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METHODOLOGICAL SYSTEM FOR TEACHING ENGLISH ON THE COURSERA PLATFORM

Abstract. This study examines the integration of massive open online courses (MOOC) from the Coursera platform into the higher education system of Kazakhstan and provides an overview of English language courses. The global pandemic has highlighted the importance of digital competence in higher education and has increased the importance of distance learning and online platforms. Leading universities around the world are developing online courses with specific goals and content in various disciplines. Al-Farabi Kazakh National University (KazNU) has been offering MOOC since 2016, and today hundreds of courses are available to students on the openkaznu.kz platform. The purpose of this article is to analyze the integration of MOOC from Coursera's Kazakhstani partner, BMG upskill, into the KazNU education system. For this study, a specific English language course corresponding to the "Foreign Language: Two Foreign Languages" curriculum was selected from the Coursera catalog and integrated into the corresponding course. To determine the impact of the integration of massive open online courses (MOOC), a survey was conducted among fourth-year students, and the data obtained was subsequently analyzed qualitatively. This analysis highlighted the strategic importance of integrating MOOC into the academic environment to enhance students' professional skills.

Key words: BMG upskill, integration, MOOC, platform, distance learning.

Introduction

Over the past decade, universities in Kazakhstan have been actively introducing massive open online courses (MOOCs) into the educational process in order to increase the digital competence of students, standardize the content of educational programs at the international level, and form accessible learning trajectories. In accordance with the global trend, Kazakhstani universities have begun to establish cooperation with international platforms such as Coursera, Futurelearn, edX, and Udemy. This cooperation originates from the concept of integration, so let's dwell on the concept of integration.

The formation of the concept of integration in pedagogical science was accompanied by the individualization and separation of various scientific fields from each other. One of the first scientists to draw attention to the need for integration in pedagogical theory was I.F. Herbart. He

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considered it correct to divide the learning process into four main stages: clarity, association, system and method. According to Herbart, the first two stages are aimed at the perception and initial understanding of knowledge, while the subsequent stages allow the connection of previously acquired knowledge with new content, that is, the creation of a “self-cognitive bridge” in the mind of the learner. The researcher emphasizes that the “sphere of mental environment” forms the ability to reproduce the currently acquired knowledge through its connection with previous knowledge. This idea clearly defines the cognitive basis of integration and scientifically explains the importance of integrating knowledge in personal development [1, p. 196].

The scholar who further developed the problem of integration Savenkova L.G., argues that pedagogical integration is a complex structural-pedagogical process that requires students to analyze phenomena from different angles. According to the scientist, integration increases the following abilities:

1. Maximum use of knowledge acquired in various fields in solving creative tasks;

2. Increasing the student's skills in conducting independent research;

further development of personal interests and professional orientation in a particular field.

3. Integration is considered not only as a means of accumulating knowledge, but also as a positive mechanism for purposeful restructuring and systematization of knowledge [2, p. 23].

In the early years of the 20th century, the concept of integration was first used in Great Britain as “cooperative courses”. This model aimed to combine professional knowledge with industry experience and later became widespread in universities in Europe and America. Foreign researchers consider cooperative learning as a special type of integration, emphasizing its ability to contribute to the comprehensive development of students, develop professional skills, and combine the learning process with practical application. This demonstrates not only the theoretical importance of integration in the system of experiential education, but also its practical importance [3, p. 111].

Based on the above-mentioned scientific findings, we can identify several influential factors that contribute to the integration of massive open online courses (MOOCs) into the higher education system. First, students’ demand for international content and world-class university courses is growing. We argue that the MOOC model satisfies this demand and provides equal educational opportunities. Second, the digital education policy proposed by the Ministry of Science and Higher Education of the Republic of Kazakhstan supports the integration of MOOCs into the educational process at the institutional level. Third, academic freedom in universities allows teachers to integrate foreign online courses as a core component of the curriculum, using a blended learning model, or as additional credits within the framework of student self-study (SIW). Fourth, the changing demands of the labor market require the rapid development of digital literacy, language skills, and soft skills; online courses are considered an effective tool for the flexible and rapid development of these skills [4]. In general, the history and theoretical basis of the theory of integration provide a scientific basis for the integration of online courses into the educational process. This research work has shown that integration is not just a technical or administrative process, but also a teaching method that can ensure the cognitive, professional and personal development of students. The development of digital technologies has fundamentally changed the education system. Massive open online courses (MOOCs) have become widely popular around the world and have proven to be a cost-effective, flexible, convenient and high-quality learning method. Kazakhstan is no exception and is actively working to integrate MOOCs into its education system. MOOCs are educational programs that are open to everyone and are usually offered free of charge via the Internet. Their content includes video lectures, quizzes, practical exercises, forums and certification systems. The main advantages of MOOCs are their wide coverage, flexible curricula and indicators of the quality of higher education. Next, we will consider the development of MOOCs in Kazakhstan. Kazakhstan began to create a national MOOC platform in the mid-2010s. The OpenU.kz platform was launched in 2017 and is one of the first national initiatives in this area. The OpenU.kz platform is based on the “Education Modernization” plan signed by the President of

the Republic of Kazakhstan on April 12, 2017 and was created to implement the “100 New Materials in the Kazakh Language” project. The goal of the plan is to improve the educational level of the people of Kazakhstan through high-quality free online courses and make online education accessible to all through digital technologies. The platform combines the courses from leading university professors, provides students with the opportunity to receive modern education, take online courses and expand academic freedom. Partners of this educational platform include the Kazakh-British Technical University, the K.I. Satpaev Kazakh National Technical Research University, S. Demirel University and Almaty University of Management [5].

Literature Review

The discourse on Massive Open Online Courses (MOOCs) has been developing since 2008, based on the theory of connectivism. J. Siemens and S. Downs proposed this theory of connectivism as a new paradigm for learning in the digital age, considering knowledge as a network structure. A. McAuley, B. Stewart, J. Siemens and D. Cormier, in their work “A MOOC Model for Digital Experience”, describes MOOCs as a course model that combines the connections of social networks, the forms of recognized experts, open educational resources and self-organized communities of learners. The authors described the main features of MOOCs in this work as openness, scalability, online interaction and self-directed learning. In the process of writing the article, several scientific articles were reviewed. During the literature review, we noticed that the vast majority of studies on MOOCs are written in a descriptive manner, and there is little empirical work on comparative analysis of learning outcomes and the issues of fully integrating MOOCs into the learning process have been scientifically studied [6, p. 9].

In subsequent research, Zhu M. noted the use of learning analytics, adaptive learning, and monitoring tools based on artificial intelligence in the field of MOOCs. These new technologies allow for the personalization of learners' learning trajectories and real-time monitoring of their learning [7, p. 123].

In recent years, language MOOCs have become the focus of much research, focusing on the teaching of foreign languages, including English. Godwin-Jones defines Massive Open Online Courses (MOOCs) as platforms that bring language learners together and provide authentic language experiences in a multicultural environment [8, p. 5].

Köse E. conducted an experimental study on the development of students' oral communication skills in English language learning courses. The findings demonstrated that interactive speaking activities and communication with international online participants significantly improved students' self-confidence and oral communication skills [9, p. 752].

All these studies show that English language learning courses have great potential in teaching English, effectively improving students' linguistic skills and increasing their intercultural competence and digital literacy. In addition, the concepts proposed by the above-mentioned international scholars can serve as a basis for integrating Massive Open Online Courses (MOOCs) into the educational process of Kazakhstani universities.

Research methods and materials: Based on the research goals and objectives of this article, an empirical scientific research method was adopted. Based on real-world experience, data collection and analysis, this empirical study examines the current state of integration of Massive Open Online Courses (MOOCs) into higher education. Descriptive statistics, comparative analysis, and qualitative interpretation are used to evaluate the data collected in the research work. The empirical basis of this study included the conditions and ways of integrating online courses offered by BMG Upskill, Coursera's exclusive partner in Kazakhstan, into higher education. The analysis focused on how BMG Upskill integrates ELTs into the educational process, the accumulation of course credits, course analysis, and the aforementioned characteristics of the use of digital content. In addition, the study compared the “Learning Platforms and Distance Learning Methods” course in the “Foreign Languages: Bilingual” course at the Kazakh National University with the “Using Educational Technologies for English Language Learners” online course developed by Rice University students

and faculty on the Coursera platform offered by BMG Upskill. This comparative analysis examined the correspondence of course content, teaching methods, teaching structure, and language development goals to learning outcomes. It also identified the differences and shortcomings of the two proposed courses and assessed their relevance to the relevant fields of study. A survey was conducted among students to supplement the empirical data. The survey results were quantified and analyzed using percentages and averages. These methods allow us to understand the current experience of integrating massive open online courses (MOOCs) into the Kazakhstani higher education system, as well as their advantages and disadvantages. The Republic of Kazakhstan has adopted several strategic documents on the modernization, digitalization and integration of the education system into the global education landscape. The Ministry of Science and Higher Education of the Republic of Kazakhstan began cooperation with Coursera in 2022. This cooperation is carried out within the framework of the “Digitization of Higher Education of the Republic of Kazakhstan” project, which is aimed, in particular, at modernizing the content of education and training competitive specialists through the introduction of online systems and international platforms in higher education institutions. BMG UpSkill, founded in 2022, is the exclusive partner of the Coursera platform in Kazakhstan. The goal of the Limited Liability Partnership “BMG UpSkill”, established with the support of the Ministry of Science and Higher Education of the Republic of Kazakhstan, is to integrate massive open online courses into the educational process and provide methodological support to Kazakhstani universities in the process of using these online courses. The instructions presented by the Limited Liability Partnership “BMG UpSkill” provide guidelines for the four modules of the integration of massive open online courses, the labor intensity of the MOOC, and instructions for using the online calculator for comparing subjects in the educational program of Kazakhstani universities. “BMG UpSkill” is the exclusive partner of the global educational platform Coursera in Kazakhstan. This company offers learners more than 13 thousand and 171 individual training courses covering various knowledge, qualifications, skills and subjects in all fields. In total, individual courses are offered in 16 fields. One of the reasons why BMG UpSkill is a partner of the Coursera educational platform is that Coursera has more than 124 million students from all over the world, has more than 185 partners from among the world's most prestigious universities, as well as more than 115 partners from well-known global technology and industrial companies. For learners in Kazakhstan who do not know English or do not have sufficient proficiency, BMG UpSkill LLC offers translations of many courses from the Coursera educational platform into Kazakh and Russian. This is a clear example of the introduction of international educational standards into the local educational process.

The integration of massive open online courses into the educational process can provide the following opportunities:

- Achievement of learning outcomes in the subject (module);
- Full transfer of the subject (module), including intermediate / final certification;
- Independent work of students in the subject (module);
- Replacement of the theoretical and practical part of the subject (module), section, subject topics;
- Reimbursement of academic expenses of students [10, p. 6].

In accordance with paragraph 6 of the Methodological Recommendations, modules for the use of the OC are proposed (Figure 1).

Massive open online courses are integrated over a period of time. In the example below, a teacher selects a course from the Coursera catalog, analyzes it, and considers its workload. Once the selected course list is created, the online course is integrated into the curriculum. After students complete the course and receive a certificate, the course credit is calculated against the course credit [11].

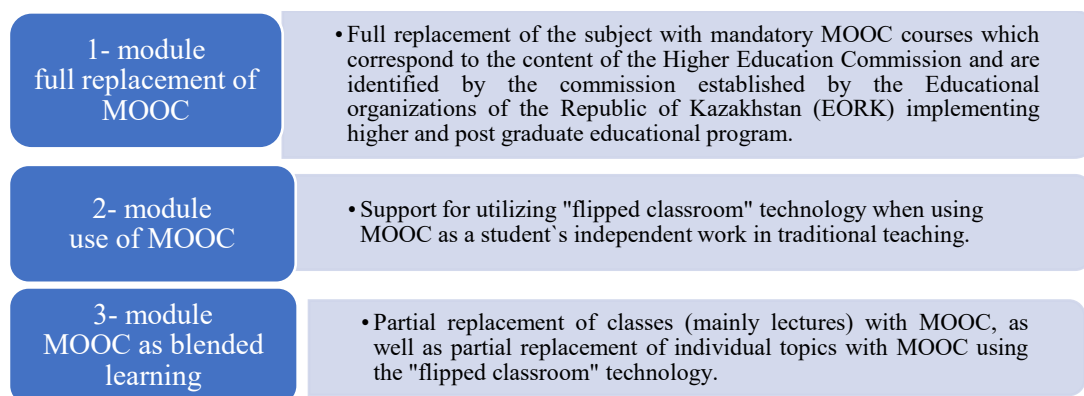


Figure 1 – Module for the use of the MOOC

At the Al-Farabi Kazakh National University, the catalog of Massive Open Online Courses in English, Russian and Kazakh, credit calculators, and complete information about the register were received by the university's information and communications department, and these documents were presented to the teaching staff. Based on the massive open online courses offered by the Coursera platform, Kazakhstani higher education institutions have opened and are operating their own online platforms (Figure 2).

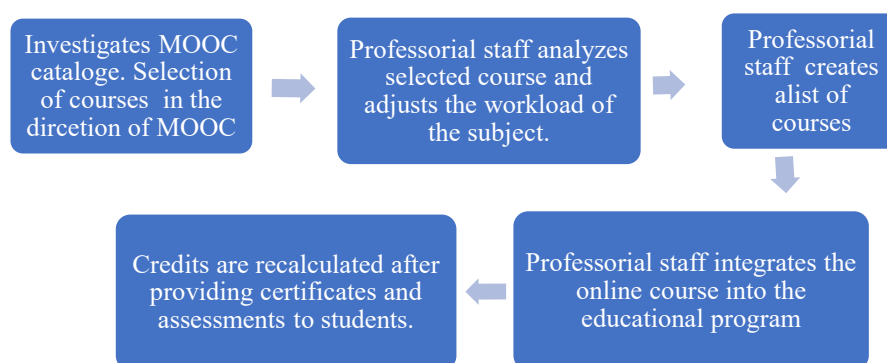


Figure 2 – Procedure for introducing an online course into the teaching process

Here are a few examples: Al-Farabi Kazakh National University – Open.kaznu.kz, Kh. Dosmukhamedov Atyrau University – asu.edu.kz, D. Serikbaev Eurasian National Technical University – za-znanie.ektu.kz, S. Amanzholov East Kazakhstan University – vku.edu.kz, M.Kh. Dulati Taraz University – dulaty.kz, Khoja Akhmet Yassawi International Kazakh-Turkish University – metu.edu.kz and Kazakh National Agrarian Research University – kaznaru.edu.kz [12].

Results and discussion

In the 2025-2026 academic year, work was carried out to integrate the subject “Educational platforms and distance learning methods” in the Al-Farabi Kazakh National University's 6B017 - Languages and literature teacher training program 6B01704 - Foreign language: two foreign languages education program with the course “Using educational technology with English learners” from Rice University on the Coursera platform, 4th year students received education on the proposed course.

First, let's do a comparative analysis of the course program and the subject syllabus. Below are the complete modules of the course program (Table 1).

Table 1 – Summary of the course “Using educational technology with English learners” from Rice University

Module 1 21st Century Skills and Technology 4 – videos ➤ Course Introduction ➤ CALL in the Classroom ➤ Teaching Language Online ➤ Using Educational Technology with ELs: Self-Assessment 7 – Reading materials ➤ Digital Literacy in the ESL Classroom ➤ English, Technology and the Internet ➤ Concepts and Theories of CALL ➤ Student Needs with Technology ➤ Digital Literacy in the Classroom ➤ 7 Reasons Why Digital Literacy for Teachers ➤ Self-Assessment Rubric 5 – Tasks, 1- Discussion topics	Module 3 Technology for Design/ Creativity and Communication 3 – videos ➤ Creativity and Communication in Classroom ➤ Creativity, Communication, and Technology ➤ Evaluating Educational Technology 8 – Reading materials ➤ 21st Century Learning and ELs: Creativity ➤ Special Considerations for Teaching Creativity ➤ 21st c. Learning and ELs: Communication ➤ Communication in the 21st Century - TEDx Talk ➤ Creativity in the Classroom - TEDx Talk ➤ Encouraging Creativity Using Technology ➤ Connection, Culture, and Creativity: Using Mobile Technology as a Medium for Storytelling in an Intergenerational Classroom ➤ Accessibility and Teaching with Technology 3 – Tasks, 1- Discussion topics
Module 2 Technology for Collaboration and Culture/ Citizenship 3 – videos ➤ Culture and Collaborative Learning ➤ Assessing Collaborative Technology Projects ➤ Evaluating Educational Technology: Culture and Collaborative Learning 7 – Reading materials ➤ 21st Century Learning and ELs: Citizenship Skills ➤ ICC: A Mini-Lesson ➤ 21st Century Learning Collaborative Learning ➤ Tele-collaborative Projects for Citizenship, Collaboration and ICC Skills ➤ Addressing Media Literacy through an International Virtual Exchange ➤ Collaboration with Technology ➤ Universal Design for Learning and Teaching 3 – Tasks, 1- Discussion topics	Module 4 Technology for Character Education/ Connectivity and Critical Thinking 3 – videos ➤ Character Education and Critical Thinking Skills ➤ Teaching Character and Critical Thinking Skills with Technology ➤ Evaluating Educational Technology for Use with ELs: Character Education and Critical Thinking 7 – Reading materials ➤ 21st Century Learning and ELs: Character ➤ Teaching Character - TEDx Talk ➤ 21st Century Learning and ELs: Critical Thinking ➤ It's Time to Get Serious about Teaching Critical Thinking ➤ Apply It: Classroom Story about Encouraging Critical Thinking and Character Education in an Online Class ➤ Character Building in Language Learning and Teaching Copyright, Open Source Media, and Teaching with Technology 3 – Tasks, 1- Discussion topics

Let us briefly discuss the course “Using educational technology with English learners” offered by Rice University on the Coursera platform. These modules explain the history of computer-assisted language learning (CALL) and its importance in the modern learning process [13]. In addition, teachers are provided with principles for selecting and using CALL elements according to the needs of foreign language teaching, self-assessment tools and materials aimed at increasing student motivation are provided. Projects that allow students to engage in intercultural communication, virtual exchange programs and online collaborative tasks are considered as examples. The final module presents technological tasks and examples of critical thinking and

personal-humanistic competencies of foreign language learners, such as critical analysis, argumentation, text interpretation, and information literacy. The peculiarity of the course content is the combination of theoretical foundations and practical tools, and the presentation of materials in accordance with the learning objectives in each module.

Secondly, let's look at the syllabus of the subject “Educational Platforms and Distance Learning Methods” in the educational program “Foreign Language: Two Foreign Languages” of the Al-Farabi Kazakh National University (Table 2).

Table 2 – Syllabus of the subject “Distance Learning and Educational Platforms”

Module 1. Introduction to Distance Learning	Distance learning: definition, history, evolution. Asynchronous & synchronous learning. Blended learning formats
Module 2. Educational Platforms Overview	Major platforms: Coursera, edX, Udacity, Khan Academy,
Learning Management Systems (LMS)	Functions of LMS: course management, grading, communication Self-paced and pre-recorded content.
Module 3. Learning Methods	Zoom, MS Teams, Google Meet. Real-time online instruction techniques
Module 4 Interactive Tools & Online Course Design	Interactive tools: Kahoot, Padlet, Nearpod. Principles of effective online course design.
Module 5. Methodology Methods of FLT	Links between FL methodology and other sciences Content of foreign language teaching
Teaching Aids and Materials	Types of teaching aids. Principles of selecting and organizing materials
Teaching Pronunciation & Speaking.	Pronunciation components (phonetics, spelling, grammar link) Techniques for teaching speaking
Teaching Vocabulary & Grammar	Vocabulary acquisition challenges. Grammar teaching principles, selection criteria. Types of exercises for grammar and vocabulary
Teaching Listening	Listening comprehension goals. Strategies for teaching listening
Module 6. Lesson Planning Teaching Reading, writing	Reading comprehension techniques. Text selection principles Stages of writing skill development
Planning in FLT	Lesson planning in credit system. Extra-curricular work planning
Role of Evaluation in FLT	Types of evaluation. Criteria and self-evaluation
Teaching Testing	Testing methods in FLT. Types of language tests

As a result of the analysis of the content of the proposed syllabus, it was found that in the subject “Educational platforms and distance learning methods” modern theories of foreign language teaching and digital tools of distance learning are used in a complex way. It can be seen that the traditional foreign language teaching methodology is combined with digital educational technologies, aimed at forming the professional competencies of future foreign language teachers. The first modules of the syllabus are based on theories of distance learning, the constructivist principles of synchronous, asynchronous and blended learning. The subsequent modules separately address the teaching of language skills and types of assessment in foreign language learning [14].

Now, let's focus on the similarities and differences in the integration of the HLQ into the subject “Educational Platforms and Distance Learning Methods” in the educational program “Foreign Language: Two Foreign Languages”. The figure below (Figure 3) compares the common ground, differences, and pedagogical directions of the content of the two educational programs.

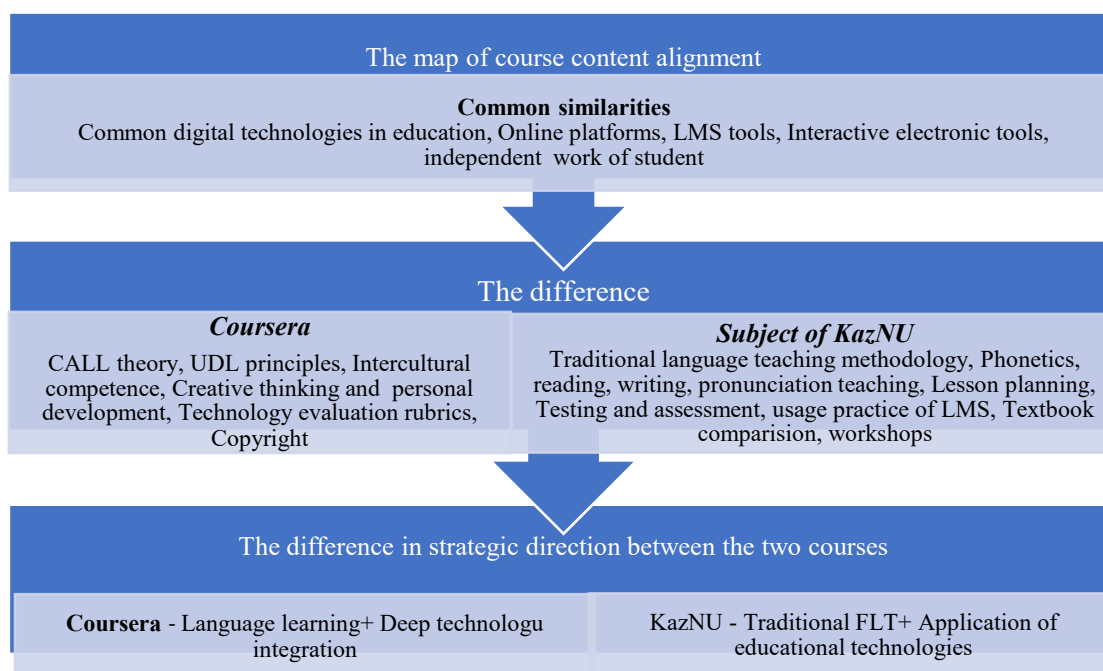


Figure 3 - Map of correspondence between subject and course content

The analysis of the results of comparing the content of the course offered by Coursera and the Kazakh National University course shows a common direction of both programs towards digital pedagogy in foreign language teaching, the integration of educational technologies (Table 3). At the same time, the content features of the two programs are clearly visible. The results obtained during the study also showed that the higher education system of Kazakhstan is developing along a dual trajectory of integrating massively open online courses and general educational tools. Let's discuss the differences between the two programs, which shows that there is still a need for harmonization at the institutional and methodological levels in the issue of integrating the MOOC into the Kazakhstani higher education system.

Table 3 – Comparative table for two curricula

Measure	Coursera	KazNU	Scientific explanation
Aim	Theoretical learners knowledge language for English	Foreign language teaching methods and distance learning	Coursera course has a specific focus; KazNU has a broad focus
Theoretical basis	CALL, UDL, ICC, 21c skills	Distance learning theory, traditional distance learning	Coursera – innovative; KazNU – established methodology
The main direction	Creativity, Collaboration, Communication, Critical thinking	Teaching language skills (reading, listening, writing)	The difference in directions is clear
Interactive and digital tools	Storytelling tech, mobile learning, Edtech evaluation	Kahoot, Padlet, Nearpod	Coursera – methodological depth; KazNU – applied technology
Evaluation	Technology assessment rubric, self-assessment and peer assessment	Traditional testing, summative and formative assessment	There are different types of assessment
Similarities	Advanced education in the direction of educational technologies	In the field of foreign language teaching	Individually in directions combined

This study was further supplemented by the results of a survey of students. 4th-year students in the specialty “Foreign Language: Two Foreign Languages” studied the proposed course, completed the assigned tasks and homework on time, passed the final exam and received certificates. The total duration of the course is 17 hours. A survey was conducted on 23 students who successfully completed the course. The survey questions were given in English and the responses were scored as follows (poor, average, good, and very good) (Table 4).

The survey included the following questions:

- 1) The overall quality of the MOOC course met my expectations;
- 2) The course content was relevant to my needs as a future English teacher;
- 3) The explanations and demonstrations of educational tools were clear and understandable;
- 4) The learning activities and discussions were interesting and helped me understand the content;
- 5) The language level of the course was appropriate for my level of knowledge;
- 6) The integration of the Coursera course into university subject enhanced my learning experience.

Table 4 - Survey results

№	Questions	Students numb. <i>N</i>	1 score (low)	2 score (average)	3 score (high)	Mean	SPSS mean
1	The overall quality of the MOOC course met my expectations	23	2	7	14	2,5	0,67
2	The course content was relevant to my needs as a future English teacher	23	1	5	17	2,6	0,59
3	The explanations and demonstrations of educational tools were clear and understandable	23	2	6	15	2,6	0,65
4	The learning activities and discussions were interesting and helped me understand the content	23	1	3	19	2,7	0,54
5	The language level of the course was appropriate for my level of knowledge	23	1	2	20	2,8	0,45
6	The integration of the Coursera course into university subject enhanced my learning experience	23	3	8	12	2,3	0,70

In a descriptive analysis conducted using SPSS, students expressed positive attitudes towards the experience of integrating global learning platforms into university courses. The mean values for all survey questions ranged from 2.30 to 2.83. The highest score, 2.83, suggests that the language level of the course is consistent with the students' English language proficiency. This result suggests that the majority of students found the course content easy to understand and that the language level was appropriate. In addition, the questions about the help in understanding the content of the learning activities and discussions were rated highly at 2.74, which indicates the effectiveness of the interactive elements of the course. The next questions that received high ratings were the relevance of the course content to the needs of future teachers at 2.61 and the quality of the explanation and demonstration of digital tools at 2.57. These values confirm the professional and methodological value of the HLTC course. and if we focus on the lowest indicator, it was concluded that the integration of the world course into the university subject improved the learning experience

and showed a value of 2.30. That is, some of the students indicate that the connection between the courses of the UGOC and the traditional subject is not formed at a sufficient level.

Conclusion

Massive Open Online Courses (MOOCs) are now an important part of the education system in Kazakhstan. The combination of traditional teaching methods with MOOCs increases students' interest in the language and further strengthens their digital communication skills. The modern online learning environment is a global network that facilitates the connection of various information resources and platforms. This supports students' independent learning and continuous professional development.

This study clearly shows that the integration of MOOCs and digital educational technologies in Kazakhstani higher education institutions has made significant progress over the past decade. A comparison of the Coursera course presented above with the course offered by Al-Farabi University in Kazakhstan clearly shows that methodological approaches to the integration of CLT are developing in two distinct directions: 1) pedagogy based on international experience and 2) traditional language teaching methods based on national linguistic didactics. As the study shows, although both programs try to integrate digital technologies into the educational process, their pedagogical priorities differ.

This study demonstrates that both programs try to integrate new digital technologies into the educational process, their pedagogical priorities differ. The results of the study show that the integration of HEIs into the Kazakh higher education system in terms of content and methodology is taking place in a hybrid model. On the one hand, national methodological traditions are preserved, and on the other hand, international experience in the use of new educational technologies is being gradually introduced into the curricula. This model is the basis for the development of a new digital educational format adapted to the Kazakh context. The research concludes with the following key findings:

1) The integration of MOOC into university education reflects the rapid development of digital transformation and the expansion of academic freedom in universities.

2) The integration of MOOC into higher education is determined by the fact that it contributes to the development of students' language and digital skills.

3) The combination of national and international models is an effective way to modernize course content.

4) Adapting MOOCs to teaching foreign languages not only optimizes the learning load, but also contributes to students' independent learning and increases their motivation to learn a foreign language. In conclusion, it can be concluded that the purposeful, systematic and pedagogically sound integration of MOOCs into the higher education system will allow the Kazakhstani education system to adapt to global trends and improve the quality of foreign language teaching. In addition, the integration of the MOOC can serve as a scientific foundation for improving educational policy, updating curricula, and introducing methodological innovations based on the MOOC.

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Сoursera платформасының ағылшын тілін оқытудағы әдістемелік жүйесі

Аңдатпа. Бұл зерттеу жұмысында Coursera платформасынан Қазақстанның жоғары білім беру жүйесіне жаппай ашық онлайн курстардың (ЖАОК) кіріктірілуі қарастырылады және ағылшын тілін оқыту курстарына шолу жасалады. Әлемдік пандемия жоғары білім берудегі цифрлық құзыреттіліктің аса маңыздылығын байқатты және қашықтықтан оқыту мен онлайн платформалардың маңыздылығын күшейтті. Әлемнің жетекші университеттері әртүрлі оқытылатын пәндер бойынша нақты мақсаттары мен мазмұны бар онлайн курстарды әзірлеуде. Әл-Фараби атындағы Қазақ ұлттық университеті (ҚазҰУ) 2016 жылдан бері ЖАОК-тарды ұсынып келеді және бүгінгі таңда openkaznu.kz платформасында үйренушілерге жүздеген курстар қолжетімді болып отыр. Бұл мақаланың басты мақсаты – Coursera-ның қазақстандық серіктесі BMG upskill компаниясын ЖАОК-тарының ҚазҰУ білім беру жүйесіне кіріктіруіне талдау жасау. Бұл зерттеу жұмысы үшін Coursera каталогынан «Шетел тілі: екі шет тілі» оқу бағдарламасына сәйкес келетін нақты ағылшын тілін оқыту курсы таңдалып, тиісті курсқа біріктірілді. Жаппай ашық онлайн курстарды (ЖАОК) кіріктірудің әсерін анықтау үшін төртінші курс студенттері арасында сауалнама жүргізілді, содан кейін алынған деректер түгелдей сапалы түрде талданды. Бұл талдау студенттердің кәсіби дағдыларын арттыру үшін ЖАОК-тарды академиялық ортаға кіріктірудің стратегиялық маңыздылығын көрсетті.

Кілт сөздер: BMG upskill, кіріктіру, ЖАОК, платформа, қашықтықтан оқыту.

Методологическая система для обучения английскому языку на платформе Coursera

Аннотация. В данном исследовании рассматривается интеграция массовых открытых онлайн-курсов (МООК) с платформы Coursera в систему высшего образования Казахстана и представлен обзор курсов английского языка. Глобальная пандемия сделала акцент на важность цифровой компетентности в высшем образовании и повысила значимость дистанционного обучения и онлайн-платформ. Ведущие университеты по всему миру разрабатывают онлайн-курсы со специфическими целями и содержанием по различным дисциплинам. Казахский национальный университет имени аль-Фараби (КазНУ) предлагает МООК с 2016 года, и сегодня сотни курсов доступны студентам на платформе openkaznu.kz. Цель данной статьи – проанализировать интеграцию МООК от казахстанского партнера Coursera, компании BMG upskill в систему образования КазНУ. Для данного исследования был выбран конкретный курс английского языка, соответствующий учебной программе «Иностранные языки: два иностранных языка», из каталога Coursera и интегрирован в

соответствующий курс. Для определения влияния интеграции массовых открытых онлайн-курсов (МООК) был проведен опрос среди студентов четвертого курса, а полученные данные впоследствии были проанализированы качественно. Данный анализ подчеркнул стратегическую важность интеграции МООК в академическую среду для повышения профессиональных навыков студентов.

Ключевые слова: BMG upskill, интеграция, МООК, платформа, дистанционное обучение.

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