



UDC 811.111+37.0
DOI: 10.58649/1694-8033-2025-3(123)-31-38

Received: 19.04.2025
Revised: 28.07.2025
Accepted: 05.09.2025

Analysis of the opinions of English teachers on the subject program in public schools

Symbat Sadykova*

Doctor of Philology
Jusup Balasagyn Kyrgyz National University
720033, 547 Frunze Str., Bishkek, Kyrgyz Republic
<https://orcid.org/0009-0006-7914-0103>

Zhamal Atabaeva

Teacher
Jusup Balasagyn Kyrgyz National University
720033, 547 Frunze Str., Bishkek, Kyrgyz Republic
<https://orcid.org/0009-0002-3946-733X>

Abstract. Modern reforms in the educational system of Kyrgyzstan dictate the need for regular evaluation and adaptation of subject programmes, especially in the context of the rapidly changing realities of English language teaching. This study was aimed at identifying and analysing the opinions of public school English teachers regarding the effectiveness and practical applicability of the current subject programme. A quantitative screening model with questionnaire survey (SPSS Statistics) was used for data collection. The focus group consisted of 50 English teachers from public schools in Bishkek, selected by random sampling method. The analysis covered teachers' opinions on the content of the programme, clarity of objectives, adequacy of teaching materials and applicability of assessment methods. Despite the generally positive perception of the programme, teachers identified a number of significant shortcomings: insufficient clarity in the formulation of objectives, inconsistency of teaching materials with the age and level of students' training, lack of relevant audio and video materials, as well as difficulties in implementing the recommended approaches in real school practice. In addition, there was a discrepancy between the content of the learning tests and the subject matter of the course. The practical value of the study lies in providing empirical data that can be used in refining and updating the English language subject programme, as well as in developing methodological recommendations for teachers and educational policy makers. The findings emphasised the importance of taking into account teachers' opinions in order to improve the effectiveness of teaching and the quality of education

Keywords: subject programme; English language programme; programme evaluation; foreign language teaching; teachers' opinions

■ INTRODUCTION

The development of information and communication technology has undoubtedly made English an accepted language in the 21st-century world. As a foreign language, English has benefited individuals and countries in terms of their cultural, political and economic relations, which is the main reason why it is widely taught in schools and other educational institutions. The desire to learn foreign languages is growing all the time. English lessons in public

and private institutions have become one of the subjects to which both students and parents attach great importance. As technology and science have developed, the importance of learning a foreign language has been emphasised in various educational discussions and curriculum development studies.

Reforms in Kyrgyzstan have focused on developing modern English language teaching methods, but there

Suggested Citation: Sadykova, S., & Atabaeva, Zh. (2025). Analysis of the opinions of English teachers on the subject program in public schools. *Bulletin of the Jusup Balasagyn Kyrgyz National University*, 17(3), 31-38. doi: 10.58649/1694-8033-2025-3(123)-31-38.



Copyright © The Author(s). This is an open access article distributed under the terms of the Creative Commons Attribution License 4.0 (<https://creativecommons.org/licenses/by/4.0/>)

*Corresponding author

are problems with programme implementation (Liddicoat, 2025). According to the systemic structure of education, educational programmes are one of the factors influencing productivity and an indispensable input for planned education. In this context, G. Posner (1992) pointed out that in order to evaluate the effectiveness of the implemented programme, it is necessary to identify deficiencies and omissions in the elements of the programme based on appropriate criteria. In the field of the role of information technology, A. Tuxtayeva & N. Teshaboyeva (2024) in their article noted the importance of English in providing global communications and working with modern technologies and presented its study as a basic condition for science, education, tourism and career development. In the field of artificial intelligence, J. Han *et al.* (2023) studied the role of RECIPE, a platform designed for English language learning, and ChatGPT in the development of writing skills, noting their contribution to students' independent work and feedback process. AI platforms such as ChatGPT can be used as interactive language learning assistants, providing students with live feedback on grammar checks, style sentences and creative tasks (Degtiarova *et al.*, 2022; Prokhorchuk, 2023). The RECIPE platform is unique in that it uses ChatGPT's NLP (natural language processing) technology to automatically analyse students' writing errors and create personalised learning methods. In particular, augmented reality technology has been shown to increase students' motivation and performance when teaching English in rural primary schools in China, as shown in a study by I. Haq (2023).

The development of mobile and online platforms, especially highlighted by E. Carter (2025), makes learning English accessible, efficient and promotes a personalised approach. This process is also complemented by artificial intelligence and machine learning. According to N. James (n.d.), artificial intelligence technologies optimise learning processes through online platforms and enable adaptive learning. In addition, gamification elements (e.g. game assignments, point system) analysed by Smooth English Company (n.d.) increase students' motivation and promote deep learning.

A combination of three factors: (1) mobile/online platforms make learning independent of time and place; (2) artificial intelligence and machine learning offer adaptive, personalised techniques; (3) gamification increases fun and engagement – together, these aspects define the dynamics of modern language learning. At the same time, some studies have shown that there are discrepancies between the goals of the English language learning programme and actual classroom practice. For example, problems such as inadequate teacher training, lack of teaching materials and weak technological base have been identified (Kazakbaeva, 2021). Subject programmes provide teachers with instructions on what framework plan to follow in lessons and what assessment methods to use. Considering this function of the programme, it can be stated that creating programmes in Kyrgyzstan that will prepare students who are able to use a foreign language effectively and correctly is an important

requirement. In the process of programme development, it is necessary to identify the shortcomings of the current programme and correct these shortcomings in the new prepared programme. First of all, wrong methods must be discarded. Since language is a means of communication that provides information, it is necessary to provide comprehensive information for learning a foreign language (Işık, 2008). Because in foreign language teaching, due to the studies that focus on teaching language elements, the subject of understanding is overlooked and effectiveness is not achieved.

The aim of the research was to study the impact of modern technologies and methodologies on the educational process in the field of English language learning, including such tools as artificial intelligence, augmented reality and online platforms. The study intended to identify the potential of these technologies to enhance the effectiveness of language learning and work out practical and methodological recommendations. In addition, the study aimed to analyse the strengths and weaknesses of the English language curriculum, including the adequacy of content, objectives, materials and assessment methods, based on teachers' opinions. This information can help to improve the effectiveness of the English language curriculum and promptly identify and address weaknesses. The results of the study will serve as an important basis for curriculum developers, policy makers and practising teachers to guide their future activities.

■ MATERIALS AND METHODS

In this study, a quantitative screening model was used to determine teachers' opinions about the subject programme. A screening model is a research method that allows for the most objective and accurate description of a current or past phenomenon (Karasar, 1994). This model allows for observation in a natural setting without making changes to the current situation and collecting data without intervention (Yıldırım & Şimşek, 2006). The study was conducted from September 2024 to January 2025. Teachers of general education organisations were selected as the object of the study. Teachers of urban and rural schools were taken as the general population. 100 teachers from 10 schools (10 teachers from each school) were selected as a sample (focus group) according to special criteria. The selection was based on such factors as age, length of service and subject taught. The study involved English language teachers working in public schools under the jurisdiction of the Ministry of Education of Kyrgyzstan in Bishkek. Due to the impossibility of contacting all teachers, a random focus group sampling method was used. As part of this approach, questionnaires were sent to teachers through Google Forms and relevant responses were selected and analysed. As a result of the survey, the focus group of the study consisted of 50 English teachers. The study was conducted in full compliance with the ethical guidelines (European Commission Guidance Note, 2021). Participants were informed in advance of the purpose, content and results of the study. Written consent was obtained from each participant.

The data for the study was collected through a questionnaire worked out by the researcher and tested and edited by industry experts to determine the attitudes of English language teachers towards the subject curriculum. The questionnaire consisted of 18 items and 5 response options such as “Strongly agree”, “Agree”, “Difficult to answer”, “Disagree” and “Strongly disagree” and independent sections such as “General characteristics of the curriculum, objectives, tools and assessment opportunities”. To determine the consistency of the results obtained from all items of the questionnaire (18 items), a Cronbach-Alpha reliability test was conducted. This is an internal consistency criterion based on the assumption that a measurement instrument consists of independent items and has the same

weight for a particular goal (Karasar, 1994). The test resulted in a value of $\alpha = 0.89$, which provided a basis for the existence of internal consistency between all items of the scale. The questionnaire contained 10 positive and 8 negative items. The data collected from the questionnaires were coded from 1 to 5, considering the positive and negative aspects of the questions, and entered into a computer. Their frequency and percentage were then calculated using SPSS Statistics 23 programme and an attempt was made to find answers to the research objectives questions.

RESULTS AND DISCUSSION

The results of the study reflect participants' views on the general features of the subject programme (Table 1).

Table 1. Frequency and percentage of opinions about the general characteristics of the subject programme, $n = 50$

No.	Statement	Strongly disagree		Disagree		Difficult to answer		Agree		Strongly agree	
		n	%	n	%	n	%	n	%	n	%
1	The content of the subject programme encourages pupils to learn English with love and interest.	2	4	2	4	17	34	22	44	7	14
2	The curriculum aims to positively influence students' attitudes towards learning English.	1	2	6	12	14	28	23	46	6	12
3	The subject curriculum provides the teacher with sufficient guidance.	1	2	5	10	16	32	20	40	8	16

Source: created by the authors

Table 1 presents English teachers' opinions about the general characteristics of the English subject programme. As can be seen from the table, this section consists of 3 items. The analysis of the Table 1 revealed that teachers' opinions about the general characteristics of the subject programme are generally positive. Specifically, 58% of the participants ($n = 29$) stated that the content of the subject programme promotes students' love and interest in learning English and that the subject programme can positively influence students' attitudes towards learning

English. In addition, 28 teachers (56%) stated that the subject programme provides teachers with sufficient guidance. Notably, 28-34% of the participants refused to answer this question.

The study of respondents' opinions about the objectives of subject programmes allows to identify the main priorities in the educational process. In particular, the analysis revealed the objectives that participants consider the most important. The frequency and percentage of these opinions are presented in Table 2.

Table 2. Frequency and percentage of opinions about the objectives of the subject programme, $n = 50$

No.	Statement	Strongly disagree		Disagree		Difficult to answer		Agree		Strongly agree	
		n	%	n	%	n	%	n	%	n	%
1	The purpose of the subject programme is reasonably clear and straightforward.	2	4	7	14	14	28	22	44	5	10
2	The objectives of the subject programme do not correspond to the age characteristics of students.	3	6	13	26	14	28	15	30	5	10
3	The recommended equipment (audio-video) is sufficient to achieve the objectives of the subject programme.	12	24	15	30	7	14	14	28	2	4
4	The number of words recommended for teaching in the subject programme is insufficient.	1	2	14	28	13	26	21	42	1	2

Source: created by the authors

Table 2, consisting of 4 items, presents the English teachers' views on the objectives of the English curriculum. As a result of data analysis, 54% of participants ($n = 27$) stated that the objectives of the subject programme were clear and understandable (28% could not say for sure, 18% did not think they were clear and understandable), 40% ($n = 20$) stated that the objectives of the subject programme were not age-appropriate (32% disagreed, 28% could not say for sure), 54% ($n = 27$) stated that the equipment (audio-video) recommended for use is not enough to achieve the objectives of the subject syllabus (32% disagreed, 14%

cannot say for sure), 44% ($n = 22$) stated that the number of words recommended for teaching in the subject syllabus is not enough (30% disagreed, 26% cannot say for sure). The study of respondents' opinion about the content of the textbook used in the curriculum showed that opinions about its relevance, completeness and compliance with educational requirements differed. The majority of participants noted that the content of the textbook partially meets their expectations, but there were also critical comments on some sections. Detailed information about the distribution of opinions is presented in Table 3.

Table 3. Frequency and percentage of opinions about the content of the textbook used in the subject programme, $n = 50$

No.	Statement	Strongly disagree		Disagree		Difficult to answer		Agree		Strongly agree	
		n	%	n	%	n	%	n	%	n	%
1	The textbook meets the aims of the programme.	1	2	12	24	10	20	23	46	4	8
2	The order in which information is presented in the textbook is orientated from simple to complex.	1	2	4	8	9	18	33	66	3	6
3	There are not enough exercises on one topic in the textbook.	6	12	16	32	9	18	19	38	0	0
4	The pictures and diagrams used in the textbook make it easier for students to understand the topic.	2	4	5	10	6	12	32	64	5	10
5	Students find it difficult to understand the texts in the textbook.	1	2	6	12	7	14	29	58	7	14
6	The textbook gives ample examples.	3	6	11	22	6	12	24	48	6	12
7	The textbook does not allocate time to each unit according to the level of difficulty.	2	4	12	24	15	30	20	40	1	2

Source: created by the authors

Table 3 presents English teachers' opinions about the content of the textbook used in the English language subject programme. As can be seen from the table, this section consists of 7 items. As a result of the table analysis, the majority of participants 54% ($n = 27$) stated that the textbook meets the objectives of the programme, 72% ($n = 34$) stated that the order of presentation of information in the textbook is oriented from simple to complex, 38% ($n = 19$) stated that the exercises provided in the textbook for one topic are not enough, 74% ($n = 37$) stated, that the pictures and diagrams used in the textbook make it easier for students to understand the topic, 72%

($n = 34$) stated that the texts in the textbook are complex, 60% ($n = 30$) stated that there are enough examples in the textbook (28% disagreed), and 42% ($n = 21$) stated that each section in the textbook is not divided by time and level of difficulty.

A survey of participants on the evaluation and implementation of the programme showed that opinions differed according to a number of factors, including the practical applicability and relevance of the content. The data obtained indicated that perceptions of the programme were mixed among both faculty and students. Detailed data are presented in Table 4.

Table 4. Frequency and percentage of opinions on the level of evaluation and implementation of the training programme, $n = 50$

No.	Statement	Strongly disagree		Disagree		Difficult to answer		Agree		Strongly agree	
		n	%	n	%	n	%	n	%	n	%
1	The teaching methods suggested in the curriculum are difficult to apply in a classroom setting.	0	0	0	0	14	28	17	34	17	34
2	It is not possible to assess all 4 skills (listening, reading, writing, speaking) presented in the subject programme at one time.	0	0	13	26	14	28	20	40	3	6
3	The test pattern presented in the subject programme can serve as a guide for preparing tests for other units.	2	4	9	18	15	30	22	44	2	4
4	The sample test given in the course curriculum will be suitable for assessment.	0	0	13	26	13	26	24	48	0	0

Source: created by the authors

The results of the study show that English teachers' opinions on the evaluation and implementation of the curriculum are divergent. Almost a third of the participants noted the difficulties in fully applying the teaching methods proposed in the curriculum in their classes, which indicates the obstacles for some teachers in the practical application of the methodological recommendations. Also, 46% of the participants noted the impossibility of comprehensive assessment of the four basic language skills (listening, reading, writing, speaking) specified in the curriculum, which casts doubt on the practical effectiveness of the assessment methodology. Thus, teachers' views on the subject programme and the limitations of its use are consistent with the findings of other studies, confirming the need to revise the programme and methodological support to enhance learning. Similar problems have been identified in Turkey by B. Varol (2018), D. Büyükahıska (2019), and in Kyrgyzstan and Kazakhstan by K. Cesur *et al.* (2023), indicating regional challenges in programme adaptation.

The problems identified in this study with inconsistency of teaching materials, lack of clarity of programme objectives and difficulties in applying interactive teaching methods are confirmed in a number of other research papers. For example, A. Littlejohn (2011) emphasised the importance of their relevance to the real needs of learners and methodological objectives. Moreover, the difficulties in implementing effective teaching approaches, especially interactive methods, as noted by D. Qambarova (2022), can reduce students' interest and learning productivity. This is particularly relevant in the context of higher education reforms in the Kyrgyz Republic, where changes in the educational environment require flexibility and adaptation of programmes (Shadymanova & Amsler, 2018). The challenges associated with qualitative data analysis, as pointed out by M. Miles *et al.* (2014), are also relevant for evaluating the effectiveness of training programmes, as inaccurate or incomplete data can lead to incorrect conclusions. The data obtained in this study reflect the general trends and challenges characteristic of the educational system in the region, which only reinforces the need for systemic changes.

■ CONCLUSIONS

The study revealed a number of aspects that could be considered important for the implementation of the English language subject programme in public schools. It is important to note that the quality of the educational process is significantly affected by the insufficient provision of multimedia materials recommended by the programme. It is possible that a lack of or limited access to modern audio and video resources may hinder the full use of interactive

teaching methods, reduce student engagement and negatively affect the effectiveness of learning. In the context of rapidly changing educational standards and the increasing role of digital technologies, it could be said that adequate resource provision becomes an indispensable condition for improving the quality of foreign language teaching.

In addition, the analysis has shown that the content of the current textbooks does not correspond to the actual needs of students. The textbooks do not fully cover the necessary amount of new vocabulary and grammatical structures, contain insufficient number of relevant exercises, as well as illustrative material (diagrams, pictures), which facilitates visualisation and better understanding of complex concepts. It was also noted that there is a need for more flexibility in the presentation of the material in order to make it suitable for different levels of training and age characteristics of students. Based on the data obtained, the following key areas are recommended to improve the quality of English language teaching: ensure universal access to multimedia resources (audio and video databases should be centrally introduced and regularly updated, making them easily accessible to teachers and students); modernise the content of textbooks (textbooks should be revised to reflect modern teaching methods, include relevant vocabulary, an adequate number of exercises and a variety of illustrative materials); and improve the quality of English language teaching (textbooks should be updated to include relevant vocabulary, an adequate number of exercises and a variety of illustrative materials). Implementing these recommendations will significantly improve the quality of teaching, increase students' motivation and, as a result, their level of English language proficiency. In order to gain a deeper understanding of the situation and further improve the programme, it is suggested that follow-up studies covering aspects such as students' motivation to learn the language, the impact of digital technologies on the educational process, and the effectiveness of different assessment methods be conducted. These studies, conducted using wider surveys and focus groups, will provide comprehensive information on the current status and future needs of English language teaching in public schools.

■ ACKNOWLEDGEMENTS

None.

■ FUNDING

None.

■ CONFLICT OF INTEREST

None.

■ REFERENCES

- [1] Büyükahıska, D. (2019). *Evaluation process in English teaching program*. *Gazi Journal of Educational Science*, 5(2), 38-62.
- [2] Carter, E. (2025). *English learning around the world: Trends, stats, and insights*. Retrieved from <https://salo.li/09214Ab>.
- [3] Cesur, K., Davranova, G., & Murzakhmedova, N. (2023). Curriculum analysis of English language teacher education programs: A comparative study of Türkiye and Kyrgyzstan. *International Journal of Research in Teacher Education*, 14(4), 1-16. doi: 10.29329/ijrte.2023.635.01.

- [4] Degtiarova, K., Karas, A., & Petrusenko, N. (2022). Organisation of independent work of students in nonlinguistic higher education institutions when learning a foreign language on the example of the Moodle educational platform. *Scientific Bulletin of Mukachevo State University. Series "Pedagogy and Psychology"*, 8(2), 53-60. doi: [10.52534/msu-pp.8\(2\).2022.53-60](https://doi.org/10.52534/msu-pp.8(2).2022.53-60).
- [5] Guidance Note of the European Commission on Ethics and Data Protection. (2021, July). Retrieved from https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/horizon/guidance/ethics-and-data-protection/he_en.pdf.
- [6] Han, J., et al. (2023). RECIPE: How to integrate ChatGPT into EFL writing education. In *L@S '23: Proceedings of the Tenth ACM conference on learning @ scale* (pp. 416-420). New York: Association for Computing Machinery. doi: [10.1145/3573051.3596200](https://doi.org/10.1145/3573051.3596200).
- [7] Haq, I.U. (2023). Impact of Augmented reality system on elementary school ESL learners in country side of China: Motivations, achievements, behaviors and cognitive attainment. *arXiv:2309.09894*. doi: [10.48550/arXiv.2309.09894](https://doi.org/10.48550/arXiv.2309.09894).
- [8] Işık, A. (2008). [Where do the mistakes in our foreign language education come from?](#) *Journal of Language and Linguistic Studies*, 4(2), 15-26.
- [9] James, N. (n.d.). *Unlocking opportunities: Navigating the English language learning*. Retrieved from <https://www.verifiedmarketreports.com/blog/top-7-trends-in-english-language-learning/>.
- [10] Karasar, N. (1994). *Scientific research method: Concepts, principles, techniques*. Ankara: Araştırma Eğitim Danışmanlık.
- [11] Kazakbaeva, R. (2021). From the language of the enemy to language of opportunity: Understanding teacher resistance to curriculum change in English language teaching and learning in Kyrgyzstan. *Journal of Educational Change*, 24, 317-343. doi: [10.1007/s10833-021-09445-z](https://doi.org/10.1007/s10833-021-09445-z).
- [12] Liddicoat, A.J. (2025). Kyrgyzstan, English in. In K. Bolton (Ed.), *The Wiley Blackwell encyclopedia of world Englishes*. Hoboken: John Wiley & Sons. doi: [10.1002/9781119518297.eowe00233](https://doi.org/10.1002/9781119518297.eowe00233).
- [13] Littlejohn, A. (2011). [The analysis of language teaching materials: Inside the Trojan Horse](#). In B. Tomlinson (Ed.), *Materials development in language teaching* (pp. 179-211). Cambridge: Cambridge University Press.
- [14] Miles, M.B., Huberman, A.M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook (3rd ed.)*. Thousand Oaks: SAGE.
- [15] Posner, G.J. (1992). *Analyzing the curriculum*. New York: McGraw-Hill.
- [16] Prokhorchuk, O. (2023). Application of artificial intelligence in teaching disciplines of the humanities cycle. *Humanities Studies: Pedagogy, Psychology, Philosophy*, 11(1), 79-84. doi: [10.31548/hspedagog14\(1\).2023.79-84](https://doi.org/10.31548/hspedagog14(1).2023.79-84).
- [17] Qambarova, D.Y. (2022). Interactive methods of English teaching in higher education. *Oriental Journal of Education*, 2(1), 1-7. doi: [10.37547/supsci-oje-02-01-01](https://doi.org/10.37547/supsci-oje-02-01-01).
- [18] Shadymanova, J., & Amsler, S. (2018). Institutional strategies of higher education reform in post-Soviet Kyrgyzstan: Differentiating to survive between state and market. In J. Huisman, A. Smolentseva & I. Froumin (Eds.), *25 years of transformations of higher education systems in post-Soviet countries. Palgrave studies in global higher education* (pp. 229-257). Cham: Palgrave Macmillan. doi: [10.1007/978-3-319-52980-6_9](https://doi.org/10.1007/978-3-319-52980-6_9).
- [19] Smooth English Company. (n.d.). *The latest trends in English language learning*. Retrieved from <https://www.smoothenglishcompany.com/the-latest-trends-in-english-language-learning>.
- [20] Tuxtayeva, A.I., & Teshaboyeva, N.Z. (2024). [The importance of English for new technologies and global networking](#). *Pedagogs*, 57(2), 4-6.
- [21] Varol, B. (2018). Evaluation of an English language teacher education program from student teachers' perspectives: A case from Turkey. *International Journal of Field Education*, 4(2), 83-96. doi: [10.32570/ijofe.476191](https://doi.org/10.32570/ijofe.476191).
- [22] Yıldırım, A., & Şimşek, H. (2006). [Qualitative research methods in social sciences](#). *Journal of Theory and Practice in Education*, 2(2), 113-118.

Мамлекеттик мектептердеги англис тили мугалимдеринин предметтик программага карата көз караштарынын изилдениши

Сымбат Садыкова

Филология илимдеринин доктору

Ж. Баласагын атындагы Кыргыз улуттук университети

720033, Фрунзе көч., 547, Бишкек ш., Кыргыз Республикасы

<https://orcid.org/0009-0006-7914-0103>

Жамал Атабаева

Окутуучу

Ж. Баласагын атындагы Кыргыз улуттук университети

720033, Фрунзе көч., 547, Бишкек ш., Кыргыз Республикасы

<https://orcid.org/0009-0002-3946-733X>

Аннотация. Кыргызстандын билим берүү системасындагы учурдагы реформалар предметтик программаларды үзгүлтүксүз баалоону жана адаптациялоону талап кылууда, өзгөчө англис тилин окутуунун тез өзгөрүп жаткан реалдуулук шарттарында. Бул изилдөө мамлекеттик мектептердин англис тили мугалимдеринин учурдагы предметтик программанын эффективдүүлүгү жана практикалык колдонулушу боюнча пикирлерин аныктоо жана талдоо максатын көздөгөн. Маалыматтарды чогултуу үчүн анкета сурамжылоосу менен сандык скрининг (SPSS Statistics) модели колдонулган. Фокус-топко Бишкектин мамлекеттик мектептеринен кокус тандоо жолу менен тандалып алынган 50 англис тили мугалими кирди. Талдоодо программанын мазмуну, максаттардын тактыгы, окуу материалдарынын шайкештиги жана баалоо ыкмаларынын колдонулушу боюнча мугалимдердин пикири камтылган. Программанын жалпысынан оң кабыл алынганына карабастан, мугалимдер бир катар олуттуу кемчиликтерди аныкташты: максаттарды түзүүнүн жетишсиз айкындыгы, окуу материалдарынын окуучулардын жаш өзгөчөлүгүнө жана даярдоо деңгээлине ылайык келбегендиги, тиешелүү аудио жана видеоматериалдардын жетишсиздиги, ошондой эле реалдуу мектеп практикасында сунушталган ыкмаларды ишке ашыруудагы кыйынчылыктар. Мындан тышкары, билим берүү тесттеринин мазмуну менен курстун темасынын ортосунда карама-каршылык байкалды. Изилдөөнүн практикалык мааниси англис тилинин предметтик программасын тактоодо жана жаңылоодо, ошондой эле билим берүү саясатын түзүүчү мугалимдер жана адистер үчүн методикалык сунуштарды иштеп чыгууда колдонула турган эмпирикалык маалыматтарды берүү болуп саналат. Алынган жыйынтыктар окутуунун натыйжалуулугун жогорулатуу жана билим берүүнүн сапатын жогорулатуу үчүн мугалимдердин пикирлерин эске алуунун маанилүүлүгүн белгиледи.

Негизги сөздөр: предметтик программа; англис тили программасы; программаны баалоо; чет тилин окутуу; мугалимдердин пикири

Анализ мнений учителей английского языка о предметной программе в государственных школах

Сымбат Садыкова

Доктор филологических наук

Кыргызский национальный университет имени Ж. Баласагына

720033, ул. Фрунзе, 547, г. Бишкек, Кыргызская Республика

<https://orcid.org/0009-0006-7914-0103>

Жамал Атабаева

Преподаватель

Кыргызский национальный университет имени Ж. Баласагына

720033, ул. Фрунзе, 547, г. Бишкек, Кыргызская Республика

<https://orcid.org/0009-0002-3946-733X>

Аннотация. Современные реформы в образовательной системе Кыргызстана диктуют необходимость регулярной оценки и адаптации предметных программ, особенно в контексте быстро меняющихся реалий преподавания английского языка. Данное исследование было направлено на выявление и анализ мнений учителей английского языка государственных школ относительно эффективности и практической применимости действующей предметной программы. Для сбора данных была использована количественная скрининговая модель с анкетным опросом (SPSS Statistics). Фокус-группу составили 50 учителей английского языка из государственных школ Бишкека, отобранные методом случайной выборки. Анализ охватил мнения педагогов о содержании программы, ясности целей, адекватности учебных материалов и применимости методов оценивания. Несмотря на в целом положительное восприятие программы, учителя выявили ряд существенных недостатков: недостаточную четкость формулировок целей, несоответствие учебных материалов возрастным особенностям и уровню подготовки учащихся, нехватку актуальных аудио- и видеоматериалов, а также сложности в реализации рекомендованных подходов в реальной школьной практике. Кроме того, отмечено расхождение между содержанием учебных тестов и тематикой курса. Практическая ценность исследования заключается в предоставлении эмпирических данных, которые могут быть использованы при доработке и обновлении предметной программы по английскому языку, а также при разработке методических рекомендаций для учителей и специалистов, формирующих образовательную политику. Полученные результаты подчеркнули важность учета мнения педагогов для повышения эффективности преподавания и улучшения качества образования.

Ключевые слова: предметная программа; программа по английскому языку; оценка программы; преподавание иностранного языка; мнение учителей