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Professional training of teachers in Kyrgyzstan at the current stage

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Abstract

Relevance. In recent years, professional pedagogical education in Kyrgyzstan has undergone a series of changes. The dissolution of the Soviet Union brought alterations in the educational systems that existed in former Soviet republics. The relevance of this article lies in the need to analyse the establishment and evolution of pedagogical education in the country's higher educational institutions.

Purpose. The objective of the study is to define the concept of professional teacher training at the current stage, as well as methods to enhance their qualifications.

Methodology. The following methods were employed in the research: analytical, comparative, synthesis, systematisation, and generalisation.

Results. The results showed that primary attention in devising an effective education system for future teachers should be paid to the functioning of relevant universities and departments. There's a need to revisit outdated teaching methodologies, adapting them to contemporary realities such as online education and the use of modern technologies in pedagogical practice. Moreover, the efficiency of the educational process is closely related to the character, creative abilities of the teacher, their cultural awareness, and socialisation. Additionally, the question of a teacher's status in modern society is pertinent. Analysing pedagogical practices of other countries indicates that teachers therein rightfully enjoy special respect and hold a prestigious position in society. Kyrgyzstan should adopt a similar approach, granting educators certain privileges at the national level.

Conclusions. The findings can be beneficial for specialists in the field of education, institutional leaders, government administration bodies, and all those interested in issues of professional teacher training at the present stage.

Keywords: pedagogical education; educator status; higher educational institution; professional development; education system.

Introduction

Education in Kyrgyzstan, much like in other nations globally, serves as the foundation for social and cultural development. It plays a pivotal role in shaping human capital, which subsequently stimulates economic growth and the overall well-being of the nation. Given the global

shifts in education, Kyrgyzstan faces the imperative to review and modernise its pedagogical education system. This process ought to be rooted in understanding the challenges and demands of contemporary pedagogical education, accounting for historical experiences and current global educational trends. Quality education is hard

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to envision without highly skilled educators, emphasising the importance of their training and preparation.

Based on the research by N.M. Sodikov and S.K. Kaldybaev [1], professional preparation is a set of specific knowledge and skills required for activities in a particular domain. The professional preparation of educators is a complex and multifaceted process, geared towards nurturing competent professionals capable of imparting their knowledge and skills to future generations. It's crucial to factor in elements such as social, cultural, academic, and professional growth, and the development of professional and personal qualities and values of the prospective teacher. There is also a national imperative to prepare specialists involving younger educators.

Kyrgyzstani researcher I.S. Boljurova [2], while examining the developmental history of Kyrgyzstan's education system during its transitional phase (1990-2005), notes that its foundation predominantly took shape during the Soviet era. Within a unified educational context, which amalgamated the national education systems of the Union Republics, this system thrived under centralised governance. A multi-tiered structure of educational institutions for training educators was established along with standardised methodological standards. The number of students in tertiary institutions grew annually, reaching significant professional preparation levels for educators. This guaranteed consistent and remarkable outcomes in teaching, especially in the humanities and social sciences. Educational institutions such as the Frunze Institute of Public Education (founded in 1925), which became the Kyrgyz State University in 1951, and the Osh Teachers' Institute (established in 1939) that transformed into the Osh Pedagogical Institute in 1951, initially focused on teacher training. Over time, as the Kyrgyz State evolved, these institutions underwent changes in names, statuses, and internal configurations, including faculties and departments. The dissolution of the Soviet Union precipitated an educational crisis in the erstwhile Soviet republics, which in turn, triggered profound transformations, including in pedagogical education. Upon reviewing the work of researcher W. Lianqen [3], three key phases of higher pedagogical education development were identified in countries of the Commonwealth of Independent States, including Kyrgyzstan:

1. Adaptation of educational systems to new cultural contexts (1991-1994).
2. Initial structural and programmatic changes in the education of the newly independent state, with an emphasis on the university model of training (1995-1999).
3. Revamping of the educational systems, considering the increase in the number of students, digitisation, globalisation, and integration into the European educational space through the Bologna Process, while respecting local educational traditions (2000-present).

In the initial phase, the pedagogical education system predominantly relied on the Soviet model and resources. In the second phase, with the transformation of pedagogical institutes into universities, education became more multi-levelled and diverse. Following the collapse of the Union of Soviet Socialist Republics (USSR), Kyrgyzstan introduced the principle of territorial distribution of universities, leading to the establishment of universities in

most regional centers. In the third phase, the contemporary pedagogical system in Kyrgyzstan is evolving in the context of globalisation, digitisation, and the drive towards international standards, with an expanding university network. New universities, such as the Talas and Batken, recently incorporated teacher training into their programmes.

In accordance with the Resolution of the Government of the Kyrgyz Republic No. 496 "On Establishing a Two-Tier Structure of Higher Professional Education in the Kyrgyz Republic" [4] and the National Development Program of the Kyrgyz Republic until 2026 No. 435 [5], from 2012 onwards, the country adopted a two-tier higher education system after joining the Bologna Process. Near-term plans include regular professional development courses for teachers and a revamping of teacher training as a whole to enhance education quality. The success in achieving these objectives depends on the readiness of the teaching staff, as affirmed by researchers N. Chylanbekova and N.K. Sartbekova [6]. Moreover, there are several pivotal aspects that merit researchers' special attention. For instance, the transformation of pedagogical institutes related to changes in their structure. Understanding this process can provide insights into the dynamics of development and how educational institutions are adapting to evolving realities. The aspect of international cooperation and its impact on pedagogical education standards should also be explored. Analysing Kyrgyzstan's partnerships in the field of education can identify potential opportunities for further system development. Notably, the issue concerning the status of educators in contemporary society is worth highlighting. Defining and affirming this at the national level can significantly influence the professional motivation and prestige of the teaching profession.

Given the information above, it can be concluded that the research aims to elucidate the contemporary understanding of professional teacher training and methods to enhance their professional qualifications.

Materials and Methods

The methodology of this study was based on a comprehensive approach to analysing and interpreting data on the professional training of teachers in Kyrgyzstan. To ensure the completeness and reliability of the information presented in the article, the following methods were employed: analytical, comparative, synthesis, systematisation, and generalisation.

The analytical method was a pivotal tool in examining the core processes occurring in the education sector. This approach provided insights into structural changes in pedagogical education, adapting curricula to modern requirements and challenges, and integrating new technologies and techniques into the learning process. Particular emphasis was placed on examining the methods and approaches used in teacher training, their alignment with modern pedagogical standards, and labour market demands. Additionally, the method facilitated a qualitative analysis of the social and cultural status of the educator in Kyrgyz society, the evolution of external and internal expectations of the teaching profession, and the public perception of this role. An analysis was also conducted on human resource policies in education: the dynamics of the

number of teaching staff, their age and qualification structure, training and professional development systems, and the incentives and motivation of educators.

Thanks to the comparative method, the system of professional teacher training in Kyrgyzstan was juxtaposed with similar systems in other countries. Comparisons covered aspects such as the structure and content of the educational program for prospective educators; the courses offered in pedagogical universities in Kyrgyzstan and globally; teacher qualification requirements; the status of educators in society; and the system for evaluating education quality. This allowed for the identification of unique features of the Kyrgyz training model and highlighted best practices at the international level that could benefit Kyrgyzstan's education system. Furthermore, the comparative method facilitated an analysis of changes in the professional teacher training system from a historical perspective. Comparing the Soviet era with the current stage revealed key differences and similarities, providing insights into the historical, social, and economic factors that influenced the formation of Kyrgyzstan's contemporary professional teacher training system.

The application of the synthesis method enabled a holistic consideration of the issue of professional teacher training in Kyrgyzstan, acknowledging the myriad factors impacting this process. This method also integrated theoretical knowledge with practical experience, reflecting the country's historical and cultural context. Such an approach not only pinpointed the primary challenges facing pedagogical education but also potential solutions. Utilising the systematization method, gathered information was organized, highlighting key directions, trends, and problematic points in the teacher training process. Moreover, this method aided in structuring the research outcomes for a clearer and more logical presentation. Finally, the generalization method was used to derive key conclusions based on the analysis and systematisation of the obtained data, determining primary recommendations and directions for future research and practical application in the Kyrgyz education system.

Results

Modern Kyrgyzstan is aiming for active economic and sociocultural progress. Education plays a pivotal role in this process, as the conditions of the 21st century demand high levels of human knowledge across various scientific disciplines, the ability for self-learning, and personal growth. Teachers are now required not only to have subject matter expertise but also the ability to present it in an engaging and comprehensible manner to contemporary students, integrating modern technologies and techniques into the teaching process. Thus, the preparation of students in pedagogical institutions must take into account all these nuances and challenges, shaping future teachers' professional as well as sociocultural competencies [7]. To understand the context of the evolution of the modern system of professional teacher training more profoundly, it is necessary to delve into its history.

Kyrgyzstan's educational system has transitioned from the Soviet model to post-Soviet reforms. According to research by I.S. Boljurova [2], during the USSR period, a widespread network of educational institutions was

established, making education accessible for the majority of the population. Kyrgyzstan's educational system, in the Soviet era, was moulded within all-union standards and ideological principles. This process is characterised by unification and standardisation: curricula, methodologies, and textbooks were identical across all USSR republics. This ensured that Kyrgyz students studied the same material at the same level as their peers from other republics. Another crucial aspect was the accessibility of education. Kyrgyzstan established an extensive network of schools, technical schools, colleges, and universities, providing free education at all levels. A vocational-technical education system also operated during this time, with the aim of preparing the workforce for the industry's needs. It's noteworthy that, although Russian was the primary language of instruction in most educational establishments, Kyrgyzstan also emphasised and supported teaching in the Kyrgyz language. Specialised textbooks were developed, and methodologies for teaching in the native language were introduced. The ideological orientation of education was evident in the mandatory study of subjects like "Foundations of Marxism-Leninism". However, schools and universities actively promoted sports and cultural programmes, establishing numerous sports sections, clubs, and ensembles. Even with the ideological focus, educational innovations aimed at developing new methodologies and author programmes were undertaken in the USSR, including Kyrgyzstan. In conclusion, during the USSR era, Kyrgyzstan's educational system emphasised mass, quality, and free education, laying the foundation for the formation of an educated society capable of fostering the country's development and its socialist economy.

Professional teacher training during the USSR was shaped within the context of the Soviet educational system and its ideological principles. In Kyrgyzstan, pedagogical institutes operated that provided training for teachers at various levels of the educational system. These institutes offered specialised programmes for future primary school teachers, middle school teachers, and teachers of special subjects. In addition to theoretical learning, students were provided with opportunities for practical training in schools. This allowed future teachers to apply theoretical knowledge in practice and adapt to the actual school environment. In line with the ideological foundations of the USSR, the curriculum of pedagogical universities also included subjects dedicated to Marxist-Leninist philosophy, the history of the Communist Party of the Soviet Union, and other aspects of socialist upbringing. This was intended to prepare educators to instil a socialist worldview in their students. After completing higher pedagogical education, teachers had the opportunity to take advanced training courses and internships to refresh their knowledge and skills. Pedagogical universities actively engaged in research activities in pedagogy and teaching methodology, contributing to the development of the educational process. Despite the all-union unification, pedagogical training took into account the peculiarities of the national culture, history, and traditions of Kyrgyzstan. Overall, during the USSR, the teacher training system in Kyrgyzstan was organised to prepare highly qualified specialists capable of providing quality and ideologically-oriented education in line with the needs of Soviet society.

After gaining independence following the dissolution of the Soviet Union, Kyrgyzstan faced several challenges, including in the field of education. This necessitated the adaptation and modernisation of the national educational system, considering new sociocultural, economic, and technological realities. The foundation of Kyrgyzstan's modern educational structure consists of four key levels: primary, basic, secondary, and higher education. Each of these levels corresponds to specific life stages of students and offers content tailored to the age and psychological characteristics of students. A significant feature of today's educational dynamics is the intensification of innovative development processes. The active introduction of new pedagogical techniques and approaches into the country's educational practice aims to enhance the quality of education, aligning it with contemporary labour market demands and the rapidly changing global information space.

A prominent example of such innovations is distance learning. Technological advancements and the proliferation of the internet and digital technologies have facilitated the transformation of the educational process. Distance learning not only enables access to educational resources in remote areas of the country but also promotes the development of students' independent working skills, critical thinking, and information-seeking [8]. In the context of globalisation and international collaboration, Kyrgyzstan actively cooperates with educational and research institutions, enriching the national educational system with new methods, technologies, and pedagogical approaches. Under the auspices of the Deutscher Akademischer Austauschdienst (DAAD), many Kyrgyz students and researchers are given opportunities to study and research in leading German universities. In response, German academics and educators frequently conduct lectures and courses in Kyrgyzstan. The European Erasmus+ programme offers grants and scholarships to Kyrgyz students, educators, and researchers for study and training in EU universities. American programmes such as Fulbright and Peace Corps focus on exchanging educational experiences between Kyrgyzstan and the USA, offering opportunities for learning, internships, and teacher exchanges. Considering the close and strategic partnership between Kyrgyzstan and China, many Kyrgyz students receive scholarships to study in Chinese universities. Simultaneously, Chinese cultural and educational centres actively operate in Kyrgyzstan [9].

For a long time after the dissolution of the USSR, the system of educators' training remained oriented towards the Soviet model. For instance, the format of a 5-year education in pedagogical universities was retained. Due to limited resources for updating, some curricula and textbooks developed during the Soviet era continued to be used. Moreover, although the political ideology shifted significantly, some elements of ideological preparation still influenced educational standards and curricula. Economic difficulties also meant that many pedagogical universities faced funding challenges, which sometimes led to the merging of institutions or a change in their status. This state of pedagogical education in Kyrgyzstan can be characterised as a precursor to the societal demand to address the challenges of developing pedagogical education in contemporary Kyrgyzstan [10].

The principal document proclaiming the education of future educators as a priority of the education system is the "Concept of education development in the Kyrgyz Republic for 2021-2030" [11]. This document serves as a roadmap, outlining the main directions in the development of education in Kyrgyzstan over a decade. One such direction is the optimisation of pedagogical universities and relevant departments, which includes:

Regular curriculum review: modern requirements for pedagogical science and practice entail a deep understanding of sociocultural, psychological, and technological aspects of learning. According to K. Massar [12], curricula should reflect the latest advancements in this area, encompassing leading-edge techniques, tools, and approaches. Given the multicultural composition of many countries, including Kyrgyzstan, modern curricula might encompass courses in cultural studies, ethnopedagogy, or intercultural communication. These disciplines aim to foster respect and understanding of cultural differences, which is pertinent in the era of globalisation and migration.

In-depth study of pedagogical disciplines: Especially at specialised departments, students should be acquainted not only with theoretical aspects of pedagogy but also with practical skills essential for successful pedagogical activity. Particular emphasis should be on teaching methodologies for various school subjects, psychology of learning, and specifics of working with diverse student categories, including children with special educational needs.

Professional development of faculty: this encompasses the continuous professional enhancement of educators, participation in international conferences, seminars, and experience exchanges with peers from other nations, as well as amplifying the practical component of education. T. Madou et al. [13] emphasize this aspect in their work. Researchers believe that future educators should be given opportunities for pedagogical practice and internships, enabling them to apply their theoretical knowledge in real-world settings.

Universities and departments must be equipped with modern educational resources, technologies, and methodological materials. During the USSR era, the material and technical base of universities and departments primarily focused on supporting traditional forms of teaching. This encompassed classrooms with chalkboards, educational laboratories for practical exercises, libraries with extensive collections of printed publications, and specialised rooms for particular disciplines. Contemporary universities and departments are oriented towards employing new technologies and teaching methods. According to Y. Gao et al. [14], computer labs, internet access, electronic libraries, multimedia resources, and distance learning programmes now occupy a significant role. Modern methodological materials often consist of interactive electronic resources, allowing flexibility and adaptability in the educational process.

Research work plays a critically important role in the development of pedagogical science and practice. Involving both students and educators in scientific activities creates opportunities for the active acquisition of new knowledge, methodologies, and innovative approaches. In the context of pedagogical education,

promoting scientific activities fosters the development of critical thinking, analytical skills, and professional competence among future educators. It not only deepens theoretical knowledge but also offers students the opportunity to practically apply scientific methods in addressing current pedagogical challenges. As highlighted in their research by I. Aznar Díaz et al. [15], educators who actively engage in research activities enrich their professional pursuits by adopting advanced methodological approaches and integrating new technologies and methodologies into the educational process. Such collaboration between students and educators aids in refining study programmes and courses, further supporting innovation in the pedagogical field.

Active engagement with global pedagogical universities, the adaptation of the best global practices, and educational standards is crucial [16-19]. Adaptation does not imply an unequivocal copying of foreign systems. Instead, it's a process wherein experiences are analysed considering national and cultural peculiarities and integrated into the local educational practice, ensuring it aligns maximally with the needs and objectives of the Kyrgyz education system. Active interactions with global pedagogical institutions enable the exchange of experiences, knowledge, and innovative teaching methods [20; 21]. These partnerships can encompass collaborative research projects, student and faculty exchanges, as well as joint conferences and seminars. Implementing international standards also implies intensifying the monitoring of educational quality. Many global standards contain clear criteria and indicators that can be utilised for overseeing and evaluating the efficiency of the educational process.

Gathering feedback from graduates about the quality of the education they received can serve as an essential indicator of the effectiveness of the teaching process and pinpoint potential areas for improvement. There is also a need for continual analysis and monitoring of the efficiency of the educational process from the government's side, the introduction of an education quality system, and subsequently making the necessary adjustments based on these evaluations.

It should be noted that the quality of education, in addition to the factors described above, directly depends on the competence of the teacher, their personal qualities, creative potential, cultural erudition, and ability to socialise. When considering the competence of teaching staff, one should note the following trend: the threshold scores for admission to teaching specialities in recent years do not indicate a high level, although there has been a slight increase over the past two years [22-24]. One of the factors contributing to this situation is the declining social status of teachers, leading to decreased interest in this profession among the most talented applicants. As a result, a cohort of specialists lacking the necessary qualifications is formed. This, in turn, exacerbates the trust deficit in the teaching profession and confidence in the high quality of education. This is a cyclical problem, requiring solutions at the level of state policy. At the same time, the government recognises the urgency of the issue and assigns it top political priority. To overcome the prevailing situation, radical legislative-level changes are proposed, aimed at strengthening the rights and guarantees of educational staff, as outlined in Table 1.

Table 1. Proposed legislative amendments enhancing rights and guarantees for educators

| Goal | Implementation method |
|---|--|
| Expansion of space for pedagogical creativity | Granting educators the ability to modify curricula based on the interests and needs of students |
| Revision of requirements for educational materials | Provision of modern educational material resources (textbooks, guides) |
| Relieving educators from non-core tasks | Minimizing bureaucratic procedures |
| Guaranteed and effective professional development | Organising seminars and masterclasses on developing creative teaching methodologies and the use of innovative approaches |
| Amendments to the existing pension legislation considering the specific nature of educators' work | Allowing early retirement under certain conditions for workers in both secondary and higher education sectors |

When discussing the status of teachers, it's essential to draw on global best practices and incorporate the most effective elements. By analysing the experiences of other countries, we can observe that teachers in many places enjoy significant respect and privileges. In Japan, for instance, individuals with symbols indicative of the teaching profession are given priority in queues. In Poland, the ratio is as low as seven students per teacher. China, on the other hand, has a myriad of laws that protect the rights of educators. It's crucial to recognize that addressing the elevation of the teacher's status is of immediate concern. Failure to act may result in the nation losing the very professionals responsible for nurturing its future experts in various fields.

Discussion

The issue of teacher professional preparation in today's world is a topic of research for numerous scholars. E.C. Du Plessis [16] emphasised the training of student-teachers for both traditional face-to-face and online education, underlining the significance of adapting to modern educational platforms. In face-to-face education, the direct interaction between teacher and student, the potential for rapid feedback exchange, and the ability to adjust the learning process in real-time are pivotal. Teachers must be skilled in organising group and individual work, fostering a motivating educational environment, and considering the psychophysiological traits of students. Distance learning demands a profound comprehension of current technological platforms from educators, proficiency in employing various digital tools, and managing interactive remote interactions [25-27]. A crucial component of

distance education is student autonomy, which educators must consider when devising their teaching materials and interaction methods. The author emphasises that modern teachers need to be prepared for flexible shifts between different learning formats. This not only requires technical skills but also an understanding of pedagogical and psychological learning intricacies across various environments [17; 28].

The work of E. Eidin and Y. Shwartz [18] focused on developing the professional advancement of teachers in the context of socio-scientific issues. The authors conclude that successful preparation of future educators necessitates a flexible approach, the ability to swiftly adapt to evolving conditions, and continuous professional growth in light of new technological and pedagogical innovations. The significance of this conclusion, in the context of studying modern teacher professional preparation, is underpinned by several key facets. Sociocultural transformations lead to changes in the needs of the educational system and expectations from teachers [29]. The introduction of new technologies, like distance learning, interactive platforms, and online resources, opens new avenues for education but also demands relevant skills and methodologies from educators. Consequently, in today's rapidly changing world, educators must constantly refresh their knowledge and abilities, making their professional growth an ongoing process [30; 31]. Simultaneously, it is crucial to recognise that Kyrgyzstan possesses its distinct cultural, historical, and social characteristics. Educational pedagogy must consider these nuances, adapting global strategies to the local context. This implies that educators should be capable of incorporating elements of national culture, history, and values into their practice, fostering respect amongst students for their cultural heritage.

S. Farias-Gaytan et al. [19] explored the digital transformation and digital literacy in higher education institutions, highlighting the challenges faced by educators in adapting to new technological demands. Within the context of their study, digital literacy is described not merely as the capability to operate technology but as the ability to critically evaluate, analyse, and utilise digital information for educational and professional purposes. This encompasses understanding internet safety, the ethics of digital communication, and the proficiency to effectively deploy technological tools to achieve educational and research goals. For higher education institutions in Kyrgyzstan, as well as many other countries, this research is particularly pertinent as digitisation stands at the forefront of modern educational reforms. Adapting educators to new technological challenges, training, and their professional development in this realm emerges as a priority for the development of the higher education system [32; 33]. The authors underscore that a successful digital transformation necessitates a comprehensive approach, encompassing curriculum renewal, professional educator development, the introduction of new technological solutions, and the creation of supporting infrastructure.

The studies mentioned above elucidate various aspects of educators' professional training. However, both investigations emphasise the necessity of adjusting teaching approaches in line with modern realities. E. Eidin and Y. Shwartz [18] focus on socio-scientific issues and how educators can adapt to rapidly changing

circumstances, utilising flexible methodologies and innovations. They stress the importance of ongoing professional development of teachers and adapting global approaches to local contexts, taking into consideration the cultural and social peculiarities of Kyrgyzstan. Conversely, S. Farias-Gaytan et al. [19] approach the issue from a technological angle, examining digital transformation and literacy in higher education institutions. They pinpoint that contemporary educators should not only master new technologies but also cultivate critical thinking and the capacity to analyse and harness digital information for educational and scientific purposes. Thus, both studies highlight the need to integrate new methods and technologies in the teacher training process, albeit each from a distinct perspective – one with an emphasis on socio-cultural aspects, the other on technological facets.

Contrary to the two previous studies, the research by S. Loboda et al. [20] primarily concentrates on the creative self-realisation of future educators during their professional training. The authors accentuate the significance of an individualised approach in teaching. It's implied that the educational system promotes the individuality of each student. This might entail the creation of customised curricula, consideration of the interests and needs of every student, and fostering an environment where students feel free to express their thoughts and ideas. Such an approach could assist students in developing critical thinking, analytical skills, and the ability to independently solve problems. The value of an individualised teaching approach underscores the need to transition from traditional teaching methods to more flexible and adaptive ones that promote 21st-century skills [34]. It's worth mentioning that applying an individualised teaching approach, despite its numerous advantages, comes with certain challenges. Customising education might demand more time and attention from educators, which can be resource-intensive in the context of large classes or when facing a restricted teaching workload [35-37]. Conventional assessment methods might not be suitable for measuring individual student achievements, necessitating a review and potential introduction of alternative assessment systems. Such an approach requires high expertise and the educator's commitment to continuous professional development, as well as the ability to work with diverse teaching methods and techniques.

In the context of globalisation and diversity in modern educational institutions, a significant contribution to literature on teacher professional development is the research by E.O. Acquah and N. Szelei [21] on culturally-responsive teaching. A key conclusion of their study is that educators need to be informed about the cultural diversity of their students. This not only enhances understanding between the teacher and student but also creates a more inclusive educational environment where all students feel valued and understood. The modelling of culturally-responsive teaching strategies proposed by the researchers allows trainee teachers to witness first-hand how to incorporate students' cultural nuances into the educational process, promoting more effective learning. While the concept of culturally-responsive teaching itself is crucial, the methods suggested for its implementation can be debated. For instance, which exact strategies should be adopted, and can they be universally applied across various

educational contexts? When acknowledging cultural nuances, there's the danger of sliding into stereotypical perceptions of specific cultural groups, which can lead to misconceptions and even discrimination [38; 39].

Y. Shi and F. Guo [22] researched the beneficial roles of teachers for sustainable online learning in higher education using machine learning methods. They evaluated which teacher roles proved most effective: mentor, moderator, assessor, facilitator, or some new interaction format. They contend that identifying the effective roles of teachers in online learning can be a crucial insight into the requirements for teacher professional preparation both currently and in the future. With the escalating role of digital technology in the educational process, educators need to be adept at working efficiently in an online environment. The fact is, not all strategies and approaches effective in traditional classroom settings may be successfully deployed online. Understanding the pivotal roles that an educator needs to perform in this environment will help ascertain the required competencies and skills for their professional training. Delving into machine learning principles and data analysis could form part of the teachers' professional training, fostering their critical thinking abilities and aptitude for research. However, despite the potential advantages of using machine learning, there's a risk these methods might overlook students' individual characteristics or create an excessive reliance on technology. Additionally, the complexity of adapting such methods to the current educational system arises. Depending on the resources available to an institution and the experience of its educators, the transition to online formats might require significant effort and investment.

Conclusions

Quality education is a pivotal factor for a country's economic development. Well-prepared, competent educators can cultivate skilled professionals capable of contributing to Kyrgyzstan's economic growth. Given this, the topic of professional development of educators in Kyrgyzstan is of paramount importance. Professional teacher education in Kyrgyzstan has undergone significant changes since the dissolution of the Soviet Union. These shifts have necessitated a critical review and adaptation of prevailing educational approaches. Society is rapidly evolving, demanding updated information and

technologies. Educators must adapt to these changes, instilling critical thinking in their students.

Adapting teaching methodologies to contemporary technological and sociocultural realities is one of the primary determinants of successful 21st-century education. Modern technological and sociocultural dynamics require educators not only to utilise new tools and approaches but also to possess a deep understanding of the changes occurring within the educational milieu. Among such tools, online education is notable; it facilitates learning independent of physical location, providing access to higher education for students in remote areas or those unable to attend educational institutions regularly. The aspect of globalisation is also vital. In a world where cultures are increasingly intermingling, understanding and respecting diversity become integral to the educational process. Contemporary education endeavours to ensure every student, irrespective of their individual characteristics and abilities, can acquire quality knowledge. Equally, the societal status of educators plays a significant role as it dictates the level of reverence towards the profession, opportunities for professional development, and the overall quality of education. Despite low salaries and other challenges, the teaching profession still retains its societal importance. Experiences from other countries like Japan, China, or the USA demonstrate that respect for educators, adequate funding, and investments in their professional growth can significantly enhance the education system.

Drawing from global experiences and Kyrgyzstan's specifics, a strategy for developing teacher education should consider both contemporary trends in education and the country's national and cultural nuances. The key isn't merely integrating new technologies or methodologies, but establishing a system wherein educators are motivated towards continuous professional growth, experience sharing, and innovation.

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Conflict of Interest

None.

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Професійна підготовка вчителів у Киргизстані на сучасному етапі

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Анотація

Актуальність. За останні роки професійна педагогічна освіта в Киргизстані зазнала низки змін. Розпад Радянського Союзу приніс зміни в освітні системи, що існували в колишніх радянських республіках. Актуальність цієї статті полягає в необхідності проаналізувати становлення та еволюцію педагогічної освіти у вищих навчальних закладах країни.

Мета. Метою дослідження є визначення концепції професійної підготовки вчителів на сучасному етапі, а також методів підвищення їхньої кваліфікації.

Методологія. У дослідженні використано такі методи: аналітичний, порівняльний, синтез, систематизація та узагальнення.

Результати. Результати дослідження показали, що першочергову увагу при розробці ефективної системи освіти для майбутніх учителів слід приділяти функціонуванню відповідних університетів та кафедр. Необхідно переглянути застарілі методики викладання, адаптувавши їх до сучасних реалій, таких як онлайн-освіта та використання сучасних технологій у педагогічній практиці. Крім того, ефективність навчального процесу тісно пов'язана з характером, творчими здібностями викладача, його культурною обізнаністю та соціалізацією. Крім того, актуальним є питання статусу вчителя в сучасному суспільстві. Аналіз педагогічних практик інших країн свідчить про те, що вчителі в них по праву користуються особливою повагою і займають престижне становище в суспільстві. Киргизстану варто взяти на озброєння подібний підхід, надавши освітянам певні привілеї на державному рівні.

Висновки. Результати дослідження можуть бути корисними для фахівців у галузі освіти, керівників навчальних закладів, органів державного управління, а також усіх, хто цікавиться питаннями професійної підготовки педагогічних кадрів на сучасному етапі.

Ключові слова: педагогічна освіта; статус педагогічного працівника; вищий навчальний заклад; професійний розвиток; система освіти.