood as a multifaceted,

integrated quality that brings together subject-matter expertise, pedagogical skills, methodological literacy, communicative abilities, and the capacity for reflective practice.

In Kazakhstan, the priority of strengthening professional competence is clearly attached in several key policy and regulatory documents. The State Mandatory Standards of Higher and Postgraduate Education (2022) set out the learning outcomes and core competencies required of prospective teachers [1]. The Concept for the Development of Higher Education and Science of the Republic of Kazakhstan for 2023-2029 highlights the importance of practice-oriented training and active cooperation with employers [2]. In addition, the Law “On Education” calls for an integrated model of teacher preparation that connects theoretical instruction with practical work in real educational settings [3].

Zimnyaya and Khutorskoy defined in their works these modern theoretical perspectives on the formation of professional competence, which include competence-based, activity-based, personality-oriented and reflective approaches [4]. These frameworks promote a transition from passive reception of information to active engagement in authentic teaching situations. A shared emphasis across these perspectives is the need to close the gap between university study and the professional realities of the classroom [5].

Responding to this challenge, dual education has emerged as an innovative model that combines academic study with sustained professional practice in partner schools or similar educational institutions. Widely adopted in countries such as Germany, Austria and Switzerland, this model has demonstrated its effectiveness in improving graduate employability and ensuring practical readiness for the workplace.

Alongside the dual format, a practice-oriented education offers another way to link theory with practice. This model incorporates practical components directly into coursework, through project-based assignments, case studies, internships or field research without necessarily establishing a formal employment relationship [6]. Rooted in the traditions of pragmatism and constructivism, it encourages students to build knowledge through action and enables universities to tailor learning experiences to varied contexts and learner needs [7].

In Kazakhstan, dual education is expanding within vocational and technical programs, while practice-oriented methods are gradually finding their place in teacher-education curricula. Nevertheless, their conceptual bases, modes of implementation, and perceived effectiveness are still unevenly explored, particularly with respect to the preparation of future foreign-language teachers.

This study addresses that gap by comparing the theoretical foundations of dual and practice-oriented approaches to the development of professional competence in teacher education. To gain insight into how these models are understood and experienced, a survey was carried out among university students,

focusing on their pedagogical practice, their awareness of dual education, and their attitudes toward practice-oriented learning. The results are intended to shed light on current practices in teacher preparation and to inform recommendations for incorporating both dual and practice-oriented elements into programs for training English-language teachers.

Materials and Methods

The study employed both theoretical and empirical research methods.

Theoretical methods included the analysis, synthesis, comparison, and generalization of scientific and methodological literature on professional competence formation, pedagogical practice, and dual and practice-oriented learning in teacher education. These methods made it possible to examine the theoretical foundations of professional training and to conceptualize the applicability of the dual education model in the preparation of future foreign language teachers.

Empirical methods were based on a quantitative survey approach aimed at investigating the perceptions, experiences, and self-assessments of senior students in the context of their pedagogical practice and their attitudes toward dual-oriented education.

The study sample consisted of 73 fourth-year undergraduate students from the Faculty of Foreign Languages at a pedagogical university in Kazakhstan. All participants were enrolled in the «6B01701-Teacher of two foreign languages» teacher training program. These students had completed or were in the process of completing their final pedagogical practicum, making them well-positioned to reflect on their training experience and teaching competencies.

Data were collected through a structured online questionnaire designed using

Google Forms. The survey link was distributed via WhatsApp messenger groups, which the students use for academic communication. The survey was conducted in May 2025.

The questionnaire was divided into three thematic blocks:

Block 1: Pedagogical Practice Experience

This section gathered information about the nature and duration of students' teaching practice, as well as the main challenges they encountered. Students were asked to identify the institutions where they practiced (schools or another educational institutions), specify the length of their practice period, and indicate the types of difficulties they faced (e.g., lack of teaching materials, discipline issues, lack of confidence, language barriers, etc.).

In addition, students rated the usefulness of university coursework in preparing them for practice (on a 5-point Likert scale) and identified the subjects that were most helpful in their teaching.

Block 2: Attitudes Toward Dual Education

This section explored students' awareness of the concept of dual education and their opinions on its relevance to teacher preparation. Students were asked whether they had heard of dual education, how they would describe it, whether they would prefer to study in a dual format, and what they considered to be the advantages and disadvantages of such a model.

Block 3: Self-Assessment of Professional Competence

In this section, students evaluated their current teaching skills using a 5-point scale. They identified areas of teaching that they found most challenging (e.g., grammar explanation, classroom management, material preparation, working with mixed-level students), and offered suggestions on what aspects of their training could be improved to better support their development as future teachers.

The responses were automatically collected and compiled via Google Forms.

Quantitative data (e.g., Likert-scale responses) were analyzed using basic statistical methods, including frequency counts and percentage distributions. Open-ended responses were subjected to qualitative content analysis to identify common themes, patterns, and insights related to students' experiences and attitudes.

This mixed-method design allowed for a more comprehensive understanding of the current state of professional competence formation among future foreign language teachers, as well as their readiness for and interest in dual and practice-oriented education models.

Results and discussion

The survey, completed by 73 fourth-year students majoring in «6B01701-Teacher of two foreign languages» provided a comprehensive view of their pedagogical experience, perceptions of dual-oriented education, and self-assessed professional competence.

1. Pedagogical Practice Experience

A significant majority of students (approximately 80%) reported completing their teaching practicum in public secondary schools, while the remaining students were assigned to private schools or gymnasiums. In terms of duration, most students (62%) indicated that their practice lasted between 3 to 6 months, 21% had 1-3 months, and only a few (6%) reported having less than one month of experience. A small number (11%) had over six months, suggesting extended practicum or part-time teaching roles.

When asked about the main challenges encountered during teaching practice, students most frequently reported:

Classroom management and student discipline issues (noted by 65% of respondents);

- Lack of confidence in front of the class (43%);
- Insufficient methodological materials (37%);
- Language barrier when interacting with students or mentors (24%).

Several students also mentioned issues related to paperwork and documentation, especially difficulties using school systems like *Kundelik.kz*, and a lack of clarity regarding expectations from mentors.

Regarding the usefulness of university courses, a majority (72%) rated them positively, with 53% giving scores of 8-10 on a 10-point scale. However, 10% rated them as only moderately useful (5-7), and 8% indicated low perceived usefulness (below 5).

Students particularly emphasized that teaching methodology, practicum seminars, pedagogical psychology, and English language proficiency courses were the most helpful in preparing for real-life teaching scenarios. Nevertheless, many suggested that more emphasis on practical application and lesson planning would improve the relevance of theoretical coursework.

In response to the open-ended question, students noted a need for:

- Workshops on classroom documentation and grading;
- Demonstration lessons before practice;
- Detailed guidance on behavior management;
- Better integration of theoretical knowledge with real classroom practice.

2. Awareness and Attitudes Toward Dual Education

Approximately 81% of the students reported familiarity with the concept of dual education. When asked to define it in their own words, most students described it as a system where academic learning is combined with practical teaching experience throughout the duration of the program, rather than concentrated in a single semester.

Their definitions generally emphasized the parallel development of theory and practice, consistent with established definitions of dual education models (Figure 1).

Would you like to study in a dual-oriented learning format?

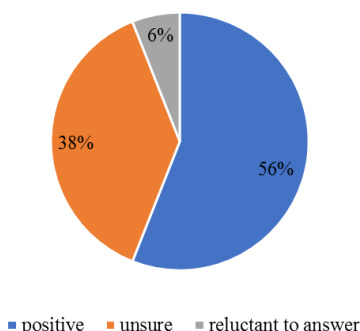


Figure 1 - Students' answers to the question "Would you like to study in a dual-oriented learning format?"

When asked whether they would prefer to study under such a system, 56% responded positively, 38% were unsure, and 6% expressed reluctance. Students cited the following *advantages of dual education*:

- The ability to apply theoretical knowledge immediately in real classroom settings;

- Improved confidence and practical teaching skills;
- Stronger preparation for employment after graduation;
- Better understanding of school culture and student needs.

Among the perceived disadvantages, students mentioned:

- Increased workload and time pressure;
- Potential conflicts between academic and practical responsibilities;
- Lack of readiness during early semesters for classroom interaction;
- Inconsistent quality of mentoring in schools.

These mixed responses suggest that while students recognize the potential benefits of dual education, they also require structured support, mentoring, and time management skills to navigate the demands of such a system.

3. Self-Assessment of Professional Competence

Students were asked to rate their current level of teaching skill on a scale from 1 to 10. The average self-rating was 8.2, indicating that most students felt reasonably confident in their abilities by the end of their training. However, qualitative responses revealed that many students still felt unprepared for certain aspects of teaching.

- The most commonly reported difficulties included:
- Explaining grammar clearly to students (noted by 48%),
- Managing mixed-level classes (41%),
- Maintaining classroom discipline (39%),
- Adapting teaching materials to different learners (33%).

In response to the question “What would you like to improve in your preparation as a future teacher?” students mentioned:

- Gaining more hands-on experience with real learners;
- Developing better lesson planning and material design skills;
- Receiving coaching on classroom communication;
- Improving subject-matter expertise and fluency in the foreign language;
- Understanding legal and administrative aspects of schoolwork.

The findings of this study provide valuable insights into the current state of professional competence formation among future foreign language teachers in Kazakhstan. The results support the view that while theoretical training provides a strong foundation, real classroom experience remains essential for the development of key teaching competencies.

Firstly, the reported difficulties related to classroom management, explanation of grammar, and adaptation to diverse learners echo common challenges described in the literature on early-career teacher development (Darling-Hammond et al., 2020). These areas are not always adequately addressed through lecture-based courses, which underscores the necessity of practical, experiential learning environments [8].

The relatively high average self-assessment of teaching skills (8.2 out of 10) suggests a healthy level of confidence and motivation among students. However, this self-efficacy may be fragile if not continuously supported by structured feedback and mentor guidance, especially during early teaching practice. In this regard, pedagogical mentorship both at the university and in school settings should be a key component of teacher education programs.

One of the most noteworthy findings is the students' positive perception of dual education, despite limited exposure to this model. The majority of students not only demonstrated a clear understanding of the concept but also expressed a desire to engage in a system where theory and practice are interwoven throughout the duration of their studies. These findings align with European best practices, where dual models have led to improved teacher readiness, lower dropout rates, and faster employment transitions (Gessler & Peters, 2017) [9].

Nonetheless, concerns about workload, time pressure, and potential mismatches between university content and school practice must be taken seriously. For dual education to be effective, it requires coordinated planning, clear learning outcomes, and active partnerships between educational institutions and schools. Without this, there is a risk of overburdening students or creating fragmented learning experiences.

In terms of curriculum development, the responses highlight a gap between theoretical coursework and practical needs. For example, while methodology and linguistics were rated as helpful, students frequently requested additional support in lesson planning, assessment strategies, and use of educational technologies. These areas could be integrated more intentionally into core subjects or through practice-based workshops and simulation exercises.

The responses also indicate that students value feedback from real teaching experiences, and this element should be emphasized more in pedagogical programs.

Incorporating reflective teaching journals, peer observation, and collaborative lesson analysis could further deepen professional growth.

Table 1 highlights the core differences between two learnings to professional training in universities.

Table 1. Comparative table of dual and practice-oriented learning

<i>Criterion</i>	<i>Dual learning</i>	<i>Practice-oriented learning</i>
<i>Purpose</i>	Systematic integration of academic theory with paid employment, preparation of “ready-to-work” specialists	Integration of practical experience through projects, case studies and etc. to expand a broad range of professional skills
<i>Organization</i>	Study time is divided between university and a partner organization (a three-party agreement student-university-employer)	Flexible forms of study: project-based learning, case studies and etc.
<i>Outcome</i>	Graduates with real work experience and high readiness for immediate employment	Graduates with diverse practical skills but without attachment to a specific organization
<i>Advantages</i>	Financial support for students; Guaranteed employment; Quick professional adaptability.	Flexible content and formats; Freedom to change tasks directions; Exposure to a various professional situation.
<i>Limitations</i>	Strong dependence on a partner organization; Requires well-developed collaboration between university and partner organization; Less academic flexibility.	No guaranteed employment; Dependence on the teachers and students’ motivation; Practical experience may be less intensive than full workplace immersion.

Dual learning offers highly structured way tied to specific employer, whereas practice-oriented learning provides greater flexibility and can be applied across a wider range of academic programs. Nevertheless, both of them enhance professional competence.

Conclusion

Overall, the study confirms the need for a teacher-education system that develops professional competence through both rigorous academic preparation and meaningful, context-based practice. Such an approach reflects the essence of dual as well as practice-oriented learning, where theory is continuously reinforced by guided, reflective and varied practical experiences.

The findings reveal both strengths and gaps in current programs for training FL teachers in Kazakhstan. While students report a moderate level of confidence in their teaching abilities, they emphasize the importance of extended, well-structured pedagogical practice and show strong interest not only in dual education but also in flexible, practice-oriented formats.

To prepare highly competent and adaptable educators, teacher-training curricula should integrate these two models: formal partnerships with employers’ characteristic of dual education and the diverse, project-based activities central to practice-oriented learning supported by effective mentoring and systematic curriculum design.

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БОЛАШАҚ МҰҒАЛІМДЕРДІ КӘСІБИ ДАЯРЛАУДАҒЫ ДУАЛДЫ ЖӘНЕ ТӘЖІРИБЕГЕ-БАҒЫТТАЛҒАН ОҚЫТУДЫҢ ТЕОРИЯЛЫҚ НЕГІЗДЕРІН САЛЫСТЫРМАЛЫ ТАЛДАУ

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Аңдатпа. Бұл зерттеу Қазақстандық жоғары білім беру аясында болашақ шет тілі мұғалімдерінің кәсіби құзыреттілігін қалыптастырудың теориялық негіздері мен практикалық аспектілерін қарастырады. Аралас әдістемелік тәсілді қолдана отырып, ҚазХҚжәнеӘТУдің жетпіс үш төртінші курс студенттері арасында олардың педагогикалық тәжірибелерін, өзін-өзі бағалау дағдыларын және дуальды және тәжірибеге-бағытталған оқуға деген көзқарастарын бағалау мақсатында сауалнама жүргізілді. Сауалнамада үш бағыт қарастырылды: педагогикалық тәжірибенің ауқымы мен міндеттері, студенттердің дуалды оқытуды түсінуі мен қабылдауы, олардың кәсіби құзыреттілігін өзін-өзі бағалауы. Сандық деректер жиілігі мен таралуы бойынша талданды, ал ашық жауаптар сапалы мазмұнды талдаудан өтті. Нәтижелер теорияны үздіксіз тәжірибелік сабақтармен біріктірудің маңыздылығын көрсетеді және студенттердің дуалды білім беруді олардың оқуға дайындығы мен өзіне деген сенімділігін арттыру құралы ретінде оң қабылдауын көрсетеді. Студенттер, әдетте, оқытуды оң бағалайды, олар ұзақ, жақсы құрылымдалған тәжірибелік сабақтар мен теория мен тәжірибені тікелей интеграциялау қажеттілігін дәйекті түрде атап көрсетеді. Нәтижесінде моделдердің ешқайсысы өздігінен дара жеткілікті емес екенін көрсетеді. Қазақстандағы мұғалімдердің тиімді білімі дуалды оқытудың құрылымдық жұмыс орнына енуін тәжірибеге бағытталған әдістердің бейімделуімен және кендігімен үйлестіре отыра, жүйелі тәлімгерлікпен және оқу бағдарламаларын жетілдірумен қамтамасыз етіліп, өзіне сенімді, жоғары білікті шет тілі мұғалімдерін даярлануы қажет.

Тірек сөздер: шет тілі мұғалімдерінің білімі, дуалды оқыту, тәжірибеге-бағытталған оқыту, педагогикалық тәжірибе, мұғалімдерді даярлау моделдері, жоғары білім, мұғалімнің дайындығы, рефлексия

СРАВНИТЕЛЬНЫЙ АНАЛИЗ ТЕОРЕТИЧЕСКИХ ОСНОВ ДУАЛЬНОГО И ПРАКТИКО-ОРИЕНТИРОВАННОГО ОБУЧЕНИЯ В ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКЕ БУДУЩИХ ПЕДАГОГОВ

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Аннотация. В данном исследовании рассматриваются теоретические основы и практические аспекты формирования профессиональной

компетентности у будущих учителей иностранного языка в рамках казахстанского высшего образования. Используя смешанный методологический подход, был проведен опрос среди семидесяти трех студентов четвертого курса КазУМОиМЯ, чтобы оценить их опыт преподавательской практики, навыки самооценки и отношение к дуальному и практико-ориентированному обучению. В анкете рассматривались три области: масштабы и проблемы педагогической практики, понимание и восприятие студентами дуального обучения и их самооценка профессиональной компетентности. Количественные данные были проанализированы на предмет частоты и распределения, в то время как открытые ответы подверглись качественному контент-анализу. Полученные результаты указывают на важность интеграции теории с непрерывным практическим обучением и подчеркивают позитивное восприятие студентами дуального образования как средства повышения их готовности преподавать и уверенности в себе. Студенты, как правило, положительно оценивают их преподавание, они постоянно подчеркивают необходимость более длительных, лучше структурированных практических занятий и более прямой интеграции теории и практики. Результаты исследования подчеркивают, что ни одна из моделей сама по себе не является достаточной. Эффективное педагогическое образование в Казахстане должно сочетать структурированное погружение на рабочем месте в рамках дуального обучения с адаптивностью и широтой практико-ориентированных методов, подкрепленных систематическим наставничеством и совершенствованием учебных программ, чтобы подготовить уверенных в себе, высококомпетентных преподавателей иностранных языков.

Ключевые слова: образование учителя иностранного языка, дуально-ориентированное обучение, практико-ориентированное обучение, педагогическая практика, модели подготовки учителей, высшее образование, готовность учителя, рефлексия

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