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DIAGNOSING THE READINESS OF FUTURE EFL TEACHERS FOR CRITERION-REFERENCED ASSESSMENT IN THE CONTEXT OF DIGITAL TRANSFORMATION

*Zhakypbekova M.¹, Chaklikova A.², Irgaliyeva D.³, Khachatryan A.⁴

*^{1,2}Ablai Khan University of International Relations and World Languages
Almaty, Kazakhstan

^{3,4}Yessenov University, Aktau, Kazakhstan

Abstract. This study investigates the readiness of future English as a Foreign Language (EFL) teachers in Kazakhstan to implement criterion-referenced assessment (CRA) amid the country’s ongoing digital transformation of education. Since Kazakhstan replaced its traditional five-point grading system with CRA in 2016 under the “Updated Educational Content” reform, the Professional Standard “Pedagogue” has required teachers to demonstrate assessment competence, yet little empirical evidence exists on how well pre-service teachers meet this requirement before specialized training. To address this gap, the study diagnoses the criterion-referenced assessment competence (CRAC) of 3rd-year undergraduate students (N=100) enrolled in the “Foreign Language: Two Foreign Languages” program at Yessenov University. Using a quantitative descriptive design, the authors developed and validated the CRAC-DS, a 20-item diagnostic survey (Cronbach’s $\alpha=0.86$) measuring four components: cognitive, functional, digital, and reflexive. Results reveal an overall low level of readiness ($M = 2.37/5.0$), with 67% of respondents at a low level, 33% at a moderate level, and none reaching a high level. The most pronounced deficit appears in functional design skills ($M = 1.88$), where students struggle to construct rubrics and descriptors despite adequate theoretical knowledge (cognitive component, $M = 2.84$). Digital competence ($M = 2.29$) is similarly weak, exposing a gap between students’ everyday digital fluency and their ability to apply AI and digital tools for pedagogical assessment. These findings confirm a persistent theory-practice gap in teacher preparation and underscore the need for a practice-oriented methodology integrating AI-supported tools, immersive grading simulations, and workshop-based rubric design into EFL teacher education.

Keywords: criterion-referenced assessment, assessment competence, EFL teacher preparation, artificial intelligence integration, digital pedagogical tools, rubric construction, assessment literacy, formative assessment, professional teacher development, educational transformation

Introduction

The transformation of educational assessment practices represents one of the most significant reforms in contemporary education systems worldwide.

Kazakhstan has undertaken one of the most comprehensive educational reforms in post-Soviet Central Asia. In 2016, the country replaced its traditional five-point grading system with criterion-referenced assessment (CRA), a model designed to provide clearer feedback on what students have learned. This shift reflects a global movement toward more transparent and objective assessment practices.

This educational transformation, known as the “Updated Educational Content,” represents much more than a simple grading change. The reform redesigned curriculum, teaching methods, and assessment practices simultaneously. The process began with pilot programs in specialized schools, such as Nazarbayev Intellectual Schools (NIS), before expanding to all public schools nationwide. Importantly, the new approach emphasizes criterion-referenced assessment meaning students are evaluated against fixed performance standards rather than compared to each other [1]. This model was developed with input from international educational partners to ensure both rigor and fairness.

The Updated Educational Content brings together three essential elements that work together to improve learning outcomes. First, the curriculum now emphasizes 21st century skills beyond traditional content knowledge. Second, teaching has shifted to more student-centered approaches that encourage active learning. Third, assessment practices now integrate both formative assessment (feedback during learning) and summative assessment (final evaluation). Within this integrated system, criterion-referenced assessment functions as the central tool for measuring whether students have achieved the predetermined learning outcomes [1].

Foreign language education holds particular importance in this reformed system. Kazakhstan’s trilingual policy requires students to develop proficiency in Kazakh, Russian, and English. This ambitious goal places substantial responsibility on foreign language teachers, who must now assess student progress not only against traditional language tests but also using criterion-based rubrics that evaluate communicative competence across listening, speaking, reading, and writing. The shift from norm-referenced to criterion-referenced assessment fundamentally changes how teachers understand language proficiency and how they provide feedback to learners.

The strategic importance of these reforms is confirmed by the “Concept for the Development of Higher Education and Science for 2023-2029,” which explicitly calls for a transition from knowledge transmission to competence development. This policy framework establishes that assessment must measure student mastery against clear criteria rather than rely on traditional grading curves [2]. Furthermore, the Professional Standard “Pedagogue” in Kazakhstan now mandates that all teachers possess “assessment competence”, specifically, the ability to design and implement both formative and summative assessments using criterion-based tools [3].

Despite these clear policy requirements, a significant gap exists in teacher preparation. Traditional teacher education programs have long emphasized general pedagogical theory such as learning theories, child development, and curriculum design, but have provided limited practical instruction in assessment

design. Teachers often graduate without experiencing hands-on practice in creating rubrics, interpreting criterion-based data, or providing criterion-referenced feedback. This theory-practice gap becomes even more problematic as education systems increasingly incorporate artificial intelligence (AI) and digital tools into assessment. Teachers are now expected not only to design effective rubrics but also to leverage technology for more objective and efficient evaluation. Without specialized training in both criterion-referenced assessment and its technological applications, newly qualified teachers struggle to implement these reforms effectively. Consequently, the objective of this study is to quantitatively diagnose the current level of criterion-referenced assessment competence (CRAC) in 3rd-year university students specializing in “Foreign Language: Two Foreign Languages” to identify specific deficits and justify the development of a new methodology.

The transition from norm-referenced to criterion-referenced assessment (CRA) represents a global trend in educational modernization, shifting the focus from ranking students to measuring their mastery of specific learning objectives. In the context of Kazakhstan, this shift is operationalized through the “Updated Educational Content” reform initiated in 2016.

Theoretical foundations for this approach were established by J.D. Brown and T. Hudson [4] and W.J. Popham [5], who argued that for skill-based subjects like foreign languages, assessment must be directly aligned with instructional criteria rather than relative performance. In the post-Soviet space, this transition requires a fundamental “re-culturing” of the teaching workforce. Kardanova et al. highlight that teachers trained in the Soviet tradition of the “four-point” scale (2-5) often struggle to adopt the objectivity required by CBA, viewing it as a bureaucratic burden rather than a pedagogical tool [6].

Local researchers Abdrakhmanova [7] and Bondarenko [8] note that while the policy framework for CBA is robust, its implementation in mainstream Kazakhstani schools has been uneven. Their findings suggest that while teachers generally accept the rationale for reform, citing the need to conform to international standards, they face significant difficulties in the practical design of rubrics and descriptors. This creates a “mimicry of reform,” where old grading habits are simply masked by new terminology.

Foreign language education presents unique challenges for assessment due to the multidimensional nature of communicative competence. The Common European Framework of Reference for Languages (CEFR) serves as the benchmark for language education in Kazakhstan, necessitating assessment tools that can validly measure speaking and writing skills.

However, recent studies indicate a critical gap in the “Assessment Literacy” (AL) of Kazakhstani EFL teachers. Tleuov found that despite the communicative goals of the curriculum, many teachers revert to assessing grammar and reading via multiple-choice tests because they lack the confidence to design and score performance-based assessments for speaking [9]. This “washback effect,” driven by high-stakes testing, undermines the principles of criterion-referenced assessment.

Orynbasar and Abdykerimova specifically investigated the general professional competencies of future teachers and identified assessment as a “deficit zone.” They argue that university preparation programs often focus on methodology of teaching (how to explain) rather than methodology of evaluation (how to measure), leaving graduates ill-equipped to construct valid assessment instruments [10].

The “Concept for the Development of Higher Education and Science for 2023-2029” mandates the digitalization of the educational process [2], yet empirical data suggests a disconnect between policy ambitions and the reality of teacher preparation.

A study by Yrymbayeva using the DigCompEdu framework revealed that while future educators in Kazakhstan perceive themselves as digitally competent, their skills are largely limited to information consumption rather than professional pedagogical application [11]. Similarly, Akhmetova and Zhumagaliyeva found that pre-service teachers struggle to integrate technology into the assessment process specifically. They can use a Learning Management System (LMS) to upload grades, but rarely use digital tools to generate or analyze assessments [12].

This “digital usage gap” is particularly critical regarding Artificial Intelligence. Moldashev reports that AI adoption among Kazakhstani teachers is currently “selective rather than routine.” While younger teachers are more open to AI, their usage is not correlated with professional qualification, implying that universities are not yet systematically teaching how to use AI for educational purposes [13].

The release of the “Conceptual Framework for AI Implementation for 2025-2029” by the Ministry of Education signals a strategic pivot toward AI-enhanced pedagogy [14]. This framework creates a legal and ethical basis for using AI to automate routine tasks, including assessment design.

Ibrayeva analyzes the potential of AI in Kazakhstani universities, noting that AI can significantly reduce the administrative burden of grading and provide real-time feedback which are key components of formative assessment. However, she identifies “lack of specialized teacher training” as the primary barrier [15]. Without specific methodologies, the introduction of AI risks widening the inequality gap between urban and rural schools, where digital infrastructure differs significantly.

The review of the literature allows for the following conclusions regarding the current state of the problem:

1. Established Policy, Lagging Practice: The normative legal framework for CBA is fully developed, but the practical readiness of teachers lags behind.
2. Specific Deficit in “Design” Skills: Future teachers know what CBA is but do not know how to make it (rubrics, descriptors).
3. The “AI Blind Spot”: Current research explores digital literacy broadly or AI policy strategically. There is a lack of specific studies on how future EFL teachers can use AI to design criterion-referenced assessments.

Therefore, this study aims to bridge this gap by diagnosing the specific intersection of criterion-referenced assessment competence and digital/AI readiness among pre-service teachers, providing empirical data to justify a new, technology-enhanced training model.

To achieve the stated aim, the study addresses the following objectives:

- to diagnose the current level of criterion-referenced assessment competence (CRAC) among 3rd-year EFL pre-service teachers prior to specialized training
- to identify which specific components, cognitive, functional, digital, or reflexive, demonstrate the most significant deficits;
- to determine the extent to which future teachers are prepared to integrate AI and digital tools into the assessment process.

Materials and Methods

The methodological strategy of the research is determined by the logic of the competence-based approach, which defines the result of education as the ability to solve professional problems. The study relies on the systemic-activity approach to analyze the structure of the future teacher's activity in designing assessment tools. Furthermore, considering the digitalization of education, the study integrates the immersive-adaptive approach, which conceptualizes the professional training of teachers within a high-tech, AI-saturated educational environment. This combination allows for a holistic examination of Criterion-Referenced Assessment Competence as a dynamic, integrative quality of the future specialist.

The study employs a quantitative descriptive research design. This method was selected to provide a statistical baseline of student competencies prior to any experimental intervention. The study was conducted in the 2025-2026 academic year, Fall semester, at Yessenov university in Aktau, Kazakhstan.

The target population consisted of 3rd-year undergraduate students majoring in 6B01705 - Foreign Language: Two Foreign Languages program. The sample size was N=100. Third-year students were specifically selected because they have completed foundational pedagogical coursework including assessment-related modules and have typically begun practicum experiences in schools, providing exposure to actual classroom assessment practices.

- Inclusion Criteria: Students enrolled in the 5th semester who have completed general pedagogy and psychology courses but have not yet taken the specialized elective course on "Modern Assessment Technologies."

- Demographics: The sample included 8 male (8%) and 92 female (92%) students, reflecting the typical gender distribution in pedagogical faculties in the region.

A structured survey, the "Criterion-Referenced Assessment Competence Diagnostic Survey" (CRAC-DS), was developed for this study based on the Professional Standard "Pedagogue." The instrument consisted of 20 items divided into four sub-scales, rated on a 5-point Likert scale (1 = Strongly Disagree/Low Competence, 5 = Strongly Agree/High Competence):

1. Cognitive Component (Theory): Knowledge of assessment terminology (validity, reliability), types of assessment (formative/summative), and legal frameworks.

2. Functional Component (Skills): Ability to design descriptors, construct rubrics, and align tasks with learning objectives.

3. Digital Component (AI & Tools): Proficiency in using digital platforms (LMS, Google Forms) and AI (ChatGPT, chatbots) for generating assessment content.

4. Reflexive Component (Self-Evaluation): Ability to analyze one's own objectivity and bias in grading.

The "Criterion-Referenced Assessment Competence Diagnostic Survey" (CRAC-DS) underwent a rigorous validation process to ensure the accuracy of the data.

– Content Validity: The initial pool of 20 items was reviewed by a panel of three experts: a senior lecturer in foreign language methodology, a specialist in educational measurement, and a practicing school teacher with "Teacher-Researcher" qualification. The experts evaluated the relevance of each item to the Professional Standard "Pedagogue." Based on their feedback, two items were rephrased for clarity.

– Reliability: To measure the internal consistency of the survey, Cronbach's alpha coefficient (α) was calculated. The overall instrument demonstrated high reliability ($\alpha=0.86$), indicating strong internal consistency. The sub-scales also showed acceptable reliability: Cognitive ($\alpha=0.82$), Functional ($\alpha=0.79$), Digital ($\alpha=0.84$), and Reflexive ($\alpha=0.81$). This confirms that the CRAC-DS is a reliable tool for diagnosing assessment competence in this context.

Below Figure 1 presents the reliability analysis of the Criterion-Referenced Assessment Competence Diagnostic Survey (CRAC-DS) used in the study. It summarizes the internal consistency of the instrument and its subscales.

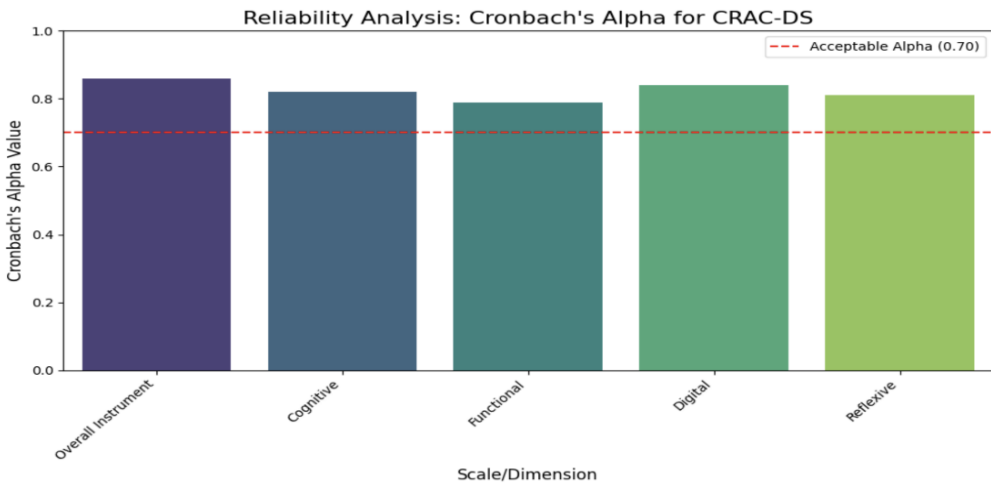


Figure 1- Reliability analysis results

The survey was administered digitally via Google Forms to ensure anonymity and honesty. Data were exported to SPSS for analysis. Descriptive statistics (Mean, Standard Deviation, Frequencies) were calculated to determine the levels of competence.

The levels were defined as follows based on the mean score:

- Low: 1.00 - 2.49
- Medium: 2.50-3.99
- High: 4.00- 5.00

Results

The analysis of the aggregate data reveals a concerning lack of readiness among the respondents. As shown in Table 1 and Figure 2, the majority of students fall into the “Low” competence category. Crucially, zero students demonstrated a “High” level of competence, confirming the hypothesis that general pedagogical training is insufficient for forming specific assessment skills.

Table 1. Distribution of Participants by Competence Level

Level	Range	Frequency (n)	Percentage (%)
Low	1.00 – 2.49	67	67%
Medium	2.50 – 3.99	33	33%
High	4.00 – 5.00	0	0%
Total		100	100%

Table 1 summarizes the distribution of 3rd-year students according to their overall level of Criterion-Referenced Assessment Competence (CRAC). The participants were categorized based on their mean survey scores into three levels: Low (1.00–2.49), Medium (2.50–3.99), and High (4.00–5.00).

The quantitative data indicates a critical lack of readiness among the future teachers. The majority of the sample, 67% (n=67), demonstrated a Low level of competence. This group struggles with the fundamental concepts and practical applications of criterion-referenced assessment. The remaining 33% (n=33) fell into the Medium category, indicating partial understanding but insufficient professional autonomy.

Most significantly, 0% (n=0) of the respondents achieved a High level of competence. The complete absence of students in the “High” category serves as a strong empirical indicator that the current standard curriculum is failing to produce graduates who are fully prepared for the assessment demands of modern schools.

Figure 2 below visually represents this distribution using a bar chart. The disparity is starkly visible: the red bar representing the “Low” level dominates the chart, rising to nearly double the height of the yellow “Medium” bar. The “High” category is notably absent from the visual field, emphasizing the gap in high-level proficiency. This graphical representation reinforces the urgency of the problem without intervention, two-thirds of the cohort will enter the workforce with inadequate assessment skills.

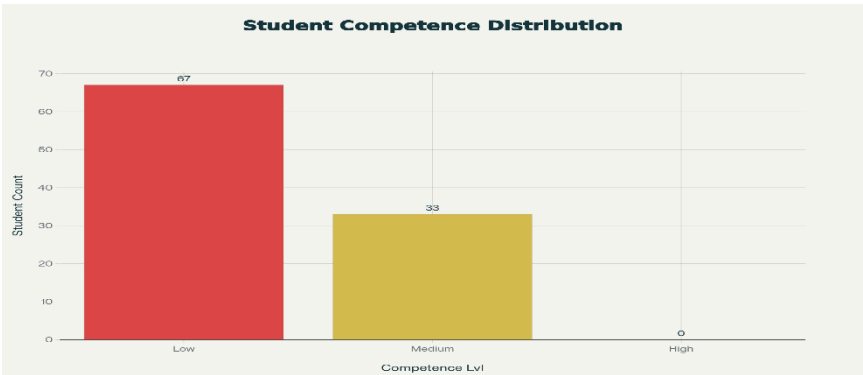


Figure 2 - Distribution of Criterion-Referenced Assessment Competence Levels

A deeper analysis of the specific components illustrated in Table 2 and Figure 3 highlights the uneven nature of the students’ preparation.

Table 2. Descriptive Statistics by Competence Component

Component	Mean	Std. Deviation (SD)	Interpretation
Cognitive (Theory)	2.84	0.60	Moderate
Reflexive (Self-Eval)	2.47	0.62	Low/Borderline
Digital (AI & Tools)	2.29	0.70	Low
Functional (Design)	1.88	0.49	Critical Deficit
Overall	2.37	0.32	Low

Table 2 presents the descriptive statistics for the four components of Criterion-Referenced Assessment Competence (CRAC). The data reveals a heterogeneous profile of student readiness, characterized by significant disparities between theoretical knowledge and practical application. Cognitive Component: This dimension received the highest mean score (mean = 2.84, SD=0.60), which falls into the “Moderate” range. This indicates that students have retained a foundational understanding of assessment terminology and principles from their general pedagogical coursework. As for the reflexive Component, that is the self-evaluation skills of students are borderline low (mean = 2.47, SD=0.62), suggesting a lack of regular practice in analyzing their own assessment biases or objectivity. Despite the generation being “digital natives,” the score for using AI and digital tools in assessment is surprisingly low (mean = 2.29, SD=0.70). This points to a gap between general digital literacy and professional pedagogical digital competence. Lastly, the most critical deficit is observed in the functional design skills (mean = 1.88, SD=0.49). The low mean and relatively low standard deviation indicate that the vast majority of students consistently struggle with the practical task of designing rubrics and descriptors. The Overall mean score of 2.37 confirms that, on average, the sample population possesses a “Low” level of readiness for implementing criterion-referenced assessment in schools.

Figure 3 below visualizes these findings using a radar chart. The chart clearly illustrates the “skewed” nature of the students’ competence. The shape of

the blue area leans heavily towards the “Cognitive” axis, while the “Functional” axis shows a sharp retraction toward the center (zero). This visual gap visually reinforces the “theoretical-practical divide”, students know *about* assessment (Cognitive) but cannot *do* it (Functional), with digital and reflexive skills acting as underdeveloped support mechanisms.

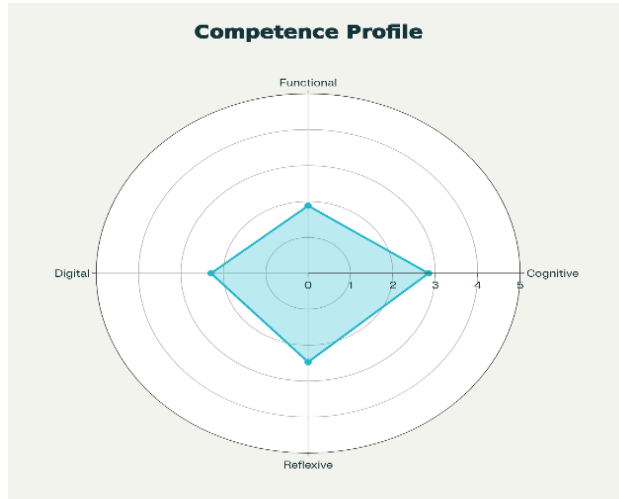


Figure 3 - Profile of Criterion-Referenced Assessment Competence Components

The Cognitive Component received the highest score (2.84). Notably, 85% of students rated their ability to design rubrics as ‘Low’ or ‘Very Low’. Students generally understand what assessment is and can define basic terms like “test” or “grade” due to their prior general pedagogy courses.

However, the Functional Component is critically low (1.88). Survey items related to “I can design a rubric with clear descriptors” or “I can differentiate between holistic and analytic scoring” received the lowest responses. This indicates that while students know the theory of assessment, they lack the instrumental skill to create assessment tools.

The Digital Component (2.29) is also surprisingly low for “digital native” students. While they are proficient users of social media, they struggle to apply technology (and specifically AI) for pedagogical purposes, such as automated grading or generating test items.

Discussion

A critical finding of this study is the surprisingly low score in the Digital Component (2.29). This result offers an important nuance to the existing literature. While Yrymbayeva posits that future educators in Kazakhstan possess high general digital literacy, our findings suggest that this confidence does not automatically transfer to professional pedagogical tools [11]. There is a distinct disconnect between “life digital skills” (social media, consumption) and “professional digital skills” (using AI for rubric generation or automated

feedback). This contradicts the assumption that young teachers will intuitively adopt AI; rather, it confirms Moldashev's observation that AI adoption remains "selective" and requires explicit methodological instruction [13].

The observed discrepancy between cognitive (2.84) and functional (1.88) scores empirically validates the 'theoretical-practical gap' previously theorized by Orynbasar & Abdykerimova [10]. While students possess the declarative knowledge of assessment terminology, likely retained from general pedagogy lectures they lack the procedural knowledge required to construct valid instruments. This confirms that without specific 'assessment for learning' practicums, the transition to criterion-referenced assessment remains superficial:

The current state of competencies contradicts the requirements of the "Concept for the Development of Higher Education 2023-2029," which envisions a highly qualified, digitally literate teaching workforce [2]. The inability to design criteria-based assessments prevents the effective implementation of the updated content of education in Kazakhstan schools, which relies heavily on Formative Assessment (FA) and Summative Assessment (SA).

Based on these diagnostic results, a passive lecture course will not suffice. The proposed methodology must be practice-oriented and technology-enhanced. It should focus on:

- Workshop-based learning: Transforming the "Functional" deficit by spending class time building rubrics rather than just reading about them.
- AI Integration: Explicit training on using AI to generate distractors for tests and draft criterion descriptors, thereby raising the "Digital" score.
- Immersive Simulation: Placing students in simulated grading scenarios where they must apply criteria to student work, addressing the "Reflexive" component.

Several limitations should be acknowledged when interpreting these findings. First, the study utilized a convenience sample (N=100) from a single regional institution (Yessenov University), which limits the generalizability of the results to the entire country. Assessment practices may vary in metropolitan universities with more resources. Second, the data is self-reported; while anonymous, students may still have overestimated their theoretical knowledge due to the "social desirability bias." Future research could address this by including a practical task (e.g., asking students to actually design a rubric) to compare their perceived competence with their actual performance.

Conclusion

The study concludes that undergraduate students majoring in 6B01705 - Foreign Language: Two Foreign Languages program possess a predominantly low level of criterion-referenced assessment competence prior to specialized training. While they have a foundational theoretical understanding, they exhibit critical deficits in the practical design of assessment instruments and the professional use of digital tools.

These findings validate the necessity for a dedicated methodological intervention. The proposed future research will involve the implementation of a

structural-functional model of competence formation, integrating AI technologies to bridge the gap between pedagogical theory and the practical demands of the modern classroom.

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ЦИФРЛЫҚ ТРАНСФОРМАЦИЯ ЖАҒДАЙЫНДА БОЛАШАҚ АҒЫЛШЫН ТІЛІ МҰҒАЛІМДЕРІНІҢ КРИТЕРИАЛДЫ БАҒАЛАУҒА ДАЙЫНДЫҒЫН ДИАГНОСТИКАЛАУ

*Жақыпбекова М.С.¹, Чакликова А.Т.², Иргалиева Д.З.³, Хачатрян А.К.⁴

^{*1,2}Абылай хан атындағы Қазақ халықаралық қатынастар және
әлем тілдері университеті, Алматы, Қазақстан

^{3,4}Yessenov University, Ақтай, Қазақстан

Аңдатпа. Бұл мақалада Қазақстандағы болашақ ағылшын тілі мұғалімдерінің білім беруді цифрландыру жағдайында критериалды бағалауды (КБ) енгізуге дайындық деңгейі зерттеледі. 2016 жылы дәстүрлі бесбалдық жүйенің орнына «Жаңартылған білім мазмұны» реформасы аясында критериалды бағалау енгізілгеннен бері «Педагог» кәсіби стандарты мұғалімдерден бағалау құзыреттілігін талап етеді, алайда арнайы дайындықтан өтпеген болашақ мұғалімдердің бұл талапты қаншалықты орындай алатыны жөнінде нақты эмпирикалық деректер жеткіліксіз болып отыр. Осы олқылықты толтыру мақсатында зерттеу Ш. Есенов атындағы Каспий технология және инжиниринг университетінің «Шетел тілі: екі шетел тілі» бағдарламасы бойынша білім алатын 3-курс студенттерінің (N=100) критериалды бағалау құзыреттілігі (КБҚ) диагностикаланды. Сандық сипаттамалы зерттеу дизайны қолданылып, КБҚ-ін төрт компонент бойынша, танымдық, функционалдық, цифрлық және рефлексивті, бағалайтын, ішкі сәйкестігі жоғары (Кронбах $\alpha = 0,86$) 20 тармақтан тұратын критериалды бағалау құзыреттілігін тексеретін диагностикалық сауалнамасы әзірленіп, тексерістен өткізілді. Нәтижелер дайындық деңгейінің жалпы алғанда төмен екенін көрсетті (орташа = 2,37/5,0): респонденттердің 67%-ы төмен деңгейде, 33%-ы орта деңгейде болды, ал жоғары деңгейге жеткен ешкім табылмады. Ең айқын олқылық функционалдық дизайн дағдыларында

байқалды (орташа = 1,88): студенттер бағалаудың теориялық негіздерін жеткілікті меңгергенімен (танымдық компонент, орташа = 2,84), рубрикалар мен дескрипторлар құрастыруда қиналады. Цифрлық құзыреттілік те (орташа = 2,29) төмен болып шықты, бұл студенттердің күнделікті цифрлық сауаттылығы мен жасанды интеллект пен цифрлық құралдарды бағалау мақсатында педагогикалық тұрғыда қолдану қабілеті арасындағы алшақтықты көрсетеді. Алынған нәтижелер мұғалімдерді даярлаудағы теория мен практика арасындағы тұрақты алшақтықты растайды және жасанды интеллект құралдарын, иммерсивті бағалау симуляцияларын және шеберхана форматындағы сабақтарды кіріктіретін практикаға бағытталған жаңа әдістеменің қажеттілігін негіздейді.

Тірек сөздер: критериялды-бағдарланған бағалау, бағалау құзыреттілігі, шетел тілдері мұғалімдерін даярлау, жасанды интеллектіні интеграциялау, цифрлық педагогикалық құралдар, рубрикаларды құрастыру, бағалау сауаттылығы, формативті бағалау, мұғалімдердің кәсіби дамуы, білім берудегі трансформация

ДИАГНОСТИКА ГОТОВНОСТИ БУДУЩИХ УЧИТЕЛЕЙ АНГЛИЙСКОГО ЯЗЫКА К КРИТЕРИАЛЬНО- ОРИЕНТИРОВАННОМУ ОЦЕНИВАНИЮ В УСЛОВИЯХ ЦИФРОВОЙ ТРАНСФОРМАЦИИ

*Жақыпбекова М.С.¹, Чакликова А.², Иргалиева Д.З.³, Хачатрян А.К.⁴

^{*1,2}Абылай хан атындағы Қазақ халықаралық қатынастар және
әлем тілдері университеті, Алматы, Қазақстан

^{3,4}Yessenov University, Ақтау, Қазақстан

Аннотация. Данная статья посвящена изучению готовности будущих учителей английского языка как иностранного (АЯИ) в Казахстане к внедрению критериального оценивания (КО) в условиях цифровой трансформации образования. С 2016 года, когда в рамках реформы «Обновлённое содержание образования» традиционная пятибалльная система была заменена критериальной, профессиональный стандарт «Педагог» обязывает учителей обладать оценочной компетентностью, однако эмпирических данных о том, в какой мере будущие учителя готовы соответствовать этому требованию до прохождения специализированной подготовки, недостаточно. С целью устранения этого пробела в исследовании диагностируется уровень критериально-оценочной компетентности (КОК) студентов 3 курса (N=100), обучающихся по программе «Иностранный язык: два иностранных языка» в Каспийского университета технологии и инжиниринга имени Ш.Есенова. Использован количественный описательный дизайн исследования: был разработан и апробирован диагностический опросник для проверки КОК студентов из 20 пунктов с высокой внутренней согласованностью (α Кронбаха = 0,86), измеряющий четыре компонента компетентности: когнитивный, функциональный, цифровой и рефлексивный. Результаты показали в целом низкий уровень

готовности (среднее = 2,37 из 5,0): 67% респондентов продемонстрировали низкий уровень, 33% - средний, а высокого уровня не достиг ни один участник. Наиболее выраженный дефицит выявлен в функциональных навыках разработки оценочных средств (среднее = 1,88): несмотря на достаточный уровень теоретических знаний (когнитивный компонент, среднее = 2,84), студенты испытывают затруднения при составлении рубрик и дескрипторов. Цифровая компетентность также оказалась низкой (среднее = 2,29), что свидетельствует о разрыве между повседневной цифровой грамотностью студентов и их способностью применять искусственный интеллект и цифровые инструменты для педагогических целей оценивания. Полученные результаты подтверждают устойчивый разрыв между теорией и практикой в подготовке педагогов и обосновывают необходимость новой, практико-ориентированной методики, интегрирующей инструменты на основе искусственного интеллекта, иммерсивные симуляции оценивания и практические занятия в формате мастер-классов.

Ключевые слова: критериально-ориентированное оценивание, компетентность в оценивании, подготовка преподавателей иностранных языков, интеграция искусственного интеллекта, цифровые педагогические инструменты, конструирование рубрик, оценочная грамотность, формативное оценивание, профессиональное развитие учителей, образовательная трансформация.

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Information about the authors:

Zhakypbekova M.S., PhD students, Kazakh Ablai Khan University of International Relations and World Languages, Almaty, Kazakhstan, e-mail: maralzhakypbekova@gmail.com

Chaklikova A.T., Doctor of Pedagogical Sciences, Professor, Kazakh Ablai Khan University of International Relations and World Languages, Almaty, Kazakhstan, e-mail: chaklikova.a@ablaikhan.kz

Irgaliyeva D.Z., assistant professor, Yessenov University, Kazakhstan, Aktau e-mail: dina.irgaliyeva@yu.edu.kz

Khachatryan A.K., assistant professor, master of pedagogical sciences, Yessenov University, Kazakhstan, Aktau e-mail: arfenya.khachatryan@yu.edu.kz

Авторлар туралы мәлімет:

Жақыпбекова М.С., PhD докторант, Абылай хан атындағы Қазақ халықаралық қатынастар және әлем тілдері университеті, Алматы, Қазақстан, e-mail: maralzhakypbekova@gmail.com

Чакликова А.Т., педагогика ғылымдарының докторы, профессор, Абылай хан атындағы Қазақ халықаралық қатынастар және әлем тілдері университеті, Алматы, Қазақстан, e-mail: chaklikova.a@ablaikhan.kz

Иргалиева Д.З., профессор ассистенті, Yessenov University, Қазақстан, Ақтау, e-mail: dina.irgaliyeva@yu.edu.kz

Хачатрян А.К., профессор ассистенті, педагогика ғылымдарының магистрі, Yessenov University, Қазақстан, Ақтау, e-mail: arfenya.khachatryan@yu.edu.kz

Информация об авторах:

Жақыпбекова М.С., PhD докторант, Казахский университет международных отношений и мировых языков имени Абылай хана, Алматы, Казахстан, e-mail: maralzhakypbekova@gmail.com

Чакликова А.Т., доктор педагогических наук, профессор, Казахский университет международных отношений и мировых языков имени Абылай хана, Алматы, Казахстан, e-mail: chaklikova.a@ablaikhan.kz

Иргалиева Д.З., ассистент профессора, Yessenov University, Казахстан, Ақтау e-mail: dina.irgaliyeva@yu.edu.kz

Хачатрян А.К., ассистент профессора, магистр педагогических наук, Yessenov University, Казахстан, Ақтау e-mail: arfenya.khachatryan@yu.edu.kz