IRSTI 14.07.09
DOI https://doi.org/10.47344/g42q8e59

Nazerke Bekaidar[1], *Saule Tulepova*[2]*, *Kuralay Zhampeiis*[3]
[1,2]SDU University, Kaskelen, Kazakhstan
[3] Kazakh Ablai khan University of International Relations and World Languages, Almaty, Kazakhstan
*email: saule.tulepova@sdu.edu.kz

SECONDARY SCHOOL EFL TEACHERS' PERCEPTIONS OF THEIR DIGITAL COMPETENCES

Abstract. Given the rapid development of Information and Communication technologies (ICT) and their integration into all spheres of human activity, digital competence of teachers has become one of the crucial skills to acquire. Current educational context requires teachers to be digitally competent in order to achieve greater results in the teaching process. The aim of the article is to identify and analyze the perceptions of secondary school English as a foreign language (EFL) teachers regarding their digital competence. Using a qualitative approach, semi-structured interviews with secondary school EFL teachers were conducted to investigate their views, experiences, challenges, and needs connected with digital technology use in teaching English. The results revealed basic levels of EFL teachers' digital competence, the challenges related to a lack of digital equipment at state schools, and the need of enrolling in particular professional development courses and institution's supportive function. The study ends with some suggestions for how to enhance EFL teachers' digital competence development.

Keywords: EFL teachers, ICT, digital competence, teaching, digital technology, secondary school.

Introduction

Teachers now have to reconsider their strategies and obtain new skills as digital technology is transforming language instruction. Many secondary schools have English as a foreign language (EFL) teachers running against a mix of unanticipated challenges trying to bring digital resources into their classrooms. The influence of Information Communication Technology (ICT) on language learning and teaching today increased the scholars' interest in understanding how teachers are comfortable with digital tools and what challenges they encounter while implementing them into teaching (Kassymova et al., 2023). Digital competence is commonly described as the capability to use digital tools critically and confidently to assist oneself to work, learn, and socialize (Ferrari, 2012; Redecker, 2017). In education, particularly language teaching, it also means the knowledge of both the technical skills and the pedagogical aspects that will lead to better outcomes of the learners. Through the European Framework of Digital Competence of Educators (DigCompEdu) (Redecker, 2017) and Technological Pedagogical Content Knowledge (TPACK) (Mishra & Koehler, 2006), the understanding of what digital competence is for educators has been greatly achieved. DigCompEdu identifies three major areas of competence, which include Educators' professional competences, Educators' pedagogic competences and Learner competences while TPACK stresses technological, pedagogical, and content aspects of digital competence.

Generally speaking, today's classrooms blur the lines between traditional instruction and technology-backed learning. This research, hopefully, adds to our growing pool of knowledge on digital literacy by flagging the critical issues that secondary school teachers face – issues that might call for more thoughtful professional development. Thus, this study aims at exploring the secondary school EFL teachers' perceptions towards their own digital skills, the difficulties they encountered, and the needs they have developed as they used digital tools in the teaching process. To reach the aim, the paper digs into a few pointed research questions:

1) What do secondary school English teachers say about their digital competence?

2) What difficulties crop up when they try to integrate digital tools into their lessons?

3) What types of support and ongoing training do they feel are needed to boost these skills? These questions, together with the educators' varied perspectives, form the backbone of the investigation, pointing to potential strategies for progress.

Theoretical framework

Two distinct theories mentioned earlier, namely, European Framework of Digital Competence of Educators (DigCompEdu) (Redecker, 2017) and Technological Pedagogical Content Knowledge (TPACK) (Mishra & Koehler, 2006) are considered to be suitable to guide the current research. Both frameworks have vital components that help to explain complexities of integrating digital technologies into educational process. Although they seem to have variations in terminology and offer different perspectives, generally both focus on the necessity of developing teachers' digital competences. TPACK framework highlights the significance of teacher professional development (PD) in educational technology, but argues "against teaching technology in isolation" (Mishra & Koehler, 2006, p. 29) pointing to the necessity to integrate technology with pedagogical and content knowledge. The framework shows how the PD should be designed to become an efficient program. TPACK is important in understanding how teachers should integrate digital technology across disciplines. For example, the way, technology is used by Math teacher and language teacher may significantly vary.

DigCompEdu further expands our understanding of components needed for the development of teachers' digital competences since it suggests a broader set of skills and competences. Six competences areas that this framework includes are: professional engagement, digital resources, teaching and learning, assessment, empowering learners, facilitating learners' digital competence. DigCompEdu stresses the necessity to equip educators with all six areas and 22 subsidiary competences (see more in Redecker, 2017) to use digital technology effectively, critically, and ethically for personal and professional purposes.

Digital Competence of EFL Teachers: Regional and Local Trends

There has been an increasing worldwide concern on the topic of enhancing the EFL teachers' digital competences, especially after the shift to online teaching during the COVID-19 pandemic. Research conducted in the regions such as East Asia (Wong & Moorhouse, 2021), Europe (Kopinska, 2020), North Africa (Kamal et al., 2021) shows that EFL teachers still remain at the realization stage where most are familiar with basic digital tools but lack confidence in using them in their pedagogical practices. In fact, most teachers claim to be able to handle general digital tasks (e.g. emailing, creating documents) rather than integrating technology into lesson planning or student-centered learning activities. Similarly, research in Kazakhstan consistently demonstrates a low capacity of educators in utilizing digital tools in teaching (Kassymova et al., 2023). The results showed that although masters' students working at secondary schools have sufficient levels of digital competence for studying the program, they are not proficient enough in integrating educational technology in EFL classrooms. Recent study found that secondary school teachers demonstrate high levels of interest and readiness for PD in raising digital competence (Aimicheva et al., 2025). This large-scale study, involving 916 teachers identified the low and average levels of their digital competences before the intervention and the effectiveness of well-designed PD programs. Niyazova et al. (2022) in their study across Turkestan region also established rather low activity of teachers in implementation of methods on the basis of digital technologies and suggested improving the methodological training of teachers, increasing their knowledge in the field of ethical use of ICT, as well as in obtaining and utilizing internet resources for education. Collectively, previous local studies call for the urgency of raising the awareness and developing digital competences of secondary school teachers.

Barriers to Technology Integration in EFL Classrooms

Several researches reported about a myriad of substantial issues of a technological nature as well as other obstacles that prevent the exploitation of technology. These obstacles include infrastructural, personal, psychological, and institutional ones. Infrastructural barriers, for example, include such drawbacks as lack of appropriate hardware and software, unreliable internet, and a shortage of technical support. As a result, teachers frequently express feeling of frustration due to poor infrastructure at a particular school that negatively affects the learners' outcomes and lesson efficiency (Guillén-Gámez et al., 2019). Such challenges have been also classified as "first-order, external barriers" influenced by technological constraints and institutional support (Ertmer, 1999; Hew & Brush, 2007).

Personal barriers are the digital competence levels, mindset, willingness and confidence of the educators themselves referred to as "second-order, internal barriers" by Ertmer (1999). Many teachers are reluctant to use digital tools due to the negative experiences they had at the initial stages of implementation, when required to integrate ICT into teaching without proper training and professional development. Educators who are about to try extended platforms, on the other hand, can experience loss of motivation when faced the idea of changing their teaching approach (Chabert, 2021).

Institutional barriers may be recognized as the lack of administrative support, non-existence of clear ICT policies, and little or no encouragement for innovation (Zhao et al., 2022). In the regimes of examination, teachers may feel technology is not complying, and this would consume more time than the teacher's available time to waste. They might also feel they cannot because, in addition to the lack of time, the colleagues or the professionals with whom they interact may not have successful strategies to share, or the professional learning communities may not exist at all.

The teachers of resource-rich environments might get better training and infrastructure, yet when it comes to the digital integration process, they still encounter challenges as they are not equipped with the necessary pedagogical training. When we talk about the developing regions, infrastructural obstacles, for instance, the absence of proper internet, the lack of equipment are indeed the concerns that even worsen the situation. The study conducted by Zhao et al. (2022) in China has pinpointed that the accessibility and the attitude of the teacher, rather than the age or the experience, are the main determinants of one's digital competence. Hence, it is more likely that the motivation and the backing from the school will dominate the demographic features as sources of teachers' skill development.

Importance of Professional Development and Support

The conclusion of the researchers is that the debates all center around the same idea, that targeted and ongoing PD is a key factor in shaping the digital skills of teachers. Synthesis of international research on teacher PD positions teachers' digital competence as a pedagogical rather than technical construct (Tondeur et al., 2016), complying with the TPACK and Digcompedu theories. The need for sustained and complex PD is also stressed by Darling-Hammond et al. (2017), who point that teacher training should first of all positively affect learners' outcomes. Moreover, collaboration and informal peer support are crucial in efficacy of such PD programs (Wenger, 1998).

According to Guillén-Gámez et al. (2019), the existence of many tech-no-geek teachers should not come as a surprise to anyone as a major percentage of teachers are yet to be trained in using ICT. It has been a waste of time to deliver only short-term or one-off workshops, as research has shown that providing teachers with sustained and hands-on PD experiences will be the best way in the future.

Kopinska (2020) and Redecker (2017) highlight the point that a number of institutional initiatives, such as the provision of not only regular ICT training, but also peer mentoring and access to helpdesk, can really make a difference regarding teachers' digital readiness. At the same time, the existence of a supportive school culture, which is characterized by the acceptance and promotion of technology experimentation, is also very important. In addition, schools that are capable of creating an environment in which teachers can interact with each other and learn from one another might witness a high level of technology adoption. Moreover, the research also indicates that PD, which is aligned with teachers' instruction goals, for example, teaching grammar interactively or using video for pronunciation, is more likely to have a greater impact. Therefore, we should be practicing learner-

centered professional learning, where teachers make practice and have clear connections with their daily classroom needs.

Teachers' Perspectives and Experiences

A teacher's personal views of their capabilities and experiences in the digital world through a qualitative channel of communication offer a clear picture of the human factor, which is crucial for digital transformation in the field of language education. Many teachers acknowledge the duality of their digital competence, thus feeling at a loss even if they are very competent in certain areas. This self-assessment is the result of both the internal (confidence, self-efficacy) and the external (feedback, institutional expectations) elements.

The study by Wong and Moorhouse (2021), focusing on teachers from Hong Kong, proves that teachers were not ready for the online classes but changed their mind saying that the experience is life-changing and helpful to them. In a similar vein, a few teachers suggest that it is important for such teacher-student connections to be established when the digital tools are used—as in, the so-called interactive quizzes or collaborative writing platforms. If designed for the effective use of digital technology, tasks in the classroom can also result in students' active participation and learning.

Nevertheless, when the negative incidents, such as technical problems or even the student's disinterest, continue, the readiness of teachers to adopt innovative practices is negatively affected. Despite the importance of tools' palatability, refresher courses, and network support to be at the forefront, many teachers make the point that these are not the only factors for the successful use of digital resources. The results of the research show that teachers find it necessary to be involved in selecting the content of the digital policy and planning of workshops from which they will benefit the most (Aimicheva et al., 2025). A collaboration aspect from the teachers' side, by means of being participants who organize the workshops or give feedback on tools, may bring about positive changes in the implementation of technology.

On top of that, it is revealed in some papers that teachers feel their voice is important in the formation of digital policies and in the training exercises. Practices, such as the participation of educators in the development of PD programs or of digital tools, have proved that this could not only increase the worth and the continuity of the efforts taken to integrate technology but also improve their effectiveness.

Methods and Materials

Research Design and Approach

The study primarily utilized qualitative methods to gain insights into how secondary school English teachers perceive their digital competence in teaching. The data was gathered via semi-structured interviews, which were the tools to investigate teachers' digital competence, their challenges of technology integration, and their needs in integrating ICT into educational process. For the qualitative analysis of the data, the thematic analysis by Braun and Clarke (2006) was adopted to uncover the patterns in the data.

Participants: sampling

The study employed a non-probability purposeful sampling, recruiting four secondary school EFL teachers from two schools of Almaty who volunteered to participate. The criteria for recruiting them were the following: being able to use ICT for various purposes; working as a secondary school EFL teacher. The selection of the sample was represented by the variety of age groups and experience levels. It ranged from recent graduates in their 20s to senior teachers in their late 30s. The levels of teaching experience were stretched from one to 20 years, thus there was a diversity of freshmen and veterans. In order not to disclose their original identities, they were coded as Teacher A, Teacher B, etc. when the researcher reported about them. The focus of their teaching activities was basically teaching English language at the level of lower secondary and higher secondary education. All participants were non-native speakers of English who were teaching English as a Foreign Language in a non-English speaking environment which is quite common in the region.

Table 1. *Participants' demographics*

Codes	Age	Gender	Type of school	Experience	What digital tools or platform are you regularly applying in your teaching practice?
Teacher A	Mid-20s (23-24)	Female	State	2 years	Kahoot PowerPoint
Teacher B	Mid-30s (34-35)	Female	State	5 years	PowerPoint
Teacher C	Mid-20s (23-24)	Female	State	3 years	PowerPoint Canva Bilimland Wordwall
Teacher D	Late-30s (37-38)	Female	State	7-8 years	PowerPoint, Google form

In addition, the participants were required to give information about the digital tools they regularly use in their teaching practice. According to responses, all interviewees can use basic digital instruments.

Data Collection Tools

Data were collected through interviews. As for the interviews, they were of a semi-structured type and conducted with the teachers, only in interviewee's preferred language, which was either Kazakh, Russian or English. The interviews in Kazakh and Russian were then translated into English at the data processing stage. The individual interviews were conducted for 30-35 minutes, the total number of interviews was 4 and they consisted of open-ended questions. These open-ended questions were related to the areas of teachers' self-assessed digital competence, teachers' examples of digital tool use in their teaching, the difficulties when employing technology, and the opinions on what support or training would be most beneficial to their development of digital skills. The questions were designed in such a way as to elicit from the interviewees detailed and illustrative examples and personal experiences of implementation. The questions are presented below:

Interview questions

Background and Context

- Can you explain your current teaching role and the educational setting (e.g., grade level, subject, school type)?
- What would be your description of the digital infrastructure in your school (e.g., devices, software, internet access)?

Experiences with Digital Competencies

- What digital tools or platforms are you regularly applying in your teaching practices?
- Could you guide me through an example of a class where digital tools played a major part? What went right and what went wrong (if any)?

Skill Development

- How have you gained your digital skills so far (e.g., formal / self-taught / collaborated with peers)?
- Can you describe situations when you were not confident with a specific digital tool? What was your reaction?

Student Engagement

- Would you tell me how digital tools affect students' participation and learning outcomes in your class?
- Can you provide an instance when the students found it a bit challenging to use the digital tools, and tell me how you supported?

Attitudes and Perceptions

- To what extent do you consider digital skills to be necessary for the teachers today? Why?
- Do you find your school's leadership to be supportive of the development of digital competency among the staff? In which ways is that shown in the policies or the work of the school?

Confidence and Comfort

- On a scale from 1 to 10, to what extent are you confident in the use of new digital tools? What are the reasons for the grade you have given?
- Are there some areas of digital competence (e.g., data privacy, AI tools, multimedia creation) where you just feel you are not that confident?

Challenges and Barriers

- What are the key barriers that hinder you to effectively integrate digital tools into your teaching (e.g., technical, pedagogical, or institutional)?
- How do you prioritize the use of digital tools given all teaching commitments?

Support and Resources

- What assistance (e.g. training, technical support, peer collaboration) are you receiving to help you develop digital competences?
- What are the other resources or support that you wish you have?

Professional Development and Future Outlook

- If you were allowed to create a teacher professional development program on digital competences, what topics would you include?
- What improvements would you like to be done at your school or district to help digital readiness better?

All of the recordings have been transcribed word for word. The transcription of Russian interviews was translated into English.

Data Analysis

Thematic analysis method was utilized to carefully unveil the qualitative data, in line with the well-known six phase process created by Braun and Clarke (2006). The approach was mainly data driven, which basically meant that the themes were taken out of the data content itself rather than from theories that existed previously, however the research questions did provide the general frame. First, familiarization involved the raw data transcription and translation into English when necessary, then the initial codes were generated, and emerging themes were searched. After the reviewing the themes, they were defined and named. The participants' quotes that are representative of all other answers were included in writing up the results.

Ethical Considerations

Consistent with SDU protocols for human subject research, ethical rules were meticulously followed throughout this investigation. The participants' informed consent was sought before the initiation of data collection. Additionally, teachers were made aware of the study's purpose, the voluntary nature of participation and their right to withdraw without any impact. The participants assured that by agreeing to be audio-recorded for the interviews and that the anonymous quotes, if used, would not be affected in publications.

The issue of the confidentiality and anonymity of the participants was handled with the utmost care. Data related to the identification of any (e.g., specific school names, etc.) information is omitted in order to ensure the privacy of the participants. All the digital files, both the recordings and the

transcripts, were kept very securely in password-protected devices, and only the researcher could reach them.

Results and Discussion

Three main themes were realized: Low Digital Competence and Confidence, Barriers to Digital Integration, and the Support Needs.

Theme 1: Low Digital Competence and Confidence

The skill level of teachers as per their own ratings ranged from basic to intermediate. The younger of them were self-assured, while the more experienced teachers claimed to be not competent enough for technology changes. Most of the tools were acquired through online self-training.

Teacher A: “I frequently use Kahoot and Power Point, no problem with basic features, but I'm a bit uncomfortable with advanced tools.”

Teacher B: “The technology I mastered is only creating Power Point presentations that I use sometimes. My students are often more knowledgeable than I am.”

Teacher C: “I think I can use quite many tools and my colleagues often ask for my help. And it would be great to learn more because the efficiency of the lesson raises. There are so many new technologies now that we should use, but can’t.”

Teacher D: “My colleague taught me how to create Google forms. Also, I can do Power Point presentations when I need. Unfortunately, I am not confident in using other, more recent digital technologies.”

Theme 2: Barriers to Digital Integration

Infrastructure Issues: Teachers commonly faced problems such as the poor internet and lack of proper equipment. They also did not have technical support and the malfunctions they faced were frequent.

Teacher D: “The lesson gets disrupted many times due to the poor internet connection. This is really irritating.”

Teacher A: “We don’t have the basic equipment to use digital technologies in the classroom. For example, there is only one projector and we can use it very seldom.”

Learning Curve: Several teachers felt really stressed because they simply couldn't keep up with such fast changes in technology.

Teacher C: “There's definitely a new instrument each time. I'm completely lost when it comes to what I should do first.”

Time management: Teachers reported a lack of time because of overloaded classes and assignments. So, they cannot raise their digital competence on their own.

Teacher B: “We want to learn more about information technologies, but we don’t have time.”

Institutional Attitudes: As a result of the limited administrative encouragement and the main concentration on traditional methods, the teachers were discouraged from trying out different methods.

Teacher C: “Without support, teachers won’t develop. We are loaded with many responsibilities besides teaching and as a result, teach traditionally.”

The third theme: The Need for Digital training

The need for the practical, on-site training with tools that are real and proper was one of the teachers’ requests.

Teacher A: “Only practice, no theory, can make us competent with tech. We need training in this aspect so that to use ICT in the classroom.”

Alongside, they preferred the idea of peer-to-peer mentoring and tech-sharing groups.

Teacher B: “Perhaps the departments should have someone to guide us with the digital technologies.”

They also indicated the importance of engaging leaders, updating infrastructure, and providing tools.

Teacher D: “Only a good network and support can help in this. The administration should first provide with professional development. Also, the state schools need more financial support to buy appropriate digital equipment.”

Teachers were very optimistic about the unity of regulation together with the integration of digital competencies into official curricula.

Teacher A: “If the modules have the tech component, school administration will be there to support it.”

The study indicates that besides experience, teachers of English as a foreign language are also shaped through digital competences by the personal and external systems of support. The technology intention of the respondents, clearly seen from the positive attitudes towards its use, was subject to the effect of individual levels of confidence and infrastructure challenges that persisted. Corroborating these results is Ertmer's (1999) contrast between external and internal barriers to the application of the technology.

Concerning the digital tools, it was found that the younger educators were more outspoken when it comes to their competence in using technological solutions. In contrast, the professionals with longer experience describe themselves as being more conservative and taking it slowly. Still, technological perception was not merely a function of age, as some experienced teachers expressed their desire to learn, in agreement with Tondeur et al. 's (2012) results, who argued that along with age, self-efficacy and accessibility of supportive systems matter more.

First and foremost, the lack of infrastructure, such as unreliable internet, a shortage of devices, and the absence of technical support, has always been the cause of the challenges. These results support what was deduced by Hew and Brush (2007) in a former study that environmental factors can hinder the best intentions to try out the technology. Thus, teachers had very little time to try out new tools and due to many school responsibilities, they had to still use old-fashioned methods.

The third finding was the requirement for effective and purposeful continuous teacher education. Teachers complained the professional development sessions were not provided in their schools. This is also observed in Darling-Hammond et al. (2017) who recommend continuous and collaborative training models. The results are also in line with Aimicheva et al. (2025) that secondary school teachers are ready to embrace digital technology in case the holistic PD is provided. Following the components of TPACK and Digcompedu frameworks, such a program would benefit greatly not only teachers but also students in diving into complexities of digitalization.

Another factor of peer outreach that was the most influential in resolving the daily digital obstacles, turning such a situation around for the better, and consequently, to a community of practice of Wenger (1998) was the informal peer support.

Finally, the participants demanded the unification of the policy at the national level. The teachers were of the opinion that the consistency of school-based undertakings would be elusive unless the digital skills are given the topmost priority in the national curricula and assessments. This points to what is required in terms of system redesign for the purpose of being able to sustain continuous digital integration into the educational system.

Limitations

Though this study does cast light on the perceptions of the digital competencies from the perspectives of EFL teachers in secondary schools, the findings are subject to certain restrictions that ought to be recognized. The first limitation is that only four teachers were available and agreed to be interviewed voluntarily at the time of the research, which means that the generalization of the findings is limited. Although qualitative investigations are supposed to be concentrated rather than extensive, a larger and more diversified sample drawn from various types of schools or different regions could present a more complete picture of the issues under investigation.

Furthermore, the study was confined to the experiences of the secondary EFL teachers in Kazakhstan with respect to the digital competences, so it did not encompass teachers of primary level, teachers in various subjects, or teachers in private schools with different technological and educational infrastructures.

Finally, the study was intended to explore the current situation, so the chance to study changes in digital competences or attitudes over a longer time was not possible. Conducting a longitudinal study would be useful to reflect the changing picture of teachers' development in relation to the undergoing training or policy currents.

Conclusion

This study is focused on the way that four secondary school EFL teachers understand and are using digital technologies in their professional practice. The teachers, approached for the interview, had different technical skills, but, however, all share similar worries about the lack of suitable infrastructure, time shortage, and insufficient training. Nevertheless, they exhibited high interest in professional growth and were willing to work hard to have their students engaged through technology.

From the findings, it follows that the provision of support to teachers should be done through the following means: the combination of technical infrastructure, experiential methodologies for training and the development of a collaborative environment that complies with the TPACK and Digcompedu frameworks. Additionally, management and educational policymakers should take the responsibility to make the curriculum and assessment regulations match the modern-day digital content expectations.

The research takes the first-hand teaching experience as a starting point and, thus, it gives a perspective on the efficient development of teaching staff and policy elaboration in EFL contexts. It could be beneficial for further research if more respondents are considered or when the researchers track the process of developing digital competences.

References

Aimicheva, G., Shaikhanova, A., Iklassova, K., Tazabekova, P., Nazyrova, A., & Kadyr, Y. (2025). Fostering Teachers' Digital Competence in AI-Supported Learning Environments: Implications for Interactive Teaching and Student Achievement. *Applied Sciences*, *15*(23), 12597. https://doi.org/10.3390/app152312597

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, *3*(2), 77–101. https://doi.org/10.1191/1478088706qp063oa

Chabert, G. (2021). Barriers to digital technology adoption in education: A qualitative study on teacher resistance. *Educational Technology Journal, 34*(2), 115–130.

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective teacher professional development. *Learning Policy Institute*. https://learningpolicyinstitute.org/product/effective-teacher-professional-development-report

Ertmer, P. A. (1999). Addressing first- and second-order barriers to change: Strategies for technology integration. *Educational Technology Research and Development, 47*(4), 47–61. https://doi.org/10.1007/BF02299597

Ferrari, A. (2012). *Digital competence in practice: An analysis of frameworks*. European Commission Joint Research Centre. https://doi.org/10.2791/82116

Guillén-Gámez, F.D., Mayorga-Fernández, M.J., Bravo-Agapito, J. et al. Analysis of Teachers' Pedagogical Digital Competence: Identification of Factors Predicting Their Acquisition. *Tech Know Learn 26*, 481–498 (2021). https://doi.org/10.1007/s10758-019-09432-7

Hew, K. F., & Brush, T. (2007). Integrating technology into K–12 teaching and learning: Current knowledge gaps and recommendations for future research. *Educational Technology Research and Development, 55*(3), 223–252. https://doi.org/10.1007/s11423-006-9022-5

Kamal, M., Bensalem, E., & Messaoudi, M. (2021). Digital skills of EFL teachers in North Africa: Challenges and perspectives. *International Journal of Emerging Technologies in Learning, 16*(18), 220–234. https://doi.org/10.3991/ijet.v16i18.25089

Kassymova, G. M., Tulepova, S. B., & Bekturova, M. B. (2023). Perceptions of digital competence in learning and teaching English in the context of online education. *Contemporary Educational Technology, 15*(1), ep396. https://doi.org/10.30935/cedtech/12598

Kopinska, M. (2020). Digital competence of language teachers: The Polish perspective. *Teaching English with Technology, 20*(3), 32–47.

Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers College Record, 108*(6), 1017–1054. https://doi.org/10.1111/j.1467-9620.2006.00684.x

Niyazova, G. Z., Saparkhojayev, N. P., Bazarbaeva, A. I., & Azybayev, M. A. (2022). Development of Digital Competence of School Teachers. *World Journal on Educational Technology: Current Issues, 14*(3), 592-603. https://doi.org/10.18844/wjet.v14i3.7196

Redecker, C. (2017). European Framework for the Digital Competence of Educators: DigCompEdu. Punie, Y. (ed). EUR 28775 EN. Publications Office of the European Union, Luxembourg, ISBN 978-92-79-73494-6, doi:10.2760/159770, JRC107466 https://www.researchgate.net/publication/329191291_European_Framework_for_the_Digital_Competence_of_Educators_DigCompEdu

Tondeur, J., van Braak, J., Ertmer, P. A., & Ottenbreit-Leftwich, A. (2016). Understanding the relationship between teachers' pedagogical beliefs and technology use in education: A systematic review of qualitative evidence. *Educational Technology Research and Development, 60*(1), 55–73. https://doi.org/10.1007/s11423-011-9172-2

Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. Cambridge University Press.

Wong, G. K. W., & Moorhouse, B. L. (2021). The impact of COVID-19 on EFL teacher professional development in Hong Kong. *RELC Journal, 52*(3), 509–524.

Zhao, Y., Yin, H., & He, W. (2022). Exploring EFL teachers' digital competence: Accessibility, motivation, and institutional support in China. *Journal of Educational Technology & Society, 25*(1), 97–110.

Назерке Бекайдар[1], *Сауле Тулепова*[2]*, *Құралай Жампейіс*[3]
[1,2]SDU University, Қаскелен, Қазақстан
[3]Абылай хан атындағы Қазақ Халықаралық Қатынастар және Әлем Тілдері Университеті, Алматы, Қазақстан
*email: saule.tulepova@sdu.edu.kz

ОРТА МЕКТЕПТІҢ АҒЫЛШЫН ТІЛІ МҰҒАЛІМДЕРІНІҢ ӨЗДЕРІНІҢ ЦИФРЛЫҚ ҚҰЗЫРЕТТІЛІКТЕРІ ТУРАЛЫ КӨЗҚАРАСТАРЫ

Аңдатпа. Ақпараттық-коммуникациялық технологиялардың (АКТ) қарқынды дамуы және олардың адам қызметінің барлық салаларына интеграциялануын ескере отырып, мұғалімдердің цифрлық құзыреттілігі игерілуі тиіс маңызды дағдылардың біріне айналды. Қазіргі білім беру контексті оқыту процесінде үлкен нәтижелерге қол жеткізу үшін мұғалімдерден цифрлық сауаттылықты талап етеді. Мақаланың мақсаты - орта мектеп шет тілі ретіндегі ағылшын тілін мұғалімдерінің цифрлық дағдыларына қатысты түсініктерін анықтау және талдау. Сапалы тәсілді қолдана отырып, орта мектепте ағылшын тілін оқытуда цифрлық технологияларды қолданумен байланысты көзқарастарын, тәжірибелерін, қиындықтарын және қажеттіліктерін зерттеу үшін орта мектептің ағылшын тілі мұғалімдерімен жартылай құрылымдалған сұхбаттар жүргізілді. Нәтижелер ағылшын тілін оқыту мұғалімдерінің цифрлық сауаттылығының негізгі деңгейлерін, мемлекеттік мектептерде цифрлық жабдықтардың жетіспеушілігімен байланысты қиындықтарды және белгілі бір кәсіби курстарға жазылу қажеттілігін және мекеменің қолдау функциясын анықтады. Зерттеу мұғалімдерінің цифрлық дағдыларын дамытуды қалай жақсартуға болатыны туралы кейбір ұсыныстармен аяқталады.

Түйін сөздер: Ағылшын тілі мұғалімдері, АКТ, цифрлық сауаттылық, оқыту, көзқарастар, орта мектеп.

Назерке Бекайдар[1], Сауле Тулепова[2], Құралай Жампейіс[3]*
[1,2]SDU University, Каскелен, Казахстан
[3]Казахский Университет Международных Отношений и Мировых Языков имени Абылай хана, Алматы, Казахстан
*email: saule.tulepova@sdu.edu.kz

ВОСПРИЯТИЕ УЧИТЕЛЯМИ АНГЛИЙСКОГО ЯЗЫКА В СРЕДНИХ ШКОЛАХ СВОИХ ЦИФРОВЫХ КОМПЕТЕНЦИЙ

Аннотация. Учитывая стремительное развитие информационно-коммуникационных технологий (ИКТ) и их интеграцию во все сферы человеческой деятельности, цифровая компетентность учителей стала одним из важнейших навыков. Современный образовательный контекст требует от учителей цифровой грамотности для достижения лучших результатов в процессе обучения. Цель статьи — выявить и проанализировать представления учителей английского языка как иностранного в средних школах об их цифровых навыках. С помощью качественного подхода были проведены полуструктурированные интервью с учителями английского языка в средних школах для изучения их взглядов, опыта, проблем и потребностей, связанных с использованием цифровых технологий в преподавании английского языка. Результаты выявили базовый уровень цифровой грамотности учителей, проблемы, связанные с нехваткой цифрового оборудования в государственных школах, и необходимость прохождения специальных профессиональных курсов и получения поддержки со стороны учреждения. Исследование завершается некоторыми предложениями по повышению уровня развития цифровых навыков учителей средних школ.

Ключевые слова: учителя английского языка как иностранного, ИКТ, цифровая грамотность, преподавание, восприятия, средняя школа.

Received 22 December 2025