

**M. AKESHOVA<sup>1</sup>, Sh. JALILOVA<sup>2</sup>**

<sup>1</sup>*PhD, Acting Associate Professor of Khoja Akhmet Yassawi International Kazakh-Turkish University (Kazakhstan, Turkistan), e-mail: akeshova.madina@ayu.edu.kz*

<https://orcid.org/0000-0002-2264-4742>

<sup>2</sup>*Master's Student of Khoja Akhmet Yassawi International Kazakh-Turkish University (Kazakhstan, Turkistan), e-mail: shakhlo.zhalilova@ayu.edu.kz*

<https://orcid.org/0000-0002-5695-9486>

## FORMATION OF PEDAGOGICAL CULTURE OF AN ENGLISH TEACHER IN PANDEMIC TIME

**Abstract.** The topic of the pedagogical culture is multifaceted. This is a model of a teacher that requires full personal maturity and spiritual and moral competence of the teacher, showing speech skills and relationships with the child, as well as creative approach to solving pedagogical problems and high results in the field of education and upbringing.

This study examines how to solve the problem of forming the pedagogical culture of teachers in the context of a pandemic. The distance learning process has made some changes in the education system. Teaching in a new format required patience and perseverance from teachers. While the formation and development of pedagogical culture is optimal among students and colleagues at school, during the pandemic the teacher is isolated and faced with a new system. And also, topical issues are considered, starting with the methods of conducting teachers' lessons in an online format and ending with the principle of building relationships with students. In supporting students and parents, special attention was paid to making the learning process easier, more accessible and more effective. During the pandemic, seminars and training were held for teachers through various platforms. As well as meeting where the structure and effectiveness of suitable platforms for distance learning were discussed. The main topic of educational organization was the problem of optimizing the education of students, the internal training of teachers and the ethics of communication. A survey of English language teachers were conducted, and the results were discussed. This article presents the results of these works.

**Keywords:** pandemic, education system, teacher's pedagogical culture, educational process, pedagogy.

**М. Акешова<sup>1</sup>, Ш. Жалилова<sup>2</sup>**

<sup>1</sup>*PhD, Қожа Ахмет Ясауи атындағы Халықаралық қазақ-түрік университетінің доцент м.а. (Қазақстан, Түркістан қ.), e-mail: madina.akeshova@ayu.edu.kz*

<sup>2</sup>*Қожа Ахмет Ясауи атындағы Халықаралық қазақ-түрік университетінің магистранты (Қазақстан, Түркістан), e-mail: shakhlo.zhalilova@ayu.edu.kz*

---

**\*Бізге дұрыс сілтеме жасаңыз:**

Akeshova M., Jalilova Sh. Formation of Pedagogical Culture of an English Teacher in Pandemic Time // *Ясауи университетінің хабаршысы*. – 2022. – №1 (123). – Б. 170–180. <https://doi.org/10.47526/2022-1/2664-0686.15>

**\*Cite us correctly:**

Akeshova M., Jalilova Sh. Formation of Pedagogical Culture of an English Teacher in Pandemic Time // *Iasaui universitetinin habarshysy*. – 2022. – №1 (123). – Б. 170–180. <https://doi.org/10.47526/2022-1/2664-0686.15>

### Пандемия кезіндегі ағылшын тілі пәні мұғалімдерінің педагогикалық мәдениетін қалыптастыру

**Аңдатпа.** Педагогикалық мәдениет тақырыбы сан қырлы. Ол мұғалімнің кәсіби біліктілігі мен рухани адамгершілік тұрғысынан толық адам болуын талап ететін, сөйлеу дағдысы арқылы баламен қатынасын көрсететін, педагогикалық мәселелерді шығармашылық тұрғысынан шешіп, білім беру мен тәрбиелеу саласында жоғары нәтиже көрсетіп жүретін мұғалім моделі. Зерттеуімізде пандемия кезінде мұғалімдердің педагогикалық мәдениетін қалыптастыру мәселесін қалай шешуге болатынын талқылап көрдік. Қашықтан оқыту процесі білім беру жүйесінде біраз өзгерістер енгізді. Жаңа форматта сабақ өткізу мұғалімдерден сабырлылық пен асқан төзімділікті талап етті. Педагогикалық мәдениетті қалыптастыру мен дамыту мектепте оқушылар мен әріптестер арасында оңтайлы жүретін болса, пандемия кезінде мұғалім оқшауланып, жаңа жүйеге тап болды. Қиын сәттерде тез шешім таба білетін мұғалімдер қашықтан оқыту кезінде де өзінің біліктілігін арттыруды, жаңа форматта қарым-қатынас орнатуды үйренді. Мұғалімдердің онлайн форматта сабақ өткізу әдістемесінен бастап, оқушылармен қарым-қатынас құру принципіне дейін талқыланып келеді. Оқушылар мен ата-аналарға қолдау көрсетіп, оқыту процесін мейлінше жеңіл, қолжетімді, тиімді өткізуді басты назарда ұстады. Пандемия кезінде мұғалімдерге түрлі платформа арқылы семинарлар мен тренингтер өткізілді. Қашықтан сабақ өткізу үшін тиімді платформалардың құрылымы мен тиімділігін талқылаған жиналыстар өткізілді. Оқушыларға білім беруді оңтайландыру мәселесі, мұғалімнің ішкі дайындығы, қарым-қатынас этикасы білім беру ұйымдарының негізгі тақырыбы болды. Ағылшын тілі пәні мұғалімдеріне сауалнама жүргізіліп, нәтижесі талқыланды. Бұл мақалада осы жұмыстардың нәтижелері келтірілген.

**Кілт сөздер:** пандемия, білім беру жүйесі, мұғалімнің педагогикалық мәдениеті, тәрбие жұмысы, педагогика.

**М. Акешова<sup>1</sup>, Ш. Жалилова<sup>2</sup>**

<sup>1</sup>PhD, и.о. доцента Международного казахско-турецкого университета имени Ходжи Ахмеда Ясави (Казахстан, г. Туркестан), e-mail: madina.akeshova@ayu.edu.kz

<sup>2</sup>магистрант Международного казахско-турецкого университета имени Ходжи Ахмеда Ясави (Казахстан, г. Туркестан), e-mail: shakhlo.zhalilova@ayu.edu.kz

### Формирование педагогической культуры учителей английского языка в условиях пандемии

**Аннотация.** Тема педагогической культуры многогранна. Это модель учителя, трубящая полной личностной зрелости и духовно-нравственной компетентности педагога, показывающая речевые навыки и отношения с ребенком, также творческий подход к решению педагогических проблем и высоких результатов в области образования и воспитания. В данном исследовании рассматривается, как решить проблему формирования педагогической культуры учителей в условиях пандемии. Процесс дистанционного обучения внес некоторые изменения в систему образования. Преподавание в новом формате требовало от учителей терпения и настойчивости. Если формирование и развитие педагогической культуры оптимально у учащихся и коллег в школе, то во время пандемии учитель оказывается в изоляции и сталкивается с новой системой. А также, рассмотрены актуальные проблемы, начиная с методик проведения уроков учителей в онлайн формате и заканчивая принципом построения отношений с учениками. Оказывая поддержку учащимся и родителям, особое внимание уделялось более легкому, доступному, эффективному проведению процесса обучения. Во время пандемии для учителей были проведены семинары

и тренинги через различные платформы. А также, совещания, на которых обсуждались структура и эффективность подходящих платформ для проведения дистанционных занятий. Основной темой образовательных организаций стала проблема оптимизации образования учащихся, внутренняя подготовка учителя и этика общения. Проведено анкетирование учителей английского языка, обсуждены результаты. В этой статье представлены результаты данных работ.

**Ключевые слова:** пандемия, система образования, педагогическая культура учителя, воспитательная работа, педагогика.

### **Introduction**

Modernization of education in modern Kazakhstan requires a focus on personal self-realization, the constant search for new opportunities to meet the needs of students and the continuous professional development of teachers. This trend in the development of education has not reduced the impact of a significant increase in the workload of the teacher training system.

Another feature of the development of modern education is that modernization has led to full informatization, a significant expansion of computer equipment and interactive textbooks, as well as access to the Internet in all schools. Due to the global pandemic, the use of information technology in education has increased significantly. Priorities for the development of distance learning in the context of the pandemic were reflected. As we can see, there is no doubt about the appropriateness of the use of distance learning tools in terms of developing the pedagogical culture of employees of the education system.

Therefore, in a pandemic, the formation of a culture of education for English teachers with the help of technical schools is an effective solution.

It is important to develop the educational culture of English teachers, whose activities are associated with the diversification of the professional field, diversity, emotional and communicative interaction with students.

The development of teachers' educational culture is often characterized by a level of competence that determines the effectiveness and efficiency of educational activities. As a result, schools need a growing flow of scientific and methodological information that can work in the field of Internet technology, as well as highly qualified teachers who are ready to master and apply innovative pedagogical skills. In the global and widespread information age, teachers can only achieve their goals if they have access to Internet technology.

Due to the global pandemic, the education sector immediately switched to an unprepared online format. This process had a physical and emotional impact on teachers, students and parents. Teaching in the new format required a lot of patience and perseverance from teachers. While the formation and development of pedagogical culture is optimal among students and colleagues at school, during the pandemic the teacher is isolated and faced with a new system.

Today's digital society requires innovative teachers. The meaning of the term «innovative teacher» is a competitive, advanced professional in the education system, the founder of the development of culture, art and science in the educational space [1].

The consequences of the global pandemic require significant changes in education. During the online distance learning process, it is important to strictly adhere to the pedagogical culture and ethics of teachers, as well as professionalism [2]. This is because the involvement of students in the process of mass learning in an emergency is a clear feature of the teaching culture. First of all, it explains the regular participation of students in the lessons from a distance in an emotionally high culture. In this format of teaching, the main structures of pedagogical culture during the pandemic are the teacher's initial greeting, medium tone of voice, clear pronunciation, preservation of the image of the teacher's uniform during the video lessons on the ZOOM platform. In our research

article, we will work with general educators to answer the question of what should be the cultural activities of English teachers in the teaching process and give specific examples.

The concept of pedagogical ethics is usually used as a synonym for pedagogical culture. Tact means «to touch» in Latin and tactic means «to discipline» in Greek. Pedagogical tact that is etiquette which is important in the relationship between teacher and student. Pedagogical tact is combination of methods used by teacher in the educational process in accordance with the requirements of specific situations, based on a deep knowledge of the mood, behavioral phenomena and psychological and physiological features of children [3].

Pedagogical ethics is one of the main moral qualities of a teacher, without which he can not teach. The practical function of the pedagogical tact is multifaceted. Pedagogical tact is not only to communicate properly with the student, but also to find effective methods of communication, to raise the internal culture. At the same time, they need to be able to maintain their conscience and dignity, to observe their psychological state, to trust the student at the right time, to make the right demands. Performing the above with pedagogical skills reflects the level of teacher culture. For example, during a pandemic, quarantine measures affect each student at different levels. Some children may be afraid of psychologists. In this case, the teacher must effectively organize the lesson. First, it draws children's attention to the lesson and explains the importance of education during a pandemic.

- Psychological ethics of the teacher when analyzing the work experience of schools;
- Ability to understand the child under observation;
- Ability to think independently and creatively;
- Ingenuity or quick, clear direction, organizational skills [4].

The level of teacher ethics is determined in the relationship with parents and children during distance learning. When a problem arises with a child, first of all, greet, explain the situation, call for action. The teacher takes control of the process and explains that the case is resolved within the framework of the teacher's pedagogical culture, if it is culturally flat, low-pitched. If a student does not know the lesson he should not be scolded. The teacher should look for his faults in him that he could not explain to him. Therefore, the level of teacher culture is tested in daily lessons. Being calm in dealing with students, quietly calling for discipline is a cultural example. It is also against the teacher's etiquette to treat students equally, regardless of their level of achievement and to decide the fate of some poor students. That is the teacher must be a well-rounded person. His actions are always under control. Therefore, the teaching staff must constantly improve their internal culture.

As a result, the pandemic in the country initially created many difficulties due to the limited access of students to education and the distance learning format. The opening of the student's attention depends on the teacher's teaching skills. That's why our main goal should be to spend every day, every lesson in an interesting way.

### **Literature review**

Pedagogy is a branch of sciences that, along with quality education, shows the way to bring up a conscious generation, showing the balanced method of years experience. There are several branches of pedagogy. The teacher is the most important person in the education system. The knowledge, upbringing and orientation given to the students are felt and reflected in the whole nature of the great teacher. Teacher's pedagogical culture is a topical issue. Because as education and science develop, new requirements and rules, new formats appear. The teacher must adapt to the new wave and conduct the educational process with new technologies. Continuous development and education, its improvement is a modern requirement. The pedagogical culture of the teacher provides the necessary knowledge and skills. Teacher doesn't only educates but also helps to develop children's different types of abilities. They know what they are talking about. Provides support and direction for the future. Establishing the right relationship with students help a lot in

the educational process. Although the study of pedagogical culture began early, it still needs to be studied.

A kind of professional culture is considered a professional-pedagogical culture. According to Leontev, professional and pedagogical culture is an integrated characteristic of teacher's personality, which includes a certain level of mastery of professional-pedagogical values, person-oriented technologies and methods of creative self-realization in professional activity. Scientist distinguishes the following components of pedagogical culture: individual pedagogical orientation, psychological and pedagogical erudition and intelligence, moral purity, harmony of rational and emotional, pedagogical skills, ability to combine pedagogical and scientific activity, system of professional and pedagogical qualities, pedagogical communication and behavior, demand for self-improvement [3].

In our society there is no any exact definition for the word culture. Because the concept of the culture is very deep. Culture is a doctrine that needs to be considered in detail. And there are several opinions for that word.

V.A. Slastenin revealed the distinction between the concept of pedagogical culture, professional and general culture, showed its peculiarities:

- pedagogical culture as a part of general culture has a function in relationship to pedagogy;
- pedagogical culture – a description of the pedagogical reality reflected in life;
- creative pedagogical activity is taken as a unit of pedagogical culture;
- pedagogical culture as a system of education consists of its functional and structural components [4].

According to P.V. Stepanov: «Culture as a universal mechanism that shapes the actions of the individual» [5].

Other scientist S.N. Fyodorova defines the word culture as set of material and spiritual values [6]. Well known psychologist humanist T.Y. Bazarov gave the definition to the word culture like this: «Culture is very close to our psychological and biological nature, so it should be seen as the basis of learning» [7].

Therefore, culture is a manifestation of human activity, conscious activity. In particular, the level of internal and external culture of teachers should be high. The culture of the teacher is reflected in the teaching ethic. Teaching ethics is very valuable pedagogical quality of a teacher, used in different senses of human relations [8].

The general culture of a teacher is observed in the group, among the public, in front of students. In everyday life, the teacher should pay special attention to personal aesthetics. The general culture of the teacher is the most important aspect of aesthetic education is measured by dignity, diligence, love for student. The general aesthetic culture is the aesthetics of communication, the aesthetics of clothing manners, physical movement, compliance with requirements of emergency situations.

I.A. Zimnyaya suggested that teacher culture is an integral part of pedagogical skills [9]. The individual culture of the teacher is the world of personality. The culture of the teacher is based on professional activity and self-awareness, which allows you to freely choose the purpose of pedagogical work and ways to achieve them for self-improvement, arises in the conditions of mastering the professional and intellectual experience of action.

Professional culture is the result of labor and the product of the common culture of mankind. Culture is formed and developed in a socio-professional environment on the basis of self-regulation.

As an important issue of the education system, many scholars promote the cultural and cognitive training of future teachers. Because pedagogy considers science and culture as the basis, because special research evaluates the high level of activity of specialists as follows:

First of all, it depends on its culture.

Secondly, the learning process depends not only on education, but also on living and being brought up in accordance with modern culture.

Thirdly, the modern specialists are acultured person with a mature system of thinking, who has his own opinion on social issues and is able to communicate.

Fourth, according to scientists, in order to form a person`s spiritual sense, it is necessary to adapt to world culture and domestic culture.

Fifth, in order to train future teachers, it is necessary to first increase their cultural and cognitive training. These criteria determine the cultural level of all subject teachers [10].

According to Auezov a specialist with a high professional culture aimed at various objects were likened to daylight, reflecting an image that did not correspond to the description of these objects [13].

Professional culture is the creative development of personal abilities on the basis of professional activity in order to create material and spiritual values [14].

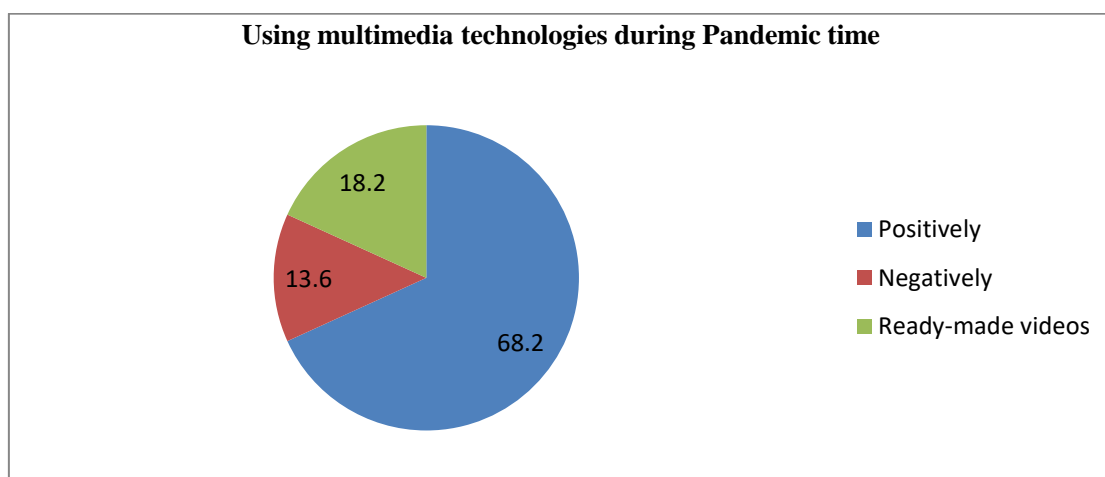
### **Research methods**

In order to form the pedagogical culture of English teachers in distance learning we used the following methods: supervision, theoretical analysis and synthesis, comparison and generalization, modeling, studying of experience of application of telecommunication technologies in teaching process. Along with the formation of the pedagogical culture of teachers, we discussed how to work on various online platforms to develop teacher`s pedagogical competencies. There are the following services offered by Google: Google Docs, Google Sheets and Google Slides, Google account creation, OBS for video tutorials or videos, creating video content. There were shown how to create a test with the help of Google Form and MS Form platforms, how to create a site through Google sites. Digital technologies are widely used in modern educational processes. There will be a great opportunity to make the lesson interesting and effective with the effective use of visual aids through the use of digital technologies in distance education. Competences in the field of modeling based on digital educational technologies, graphics programs, mastering practical skills in the environment of educational platforms and modern electronic resources, skills of creating interactive tasks and skills of using educational services to test knowledge; creative approach to the development of their online course, the use of digital technologies in teaching.

Methods of individual conversations, questions, comparisons, discussions with subject teachers were developed. The results were analyzed and summed up the academic year. In addition, analysis of scientific articles, comparison of author`s opinions, action research, interviews, teacher`s training and recommendations were used. During the interview, the teacher`s internal culture and assessment of the current situation, knowledge and skills were assessed.

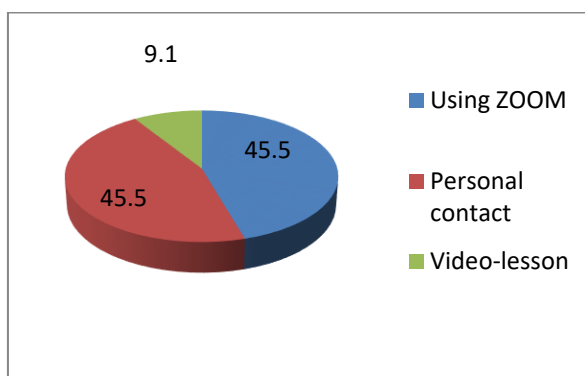
### **Results**

As a result of the research, a questionnaire was taken from teachers to find out their opinion about distance learning. A survey was conducted to determine the extent to which the formation of pedagogical culture of English teachers. About 30 subject teachers took part in the survey. According to survey, there are 10% of teachers do not fully understand the concept of pedagogical culture and 10% of them do not understand it at all. This is of course very unfortunate situation. Explanatory work still needs to be done. During the pandemic, seminars and training courses are held in schools of the country through ZOOM platform. Every teacher needs to take part in these events often and share experiences with colleagues. Pedagogical culture includes the knowledge and experience of the teacher. There were 25% of teachers who tool online courses to improve their knowledge in distance learning, 50% of them used Internet resources, 20% of them exchanged experiences with their peers and 5% of them answered that they didn`t have enough time for their development (Figure 1).



**Figure 1 – Using multimedia technologies during pandemic time**

It was time when the pandemic tested the knowledge and skills of teachers. As a result of the survey in the first figure 68.2% of teachers recorded a video lesson and tried to explain a new topic. The rest teachers answered that they used oral or ready-made videos as raw material.



**Figure 2 – Organizing educational process during distance learning**

In the second figure (Figure 2) we can see how much educational works were carried out along with knowledge. When we asked how quickly students understood online lessons, 72.7% of them answered that it was quick learning process, while 27.3% of them said that it was difficult. Seminars and online training courses are held to facilitate the relationship between teachers and students. In these trainings it is necessary to communicate with the child on a daily basis, to make sure that he or she is ready for lessons and classes regularly. It is necessary to check the phone, computer before it works. Coaching was held among English teachers. In order to motivate students, according to plan, such events were held among subject teachers. There were seminars organized by trainers and teachers to explain the effectiveness of using new technologies and TED materials for lessons. TED materials can be presented as additional material for high school students, demonstrating the effective use of speaking, listening and vocabulary. This is a stream of work to improve the professionalism of teachers. Frequent participation in general events and exchange of ideas shows the culture of specialist. Half of the teachers according to the survey answered that they were dissatisfied with their distance learning. Only 31.8% of them satisfied with their work. This shows that the staff is not able to fully use digital technologies yet. The survey was conducted in urban schools. Given the situation in the city, it is clear that rural schools have not been able to properly conduct the educational process during the pandemic due to the lack of

Internet connections. In order to form the pedagogical culture of English teachers, it is necessary to continuously develop, apply their knowledge in practice, participate in cultural events, attend seminars, trainings, do research and reading books. Only continuous progress leads to the development of professional skills and self-development.

### Discussion

Obviously, it is not entirely correct to combine indicators, but within the framework of detecting a tendency to changes in indicators, it is permissible. So, as a result, the total number of respondents (30 people) was divided into three groups as follows:

- critical level - 17.5%;
- permissible level - 29.7%;
- creative level - 52.8%.

**Table 1 – characteristics of the levels of work of teachers, ensuring the formation of professional competencies**

Level name	Content characteristic of the level
Critical	The teacher shares knowledge with the student by memorizing. When performing independent work, the student applies knowledge, skills and methods of activity according to the model, reproductively, does not ask questions. The level of formation of work skills is low. Self-regulation is manifested at a low level. Low level of reflexivity formation. The level of formation of professional competence in the arithmetic mean does not exceed 3 points.
Permissible	The level of formation of work skills is below average (does not use additional resources, sources, funds). Among the variable tasks he chooses the simpler, standard ones. Motivation for educational activities and professional development is below average. Development of self-regulation and reflection skills at a below-average level. The level of formation of professional competence in the arithmetic mean exceeds 4 points.
Creative	The teacher is always ready for classes, has a need for additional tasks, which he performs completely independently. Demonstrates a high level of self-work skills formation. The motivation for educational activities and professional development is high. Shows a high interest in the future profession, reads additional literature. Demonstrates a high level of self-regulation and reflection. The level of formation of professional competence in the arithmetic mean exceeds 4.5 points.

When modeling situations of pedagogical communication as a means of forming the professional culture of teacher of a foreign language in the educational process. In order to make them natural, communicative situations can be borrowed from the wide context of the upcoming professional activities. The use of role-playing games by us in the practice of teaching English has shown the effectiveness of this technology in the formation of professional competence. An example of such a game is the press conference «The best teacher of the year», which was offered at the final lesson as a final event in the study of the topic «Education». In the format of the proposed role-playing game, the roles of the best teacher of the year, principals and teachers of schools, employees of the Department of Education, representatives of the Institute of Foreign Languages, parents, schoolchildren, and journalists were proposed. The role of the best teacher of the year presupposed well-reasoned statements about their professional choice, motivation and



effectiveness of pedagogical work. School principals talked about the ongoing reforms in the education system, about the successful pedagogical activity of the school team.

In order to reveal the essence of the linguodidactic competence of a specialist in foreign language education, it is necessary to understand what is the specificity of such a science as a method of teaching foreign languages, what place does linguodidactics occupy in the professional activity of a modern specialist. The practice of work at school has shown that, in addition to the above-mentioned competencies, an English teacher must have certain professionally significant qualities:

- self-confidence to organize work with the class in such a way that it will directly affect the communicative competence;
- justified exactingness towards trainees, kind-hearted, polite and responsive attitude towards them;
- emotional resistance to stress, hyper tolerance;
- the prevalence of a democratic style of communication both with schoolchildren, colleagues, school administration, and with parents;
- the presence of a broad outlook: knowledge of regional material, knowledge of culture and history;
- the ability to instantly react to the current situation: the ability to rebuild the lesson depending on the level of linguistic preparation of the class, to optimally select the ways of its effective resolution, to be able to rebuild during the lesson depending on various pedagogical situations;
- the presence of an elegant pedagogical image (including the speech culture of the foreign language teacher, appearance, hairstyle, makeup, facial expressions, gestures, demeanor).

Thus, in the course of the study, we came to the conclusion that professional culture of a teacher is one of the main components of the professional competence of a specialist in foreign language education. This competence is an integrative characteristic of a person, aimed at forming a complex of basic and key competencies in foreign language activities based on the transfer and acquisition of knowledge about English in the course of a complex system of interaction between the teacher's activity and the student's activity.

### **Conclusion**

Culture is used as a scientific category and attracts the attention of researchers in various fields of science. In our research article, we theoretically presented the meaning of the word culture in the field of pedagogy. In the 1950 more than 160 definitions of the concept of culture in pedagogy were given in English literature alone and 400 conclusions were found in Western European literature. From this point we can see the scope and relevance of the concept of culture in pedagogy. In our research article we summarized the views of scientists on the topic from our own point of view, giving several examples of the formation of pedagogical culture during the pandemic. The topic of our article is individual, although it has been little studied so far. Although there is enough information about culture in general pedagogy. It is connected in pandemic period that the best solutions for teachers to communicate, dress, behave, organize lessons, encourage students to work, cooperate with their parents and colleagues. In the 21<sup>st</sup> century when information technology is developing, the entire social sphere must always be prepared for biological and medical emergencies.

In order to better form the professional culture of English teachers in the process of distance learning it is necessary to ensure the following educational conditions:

- continuous improvement of distance education and professional culture of English teachers;
- free application of a project approach to the process of improving the professional culture of English teachers in the process of distance learning.

Distance learning in pandemic period allows us to conclude that we need to improve the culture of English teachers. To this end, large teacher training institutions should include distance

learning in the teacher training system in order to increase the competence of English teachers. In addition, online courses and skills should be subject-oriented.

In this regard, the shortcoming in the field of education in the country became apparent in 2019. It was noted that the level of basic methodological and cultural training of responsible positions and teachers is unsatisfactory. Therefore, concluding our research article, we propose to write a methodological package that answers the situational questions encountered in the formation of a mass pedagogical culture and individual subject education during the pandemic. We believe that this work, in this turn, is a concrete step aimed at facilitating the process of education and acquisition of teachers and students in emergencies, as well as the development of a competitive, widely used English language in the world.

*The work was carried out with the financial support of the Ministry of education and science of the Republic of Kazakhstan in the framework of the scientific project AR09261132.*

### BIBLIOGRAPHY

1. Беленький Г.И. Приобщение к искусству слова: (раздумья о преподавании литературы в школе). – М.: Просвещение, 2015. – 192 с.
2. Блюмкин В.А., Гумницкий Г.Н., Цырлина Т.В. Нравственное воспитание: философско-эстетические основы. – Воронеж: изд-во Воронеж. ун-та, 2014. – 142 с.
3. Леонтьев А.Н. Деятельность, сознание, личность. – М.: Педагогика, 2020. – 304 с.
4. Слостёнин В.А. Профессионализм учителя как явление педагогической культуры // Управление современной школой. Завуч. – 2019. – №6. – С. 79–94.
5. Степанов П.В. Личность среди других понятий о человеке // Научно-методический журнал заместителя директора школы по воспитательной работе. Центр «Педагогический поиск». – 2015. – №4. – С. 141–144.
6. Фёдорова С.Н. Профессиональная культура педагога // Педагогика. – 2019. – №2. – С. 65–70.
7. Базаров Т.Ю. Компетенция будущего: квалификация? Компетентность (критерии качества?) [Электронный ресурс]. URL: [http://tftsu.ru:8080/razum.rutftsu.ru/publiccatures/lecture\\_06.html](http://tftsu.ru:8080/razum.rutftsu.ru/publiccatures/lecture_06.html).
8. Байденко В.И. Выявление состава компетенций выпускников вузов как необходимый этап проектирования ГОС ВПО нового поколения. – М., 2016. – 53 с.
9. Зимняя И.А. Ключевые компетентности как результативно-целевая основа компетентностного подхода в образовании. – М., 2019.
10. Махмурян К.С. Структура, содержание и уровни профессиональной компетентности учителя иностранного языка // Сборник статей МГПУ, МИОО. – М., 2020.
11. Исеев Р.Р. Опыт дистанционного контроля успеваемости и аттестации студентов в условиях пандемии // The Newman In Foreign Policy. – №54 (98) Vol. 3, 2020. – Р. 6–20.
12. Мальцев В.А., Мальцев К.В. Пандемия и образование // Московский академический экономический форум-2020 / Научные труды ВЭО России (том 224). – М., 2020. – С. 402–415.
13. Ауэзов Б.Н., Беркимбаев К.М. Педагогическая культура как составляющая профессиональной культуры педагога // Молодой ученый. – 2017. – №4 (138). – С. 354–356.
14. Амирова З.Б., Агамуратова Р.Ш., Рагимханова Л.К. Современные образовательные технологии формирования коммуникативной культуры учителей иностранных языков // Мир науки, культуры, образования. – 2021. – №4 (59). – С. 122–124.

## REFERENCES

1. Belenki G.I. Priobshenie k iskusstvu slova: (razdumya o prepodavanii literatury v shkole) [Introduction to the art of the word: (reflections on teaching literature at school)]. – M.: Prosveshenie, 2015. – 192 s. [in Russian]
2. Blyumkin V.A., Gumnicki G.N., Cyrlina T.V. Nravstvennoe vospitanie: filosofsko-esteticheskie osnovy [Moral education: philosophical and aesthetic foundations]. – Voronezh: izd-vo Voronezh. un-ta, 2014. – 142 s. [in Russian]
3. Leontev A.N. Deyatelnost, soznanie, lichnost [Activity, consciousness, personality]. – M.: Pedagogika, 2020. – 304 s. [in Russian]
4. Slastyonin V.A. Professionalizm uchitelya kak yavlenie pedagogicheskoi kultury [Teacher professionalism as a phenomenon of pedagogical culture] // Upravlenie sovremennoi shkoloj. Zavuch. – 2019. – №6. – S. 79–94. [in Russian]
5. Stepanov P.V. Lichnost sredi drugih ponyati o cheloveke [Personality among other concepts about a person] // Nauchno-metodicheski zhurnal zamestitelya direktora shkoly po vospitatelnoi rabote. Centr «Pedagogicheski poisk». – 2015. – №4. – S. 141–144. [in Russian]
6. Fyodorova S.N. Professionalnaya kultura pedagoga [Professional culture of a teacher] // Pedagogika. – 2019. – №2. – S. 65–70. [in Russian]
7. Bazarov T.Y. Kompetenciya budushogo: kvalifikaciya? Kompetentnost (kriterii kachestva?) [Competence of the future: qualification?] [Elektronical resours]. URL: [http://tftsu.ru:8080/razum.rutftsu.ru/publiclectures/lecture\\_06.html](http://tftsu.ru:8080/razum.rutftsu.ru/publiclectures/lecture_06.html).
8. Baidenko V.I. Vyyavlenie sostava kompetencii vypusknikov vuzov kak neobhodimyi etap proektirovaniya GOS VPO novogo pokoleniya [Identification of the composition of the competencies of university graduates as a necessary stage in the design of the State Higher Education Institution of a new generation]. – M., 2016. – 53 s. [in Russian]
9. Zimnyaya I.A. Klyucheveye kompetentnosti kak rezultativno-celevaya osnova kompetentnostnogo podhoda v obrazovanii [Key competencies as the effective-target basis of the competence approach in education]. – M., 2019. [in Russian]
10. Mahmuryan K.S. Struktura, sodержanie i urovni professionalnoi kompetentnosti uchitelya inostrannogo yazyka [Structure, content and levels of professional competence of a foreign language teacher] // Sbornik statei MGPU, MIOO. – M., 2020. [in Russian]
11. Iseev R.R. Opyt distancionnogo kontrolya uspevaemosti i attestacii studentov v usloviyah pandemii [The experience of remote monitoring of progress and certification of students in a pandemic] // The Newman In Foreign Policy. – №54 (98) Vol. 3, 2020. – P. 6–20. [in Russian]
12. Maltsev V.A., Maltsev K.V. Pandemiya i obrazovanie [Pandemic and education] // Moskovski akademicheski ekonomicheski forum-2020 / Nauchnye trudy VEO Rossii (tom 224). – M.: 2020. – P. 402–415. [in Russian]
13. Auezov B.N., Berkimbaev K.M. Pedagogicheskaya kultura kak sostavlyayushhaya professionalnoi kultury pedagoga [Pedagogical culture as a component of the teacher's professional culture] // Molodoi uchenyi. – 2017. – №4 (138). – S. 354–356. [in Russian]
14. Amirova Z.B., Agamuradova R.Sh., Ragimkhanova L.K. Sovremennye obrazovatelnye texnologii formirovaniya kommunikativnoj kultury uchitelei inostrannyh yazykov [Modern educational technology of formation of communicative culture of teachers of foreign languages] // Mir nauki, kultury, obrazovania. – 2021. – №4 (59). – S. 122–124. [in Russian]