The Potential for the Development and Implementation of Blended Learning at the Universities of Kazakhstan

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Abstract

This research paper centers its attention on analyzing the blended learning method used in educational system in America, Europe and Kazakhstan, its holistic concept, perspectives, potential, applications, effectiveness and implementation. To determine the efficiency of the blended learning, we conducted a survey among English teachers using comparative analysis, an interview, a survey, and a questionnaire which revealed that the opinions differ regarding to the essence of blended learning technology, frequency, difficulties, problems in use and their solutions within the framework of the students' independent work (SIW) and students' independent work with a teacher (SIWT). According to the study the most effective, frequently used models in teaching a foreign language are considered by teachers to be the "Face-to-face" model (20.4%), as well as the "Training with continuation" model (12.2%). We also conducted a pedagogical comparative experiment among students on the basis of a higher educational institution. Two groups of students were selected: control group and experimental group. The research showed that using this method increased the students' level of English language skills (listening by 15%, reading by 18%, writing by 10%, speaking by 9%, and students' motivation in learning boosted by 22%) during one semester. Overall, the findings derived from the investigation indicate a pressing demand for a pragmatic comprehension of the theoretical foundations of the blended learning in the specific context of higher education programs.

Keywords: education, blended learning, model, resource, context, effective

1. Introduction

In the contemporary period of time the interest of blended learning research is constantly growing. This article shows evaluation, theoretical postulations espoused by eminent international scholars pertaining to the fundamental essence, distinguishing characteristics, and prospective trajectories of blended learning as a pedagogical paradigm. The intensity of the development of modern technologies, without which not a single field of science could do, was determined mainly by the strategic tasks of the globalization of the world, which in 2019 went into total self-isolation due to the pandemic. Finding themselves in a difficult situation, universities around the world were forced to strengthen the interaction between traditional and e-learning formats. A substantial proportion of the referenced sources emanate from American scholars, revered for their pioneering role in conceptualizing blended learning. Similarly, insights from Russian educational experts, who have manifested this pioneering concept within the broader context of modernizing educational systems, are also prominently featured. Notably, Kazakhstan is diligently striving to assimilate best practices in the deployment of blended learning, while concurrently devising an indigenous vision regarding the conceivable applications of this pedagogical approach, particularly within the sphere of English language instruction at tertiary institutions. Notably, this proposition gains heightened significance when aligned with the contemporary landscape of English language instruction in Kazakhstan's esteemed university milieu. Within this context, the assimilation of blended learning methods assumes a paramount role, signifying a strategic convergence of traditional pedagogy with the transformative potentials of digital technology. Overall, this synthesis begets an enhanced educational experience, culminating in a synergistic blend of virtual and physical instructional modalities, fostering deeper linguistic acumen and communicative prowess among English language learners.

2. Literature Review

The approach to defining the role of blended learning is ambiguous. The literature review shows that the first attempts to comprehend the effectiveness of blended learning were the work of American researchers Bonk, Graham (2006). According to Bonk and Graham (2006), blended learning is a pedagogical approach that combines face-to-face learning with online learning. They argue that blended learning can offer numerous benefits for students and educators, such as increased flexibility, access to a wider range of resources, and opportunities for personalized learning. The authors propose various models and methods of blended learning, such as the flipped classroom model, the rotation model, and the flexible model, as well as recommendations for choosing and adapting these models to specific educational contexts. Bonk and Graham (2006), emphasizing the role of multimedia resources, social networks, online discussions, and collaborative learning activities in addition to traditional lectures and classroom sessions, give a special role to goal-setting, assessment, feedback to

create a more effective, flexible, personalized and exciting learning process. This has been discussed by a great number of authors in literature. For example, researches Garrison and Vaughan (2006) define blended learning as a pedagogical method that combines face-to-face learning, online learning, and independent learning. According to Garrison and Vaughan (2006), blended learning is a method that aims to take advantage of the both traditional classroom learning and online learning. Furthermore, they offer a framework for blended learning that includes five key elements: pedagogical approach, resource selection, learning activities, student support, and assessment. These elements provide guidance for educators on how to design and implement effective blended learning courses. Garrison and Vaughan (2006), as well as Bonk and Graham (2006) emphasize student-centeredness in a blended learning environment. They argue that blended learning provides opportunities for more personalized and flexible learning as this increases students' engagement and motivation.

Anderson (2008) complemented previous blended learning approaches with the development of the Community of Inquiry (CoI) framework, which is a model for designing and evaluating online learning experiences. The CoI structure consists of three interdependent elements: social presence, cognitive presence, and learning presence. These elements are designed to work together to help develop a deep and meaningful learning experience for students. Anderson (2008) also highlights the role of the open educational resources (OER) in expanding access to education, using social media to support collaborative learning, and developing effective assessment strategies for online and blended learning environments.

However, British researcher Bates (2015) calls blended learning "the thoughtful integration of face-to-face classroom learning with an online learning experience." In his opinion, the goal of blended learning is to create a flexible and interactive learning environment, the author emphasizes that students can learn the material in various ways and at their own pace. Kanuka and Weller (2011) emphasize the importance of carefully designing blended learning environments to be effective and engaging for learners, the effectiveness of flexibility and adaptability in a blended learning environment, highlight the potential of mixed technologies, the optimal opportunities created for students to connect to a community of students anytime and anywhere. Moreover, they argue that blended learning should be designed to accommodate different learning styles, preferences, and needs, and should respond to changes in technology and educational contexts and they also note that instructors must be trained in the use of new technologies and learning strategies.

Researchers Bonk, Charles R. Graham (2006), Delialioglu, Yildirim (2007), Khine, and Atputhasamy (2003) pay attention to the interactive content of the digital space, such as e-books, simulations, text messaging, blogs and webinars, giving students access to various learning tools and resources to support homework, study assignments, independent or group projects, collaborative activities and various types of electronic communication through whiteboard discussions and similar media technologies such as webinars and podcasts.

Additionally, recent empirical studies have continued to argue that blended learning requires more evidence-based research to develop better support for educators who have either little experience or limited knowledge of eLearning and blended learning methods (Means, B., Toyama, Y., Murphy, R., Bakia, M., & Jones, K. 2010). Along with this point of view, Watson (2008) put forward the idea that the combination of online and face-to-face learning is becoming the predominant teaching model for all educational institutions. Staker & Horn (2011) described blended learning as a flexible program model in terms of educational settings, timelines, and accessibility: a formal educational program in which the student learns, at least in part, through online content delivery and learning with some element student control over time, place, method, and pace.

In summary, we believe that the benefits of blended learning are paperless convenience, cost reduction, and flexibility in delivering courses in terms of time and place, as well as reaching more students; in addition, built-in digital learning materials, complemented by interactive multimedia teaching aids, increase student motivation and engagement. There have been numerous studies that showed that the combination of characteristics of both online and face-to-face learning environments creates the best learning situations because students benefit from the convenience of the online format, but also have enough personal time with teachers (Kopzhassarova, U. et al., 2019). In fact, the literature review shows that implementing blended learning helps educators use "various learning technologies with accessible information and communication technologies (ICT) to achieve effective learning outcomes. Moreover, blended learning teaches students to become more active, requiring them to continually reassess new learning situations to maximize learning (Poon J., 2013). In addition to this, the e-learning environment helps students acquire much-needed computer skills that help them perform in the workplace.

A series of recent studies has indicated that Kazakhstan also seeks to adopt best practices in the implementation of blended learning and offer its own vision of the possibilities of this method in the context of domestic education. This process is still at the initial stage of reflection, the results of which are presented in fragments in the works on the development of the Kazakh education system. Experts agree that the successful development of blended learning largely depends on the resource conditions in an educational institution, which must be provided with appropriate digital infrastructure, content, and IT personnel.

According to American researchers Means, B., Toyama, Y., Murphy, R., Bakia, M., & Jones, K. (2010) the introduction of blended learning optimizes the learning process; expands the educational opportunities of students by increasing the availability and flexibility of education, taking into account their individual needs and, the speed of work; contributes to the implementation of individual curricula with a choice of subjects and, ways of organizing educational activities; creates opportunities for personalization of the educational process; and the student independently determines his training, goals, and ways to achieve them, taking into account his educational needs, interests and abilities.

In our opinion, in the process of using mixed learning technologies, independence, social activity, and motivation for the cognitive

activity of students increase; the possibility of obtaining individual advice from a teacher, and eliminate gaps in knowledge.

Thus, blended learning is interpreted ambiguously, but all researchers agree that, subject to didactic conditions, blended learning will be effective in teaching a foreign language. We consider the didactic conditions for using the blended learning method to ensure the effectiveness of the development of foreign language competencies.

The policy of modernization of the education system, new requirements for the results of vocational education have changed approaches to the content of the didactic conditions of the educational process at the university. The main issues of didactics are the description and explanation of the learning process and the conditions for its implementation; developing more modern and efficient learning processes; organization of the educational process; new teaching technologies in teaching; and determination of the volume and structure of the education content.

As an example of the objective reason for the transformation of the didactic conditions of our time, we can name the emergence of new technical means (computerization of society, an interactive whiteboard) and learning technologies (case technologies and distance learning).

In the course of the study, we understand didactic conditions as a set of necessary and interrelated processes that contribute to the successful formation of the cognitive independence of students studying a foreign language, where the components of the educational process are presented in an organic relationship, which makes it possible for the teacher to effectively teach and, manage the educational process, and for students to effectively master foreign languages competencies.

In summary, the main didactic conditions in teaching a foreign language using blended learning at a university include:

- regular theoretical, methodical training of foreign language teachers;

- annual updating of educational and methodological material, the use of modern content for the assimilation of theoretical and practical knowledge in the subject;

- development of an electronic educational and methodological complex, the content of which corresponds to the vocabulary and situations of professional activity;

- stimulating the motivation of students in teaching a foreign language;

- the quality of software, methodological support in the classroom of a foreign language;

- equipping the department of foreign languages with the necessary technical teaching aids for classroom studies and students' independent work;

- interactivity, effective feedback, organized in the form of statements of success or incorrectness of the decision;

- systematic automated control of knowledge and skills, prompt assessment of the student in class and at home, accompanied by a correct analysis of the results and recommendations for correcting mistakes, and the possibility of self-control;

- favorable psychological climate in the classroom;

- promotion of cooperation, as closer collaboration between schools, universities and other stakeholders can help drive innovation and improve the quality of blended learning programs. This may include the exchange of best practices, joint research and the development of common standards.

Above all, in the process of teaching a foreign language, we should consider the careful selection of content, forms, methods and teaching aids, based on the characteristics of each student, that contributes to an effective learning process.

3. Methodology

Examination of the theoretical concepts of blended learning is conducted through an analysis of scholarly and instructional literature authored by international academics during 2000 – 2010. Actually, a substantial portion of these sources emanates from American scholars who are emblematic of the pioneers within the blended learning community. The subject of inquiry within the scholarly investigations revolves around the essence of blended learning (Watson J., Murin A., 2014). In fact, these research endeavors encompass a judicious evaluation by experts of its merits, demarcations, and future potential. Additionally, these works delve into the prerequisites imperative for fostering its triumphant evolution. In pursuit of this overarching objective, we used a set of the research methods, including comparative analysis, synthesis, an interview, a survey, a questionnaire and inductive generalization.

4. Result

To determine the effectiveness of the used didactic conditions, we conducted a survey among English teachers using comparative analysis, an interview, a survey, and a questionnaire which revealed that the opinions differ regarding the essence of blended learning technology, frequency, effectiveness, difficulties, problems in use and their solutions within the framework of the students' independent work (SIW) and students' independent work with a teacher (SIWT) in teaching a foreign language, which was shown by our survey , where more than 100 teachers of universities in Kazakhstan took part.

Firstly, the research revealed that the majority of teachers have an idea of what exactly blended learning means, 96% answered correctly, and 4% of respondents answered that this is only e-learning online. Secondly, the survey also showed that 46.9% of teachers provide

assignments for students to work in the classroom using a usb-drive and, attach them to the university website, on a specially designed platform, via instant messengers, to e-mail when using blended learning.

After analyzing the answers of teachers, we also see that 71.4% of teachers use textbooks, multimedia (audio, video, games), ready-made developments on special educational sites, and cell phone applications to work with students in the classroom.

61.2% of English teachers consider the blended learning method effective; they are satisfied with the possibility of obtaining accessible modern material and using it in the classroom, as well as additional material for organizing extracurricular activities.

40.8% of teachers consider the ratio of 40% online - 60% classroom teaching time to be the most effective when using blended learning,

38.8% of teachers noted that the ratio of 20% online - 80% classroom is also optimal, noting that it is more efficient to conduct most of the classes offline.

At the same time, 34.7% of respondents agree with the statement that blended learning can encourage students to cheat and do unethical practices, since studying online students have access to answers on the Internet.

79.6% of teachers agree with the statement that the use of blended learning expands the IT professional competence of a foreign language teacher.

At the same time the teachers agreed that it is necessary to regularly develop their IT competencies using blended learning through professional development courses, self-education, seminars for teachers, and workshops, as well as lessons on YouTube.

Also, 59.2% of respondents noted that blended learning helps to increase students' motivation when learning a foreign language.
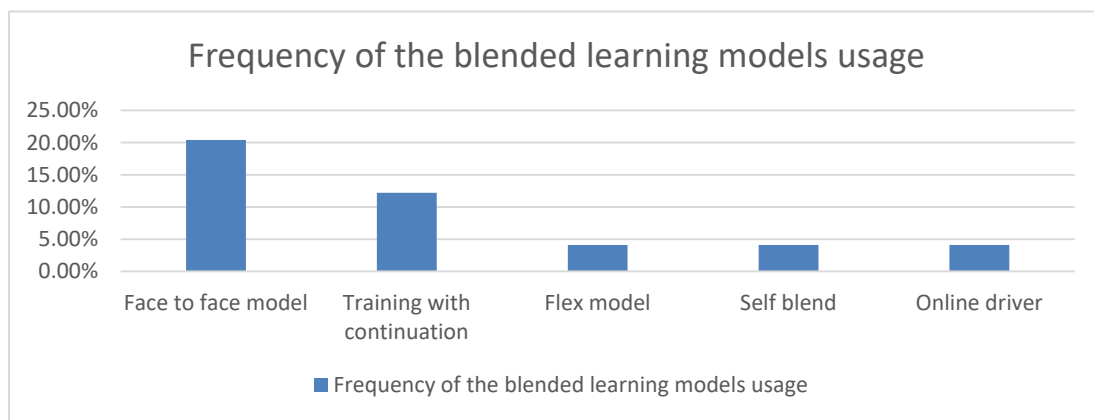

Figure 1. Frequency of the Blended learning models usage at university

The most effective, frequently used models in teaching a foreign language are considered by teachers to be the "Face-to-face" model, in which the teacher in a traditional classroom environment uses online learning as recommendations, adjustments or additional training (20.4%), as well as the "Training with continuation" model (contact training begins in small groups with the participation of a teacher and, continues independently using electronic resources, IT, and platforms) - 12.2%.

In fact, our data showed that the least used models are the "Flex model", in which the curriculum is delivered mainly through an online platform, and teachers provide on-site support (4.1%), the "Self-blend" model is a model in which students themselves choose which courses they will take online in addition to their class offerings (4.1%), an "Online driver" model in which classes and, courses are primarily conducted online, and classroom classes that are additional and, mandatory are the regular delivery of control points (4.1%).

We also conducted a pedagogical comparative experiment among students on the basis of a higher educational institution. Two groups of students were selected: 1. control group (we worked in traditional way, - in offline classroom during 3 months), 2. experimental group (we used one of the blended learning models (flipped classroom) to prove the effectiveness in teaching at English language class. This method helps teachers to prioritize active learning during class time by assigning students lecture materials and presentations to be viewed before the class at home, it increases students' engagement and they could prepare in their own pace in any place for the class. Students are better able to focus on participating in class and receive teachers' feedback on their efforts during the lesson. Teachers that use a flipped classroom model are better able to help their students engage in active learning (Friesen, N., 2012). Students become much more involved during the lesson discussion with the flipped classroom style of instruction by engaging in-depth investigations, in debates, and group discussions. There are four pillars of the flipped classroom method: flexible learning environment, learning culture, intentional content, and professional educator. Also, students take responsibility for their own learning, there are more opportunities for higher level learning (according to Bloom's Taxonomy- analyze, evaluate, create), it does not waste time transferring information to students when that information is available to them online, teachers work more closely with students, getting to know students better and providing better assistance, and it increases collaboration between students (Greenberg, B. et al., 2020).

Above all, our study showed that using Flipped classroom method increases the effectiveness of English language teaching (listening by

15%, reading by 18%, writing by 10%, speaking by 9%, students' motivation in learning boosted by 22%) during one semester.

A comparative experiment is a method of experimental and control groups in which an experimental factor is introduced in one group, and no factor is introduced in the other. In a comparative experiment, it is necessary to determine the initial level of a foreign language in both groups and find the corresponding average indicators of Index of experimental group (Ie) and Index of control group (Ic).

Table 1. The results of comparative experiment at university

English language level	Index of Control group			Index of Experimental group		
	Before the experiment (Ic), %	After the experiment (Fc), %	(Dc), %	Before the experiment (Ie), %	After the experiment (Fe), %	(De), %
Pre-intermediate	68	56	-8	70	50	-20
Intermediate	22	31	9	18	32	14
Upper-intermediate	10	13	3	12	18	6

After that we conducted the lessons using flipped classroom in the experimental group. Then determined the level of the desired phenomenon after the end of the experiment, found the average indicators of the groups (Fe and Fc), further in both cases, subtracted the average indicator of initial knowledge from the average indicator of final knowledge (Fe-Ie=De, Fc-Ic=Dc), the difference shows the increase in the indicators of the desired phenomenon in the experimental and control groups.

After the experiment in control group, we see the increasing level of the intermediate and upper-intermediate students (by 9% and 3% accordingly), at the same time in experimental group, we see boost level of the intermediate and upper-intermediate students (by 14% and 6% accordingly), which shows the influence of the new factor on the educational process or its effectiveness in comparison with another factor.

5. Discussion

Moreover, during the research we indicated the main difficulties encountered in the process of teaching a foreign language when using blended learning: the absence or poor equipping of university classrooms with technical teaching aids, the workload of teachers, unethical behavior of students, dishonest performance of independent work (plagiarism), violation of deadlines, reduced student motivation, lack of opportunity to form a flexible work schedule with students, insufficient development of an educational and methodological base, low level of IT competencies, lack of or insufficiently formed independent work skills among students, different levels of digital competence of students, not all students have the opportunity to work with a personal PC, low quality of the Internet connection, the different levels of knowledge of English language, the low level of collaboration of teachers between faculties, departments, irresponsible performance of tasks by students, using blended learning is still unusual and difficult for some students (Hanson, K. S. and Clem, F. A. 2006). Taking into account all these factors we believe that increasing the effectiveness of teaching a foreign language at a university using blended learning depends on the presence of the following conditions:

- availability of educational and methodological base (syllabuses, MOOC, teaching aids, guidelines, curricula, additional materials, etc.) for each specialty, different levels for mastering theoretical and practical knowledge in the subject;

- equipment of classrooms with modern technical means;

- increasing the number of hours of students' independent work;

- high-speed Internet;

- organization of regular refresher courses, workshops for teachers (at the expense of the university);

- obligatory use of blended learning;

- use of chat bots and telegram channels for feedback;

- providing technical support for teachers (staff engineers, consultants);

- provision of technical specialists to assist in the development of the educational and methodological complex (Rosett, A. and Vaughan, F. 2013).

In addition, the use of new types of management and communication in the context of blended learning creates optimal opportunities for:

- high-quality organization of work with students;

- transformation of the teaching style: move from the transfer of knowledge to interactive interaction with students;

- constant interactive interaction, the possibility of receiving feedback anywhere at any time;

- a high degree of student involvement in the educational process;

- increasing the degree of individualization due to the variety of redundancy, flexibility and adaptability (to individual requests) of electronic resources;

- a wider communication field (interaction through communication systems, social networks and their analogues with a group of different ages, geographically and socially distributed).

After analyzing the results of our study, for successful work using blended learning technologies, English teachers need to be able to:

- accurately formulate learning goals, objectives, and results;

- analyze, predict problems, needs of students;

- design assessment criteria, including the development of tasks;

- plan differentiation, personalization of tasks;

- design productive interaction of students in the classroom and online;

- choose online tools that correspond to pedagogical tasks;

- develop the skills of independent work of students (Reay, J. 2001).

The analysis of the studied material allows us to conclude that the commonality of the experts' views in understanding the essence of blended learning in teaching a foreign language, which has a hybrid nature, lies in the combination of traditional and online formats. Using various conceptual markers from method to technology, experts recognize the system-forming nature of blended learning. Student-centeredness is noted as a defining feature (Kopzhassarova, U. et al., 2019). It should be emphasized that the target setting of the blended learning method is associated with the formation of the student's skills of self-learning, self-organization, and a culture of information search. In addition, we believe that the successful development of blended learning largely depends on the resource conditions of the university, which should be provided with appropriate digital infrastructure, content, as well as IT staff, which will entail a qualitative transformation of the academic role of a foreign language teacher.

In turn, we offer steps towards the successful implementation of blended learning in teaching a foreign language:

1. Setting goals for the introduction of blended learning (the primary task of an educational institution that develops a learning strategy. It is necessary to clearly understand what exactly the university wants to get as a result of the introduction of a particular technology or teaching method. For most universities, the goals can be formulated as follows: ensuring the competitiveness of a modern specialist improving the quality of education, expanding the number of students (including from among persons with disabilities and foreign citizens) through the use of an accessible electronic environment and flexible learning conditions).

2. Building a unified electronic information and educational environment. This environment should include a system for the formation, accounting and growth of students' competencies, a system for the formation of individual trajectories of students, a system for the formation of a personal educational space, etc. One of the most effective platforms for creating an electronic information and educational environment is Moodle. Given the continuous process of improving the system, Moodle has been the world's leading free and open-source platform for several years (Singh, H., Reed, Ch., 2001).

3. Ensuring the process of blended learning with highly qualified teaching and technical staff. Very often in higher education institutions one can observe a picture when teachers spontaneously use information technologies without having a certain training and not knowing the degree of their effectiveness. In order to avoid such problems, the university should develop and implement advanced training programs for teachers. The introduction of blended learning requires a systematic approach, and not only teachers should be involved here, but also technical specialists who must perform certain functions. They are obliged to develop and maintain the services of the electronic educational environment, organize the work of the user support service on the organization of the educational process, conduct regular analysis of modern e-learning systems in order to identify new software solutions and their implementation.

4. Formation of the regulatory framework. The process of blended learning should be provided with regulatory and organizational and methodological documentation, on the basis of which the educational process should be constantly monitored. At the same time, at the stage of creation, all electronic courses must undergo methodological and technological expertise according to a single standard and requirements. Therefore, it is necessary to prepare in advance a set of elements of the educational complex, which will determine the composition and capabilities of the electronic course, created together with technical specialists.

5. Providing methodological support for teachers implementing blended learning. The success of the blended model lies in the correct choice of teaching methods, therefore, timely methodological support for teachers from the relevant department of the university will contribute to the effective implementation of blended learning. The activities of a teacher using a blended learning model are often experimental in nature, since even with very careful design of the course, its ongoing analysis, adjustment and updating is constantly required (Valiathan, P., 2002). When operating an electronic course, tutors should ensure that it is regularly updated, taking into account the experience of using it in the educational process and new scientific data. Furthermore, the advent of advanced language learning applications, AI-powered language assessment tools, and virtual reality language simulations further amplifies the efficacy of blended learning in English language instruction. Such innovations enable personalized learning paths, immediate feedback on language proficiency, and immersive language experiences that transcend the confines of a traditional classroom. In the wake of this dynamic evolution, it is evident that blended learning has the potential to revolutionize the educational landscape of Kazakhstan and beyond. By harnessing the amalgamation of traditional pedagogical foundations with cutting-edge technological advancements, educators can transcend geographical constraints, foster diverse modes of engagement, and facilitate enriched learning outcomes. The journey towards effective blended learning integration in English language teaching at Kazakhstan's universities is emblematic of a broader educational paradigm shift. As the digital age unfolds, institutions are poised to embrace the versatility of blended learning, cultivating a generation of learners equipped not only with

linguistic prowess but also with the digital dexterity required to navigate an interconnected global society.

Moreover, we would like to add that the blended learning model provides different opportunities for teachers and students, radically restructuring the entire educational process. For the successful implementation of this model, it is necessary to take into account the didactic conditions to ensure the effectiveness of teaching a foreign language, to undertake a whole range of work that will ultimately lead to an increase in the quality of education, which will ensure the highest level of competitiveness of the university in the educational services market.

It is important to recognize that blended learning is not a cross functional solution. The design and implementation of blended learning programs must be tailored to the specific needs and contexts of different schools and universities. This will require ongoing collaboration and communication between educators, policy makers and other stakeholders, as well as a willingness to experiment and adapt to new approaches and technologies.

6. Conclusion

In conclusion, the introduction of blended learning in Kazakhstan has the potential to transform education by providing students with a personalized, flexible, and engaging learning experience. By investing in technological infrastructure, providing teacher training, promoting collaboration, and evaluating the effectiveness of blended learning programs, Kazakhstan can ensure that all students have access to high-quality education, - regardless of location or education. In summation, the trajectory of blended learning's evolution in Kazakhstan's academic sphere, particularly within the realm of English language teaching at universities, underscores the nation's dynamic pursuit of contemporary pedagogical paradigms. As the fusion of technology and education becomes increasingly integral, Kazakhstan is poised to harness the transformative potential of blended learning to cultivate a generation of linguistically adept and technologically savvy graduates. The exploration of blended learning's integration within the educational landscapes of the United States, Europe, and Kazakhstan's universities presents a multifaceted tapestry of theoretical insights and practical applications. This comprehensive examination underscores the global momentum behind adopting blended learning as a dynamic pedagogical approach that harmonizes traditional methodologies with the boundless possibilities of digital technology. In the context of English language teaching at Kazakhstan's universities, the implementation of blended learning has exhibited profound transformative potential. For instance, language learners now have the opportunity to engage with a diverse array of digital resources, including interactive online modules, multimedia materials, and real-time language exchange platforms. So, these resources augment classroom instruction, facilitating immersive language exposure and enhancing communicative competence. Moreover, the integration of collaborative online forums and virtual discussion boards encourages a sense of community and interaction, fostering peer-to-peer learning and cross-cultural exchanges among students.

As a result, an illustrative example of successful blended learning integration in Kazakhstan is the partnership between a local university and international language education platforms. By offering a hybrid curriculum that combines face-to-face instruction with virtual language labs and interactive exercises, students experience a holistic language learning journey that adapts to their individual needs and learning paces. This amalgamation not only capitalizes on the institution's expertise but also harnesses the digital realm's capabilities, thereby equipping students with the requisite linguistic skills for effective global communication.

Authors contributions

Professor Kopzhassarova U.I. was responsible for study design and revising. PhD student Izotova A.S. was responsible for data collection, drafted the manuscript. All authors read and approved the final manuscript. All authors contributed equally to the study.

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The authors declare no known competing financial interests or personal relationships that could have appeared to

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Data sharing statement

No additional data are available.

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