

*Dildabekova N.N.¹, Kudysheva A.A.², Makhanova Zh.K.³

^{1,2,3} O. Zhanibekov South Kazakhstan Pedagogical University

^{1,2,3} Kazakhstan, Shymkent

¹ORCID ID: 0009-0004-0976-6501

²ORCID ID: 0000-0001-8897-7497

³ORCID ID: 0000-0002-0017-0232

*nuridildabekova@gmail.com

PERCEPTIONS OF LIFELONG LEARNING: CASE STUDY AT O. ZHANIBEKOV SOUTH KAZAKHSTAN PEDAGOGICAL UNIVERSITY

Abstract

In the context of global and rapid change, the demand for continuous self-development of professionals is increasing. This article addresses the problem of fostering lifelong learning (LLL) skills among university teachers, driven by the shortening shelf-life of professional knowledge – according to forecasts, 39% of existing skills will become outdated or transformed by 2030. The aim of the study is to identify how in-service teachers at a Kazakhstani pedagogical university perceive lifelong learning, as well as to determine the key barriers and possible strategies for developing these skills within the institutional environment. The methodology is based on a qualitative case study: structured online interviews were conducted with six teachers from O. Zhanibekov South Kazakhstan Pedagogical University, and the data were analysed using thematic analysis. The results show that teachers generally recognize the importance of LLL, but in practice they face limited time, heavy teaching loads, lack of motivation, and insufficient institutional support. The most sought-after strategies include mentorship, allocated time for reflection, and integration of research-based practices into the curriculum. The significance of the study lies in its empirical evidence of the gap between declared LLL policies and actual conditions for their implementation at O. Zhanibekov South Kazakhstan Pedagogical University. The conclusions point to the need to revise workloads, strengthen mentoring support, and create a sustainable motivational environment for teachers' professional development.

Key words: lifelong learning, continuous professional development, in-service teachers, higher education, challenges in developing lifelong learning skills, teacher education, teaching practices, lifelong learning skills.

Introduction. The rapidly evolving world sets the priorities that push the implementation of objectives to meet the demands of both individuals and society in the light of economic, social, educational, political, and technological demands. In the foreground of global changes, the requirements to competencies and job qualifications will only keep increasing that stipulates the need to activate the policy to settle the national job market and improvement of educational system aimed at upgrading the quality of staff potential of the country and its efficient use. It should also be noted that the shelf-life of professional knowledge has dramatically shortened, with some estimates suggesting that specific skills may remain relevant for only a few years [1].

The fact that Kazakhstan integrated into a global economy acutely causes the need in prompt responses to revolutionary fluctuations around so that to experience less challenges on the way to promote the country to the list of top 30 developed countries by 2050.

Following the Programme for the International Assessment of Adult Competencies (PIAAC) research 50% of Kazakhstan population achieves just the second level of skills (functional literacy) development which speaks of the fact that majority of people are capable of only reproducing the knowledge having no traces of innovation potential [2].

Therefore, one of the top priorities of today is to furnish the growing generation with the competence, knowledge and skills required for a specialist capable of overcoming the challenges facing in contemporary world. Otherwise, no rise can be expected since according to the Future of Jobs Report 2025, on average, workers can expect that two-fifths (39%) of their existing skill sets will be transformed or become outdated over the 2025-2030 period [1, p. 6]. AI and big data top the list of fastest-growing skills, followed closely by networks and cybersecurity as well as technology literacy. Complementing these technology-related skills, creative thinking, resilience, flexibility and agility, along with curiosity and *lifelong learning*, are also expected to continue to rise in importance over the 2025-2030 period [1, p. 6]. This is the reason why alongside with soft and hard skills, the

specialist of today is to possess lifelong learning skills bearing great significance for formation of competitive personality.

Teachers occupy a unique and pivotal position within this paradigm. Since they are expected not only to develop lifelong learning skills (LLL) but to embody the mentioned principles themselves. This requires teachers “to adopt a different view of their role, and a different answer to the question ‘who am I as a teacher?’” [3]. However, successful implementation of national and global LLL policies largely depends on teachers’ own perceptions, experiences, and real opportunities for continuous professional development.

It should be noted that despite high relevance of the issue, there is a noticeable research gap regarding how this concept is perceived and implemented by in-service teachers in Kazakhstani higher education institutions. Most existing studies focus on Western contexts or general theoretical frameworks, while empirical research in the Kazakhstani pedagogical university environment remains limited.

In this regard, the object of the study is the process of forming a culture of lifelong learning among university teachers. The subject of the study is the perceptions, experiences, and key challenges to the development of lifelong learning skills among in-service teachers in a pedagogical university in the context of digitalization and globalization.

The purpose of the study is to identify the peculiarities of how in-service teachers at a Kazakhstani pedagogical university perceive lifelong learning and to determine the main challenges and possible strategies for developing these skills in the institutional environment.

To achieve this purpose, the following research questions were formulated:

1. How do in-service teachers at O. Zhanibekov South Kazakhstan Pedagogical University understand and perceive the concept of lifelong learning?
2. What are the main challenges and barriers they face in developing lifelong learning skills?
3. What strategies and institutional conditions do teachers consider most effective for fostering lifelong learning?

Literature review. The concept of lifelong learning (LLL), while often perceived as a modern response to globalization and technological change, has philosophical roots extending back centuries. Echoes of the principle can be found in the Socratic idea of intellectual humility ("I know that I know nothing") and in teachings of great thinkers across cultures, such as the Kazakh philosopher and poet Abay Kunanbaiuly, who emphasized the perpetual pursuit of knowledge and self-improvement. However, in its contemporary formulation, LLL has evolved into a structured educational policy imperative.

Globally, LLL is defined as “all learning activity undertaken throughout life, with the aim of improving knowledge, skills, and competences within a personal, civic, social and/or employment-related perspective” [4]. The key policy document enshrining LLL principle is the Concept for developing the higher education and science in the Republic of Kazakhstan for 2023-2029 [5]. The Concept defines LLL as a backbone element to enhance human capital and national competitiveness of the country. It creates official, “top-down” request to shape the culture of continuous education among teacher educators.

“As an increasingly popular slogan in the field of European Union (EU) educational policy” [6], lifelong learning has become a challenging term since the 70’s. Within academic discourse, scholars have explored LLL from various angles. Taubayeva et al. [7] frame it as an essential, continuous process of updating knowledge that is immediately susceptible to obsolescence in the information age. Others, such as Endres, Leber, and Böttger, focus on LLL as a mechanism for self-regulation and maximal professional development across diverse fields [8]. In teacher education specifically, LLL is recognized as a core competency. Korthagen argues that it requires teachers to fundamentally re-conceptualize their professional identity, moving from a stance of mastered knowledge to one of continuous inquiry [3, p.80].

A significant body of research focuses on the challenges to fostering LLL among educators. While the research by Cornford revealed identified common barriers including heavy workload, lack of time, insufficient institutional support, and limited access to resources [9], later studies by Van

Woezik shifts the focus on often cited effective strategies involving mentorship programs, collaborative communities of practice, reflective teaching practices, and the integration of research into curricula.

Though the importance of LLL is universally acknowledged, there is a discernible gap in the literature regarding its specific implementation and perception within the context of teacher education in Kazakhstan as most studies focus on Western or general educational contexts.

Despite clear political mandate of Kazakhstan for LLL development, there are no any empirical studies concentrated on how this imperative is perceived and implemented by pivotal agents of educational process - in-service teachers. Consequently, this study aims to address this gap by investigating the perceptions of in-service teachers at a Kazakhstani university, thereby contextualizing the global theory of LLL within a specific national and institutional framework.

Methods and materials. The study employed a qualitative case study design, which is an empirical investigation that examines a contemporary phenomenon in detail and within its real-life context [10]. This approach allowed the researchers to gain a detailed understanding of how lifelong learning is perceived and experienced by in-service teachers in a real-life university environment.

The research was conducted in two interrelated stages:

1. Theoretical and documentary analysis

A systematic review and critical analysis of scholarly literature and official policy documents were carried out to establish the theoretical and conceptual framework of the study. This stage included:

- Analysis of scientific publications on lifelong learning from international and national databases;
- Examination of key philosophical and pedagogical concepts of continuous education;
- Policy analysis of strategic documents of the Republic of Kazakhstan, particularly the Concept for the Development of Higher Education and Science for 2023–2029.

2. Empirical investigation

The empirical part of the study was based on a qualitative case study of O. Zhanibekov South Kazakhstan Pedagogical University. Data were collected through structured online interviews.

Six in-service teachers from O. Zhanibekov South Kazakhstan Pedagogical University participated in the study. The sample included teachers with different lengths of teaching experience (from less than 5 to more than 10 years). All participants worked in the university located in Shymkent, Kazakhstan.

The sample size ($n=6$) is consistent with the requirements of qualitative case study research, where the emphasis is on information-rich cases rather than statistical generalizability. As Yin [10, pp.40-41] notes, qualitative case studies aim for analytical generalization, not statistical representation. The selection of teachers from Foreign Languages Department was purposive: these teachers are regularly involved in continuous professional development activities (e.g., language proficiency updates, methodological training) and are therefore well-positioned to reflect on LLL practices. Given the small scale and focused scope, this study should be considered exploratory and pilot in nature. The findings provide initial insights into LLL perceptions at one department of a single university; they are not intended to be generalized to the entire institution or to all academic disciplines. Future research with larger and more diverse samples, including teachers from different departments and universities across Kazakhstan, is needed to validate and extend these findings.

Structured interviews were conducted using a questionnaire consisting of 10 open-ended and multiple-choice questions delivered via Google Forms. Due to the holiday period and busy schedules of the respondents, the link to the questionnaire was distributed through WhatsApp and email. This format allowed participants to respond at a convenient time while providing detailed written answers.

The obtained qualitative data were processed using thematic analysis following the six-phase framework proposed by Kiger and Varpio [11]: (1) familiarization with the data through repeated reading of interview responses; (2) generating initial codes by identifying meaningful segments of text; (3) searching for themes by grouping related codes; (4) reviewing themes to ensure consistency with the data set; (5) defining and naming themes; and (6) producing the final report.

To ensure analytical rigour, the coding process below (Table 1) was conducted by researchers and reviewed by the co-authors. Discrepancies were resolved through discussion until consensus was reached.

Table 1. Examples of the coding process

Data excerpt (participant response)	Initial code	Theme
«Limited time to engage in professional development» (P2)	Time constraint	Barriers to LLL
«I stay updated with the latest research, engage in discussions with peers» (P2)	Research engagement	Self-directed learning strategies
«Staying curious» (P3)	Curiosity / intrinsic motivation	Personal motivation
«Exploring new digital tools, apps, and platforms to enhance learning and keeping up with technological advancements» (P4)	Technology integration	Professional development strategies
«Lack of motivation to engage in continuous learning» (P1)	Low motivation	Barriers to LLL

Source: developed by the author as a result of research

After initial coding, related codes were grouped into broader themes that directly corresponded to the research questions: 1) Understanding of LLL; 2) Barriers to LLL (e.g., time constraints, heavy workload, lack of motivation, insufficient institutional support); 3) Engagement in LLL activities (e.g., workshops, online courses, reading, reflection, collaboration); and 4) Strategies for improvement (e.g., mentorship, reflection time, research integration).

The combination of theoretical analysis and empirical qualitative data provided a comprehensive understanding of the research problem, linking global and national theoretical concepts with real practices and perceptions of university teachers.

Results and their discussion. The study covered analyzing perceptions of lifelong learning skills by in-service teachers of O. Zhanibekov South Kazakhstan Pedagogical University located in Shymkent, southern part of Kazakhstan. There were total of 6 teachers with varied experiences participating in the research in the form of online interview (Table 2.).

Table 2. Information on research participants

Participant ID	Years of Teaching Experience	Gender	Taught discipline
P1	10+	Female	Methods of Foreign Language (FL) teaching
P2	10+	Male	English as a FL
P3	10+	Female	General English
P4	10+	Female	General English
P5	5-10	Female	Lexicology
P6	<5	Female	English as a FL

Source: developed by the author as a result of research

There were 4 teachers with 10 and more years of experience, 1 teacher having teaching experience between 5-10 years and 1 teacher with less than 5 years of experience. All participating teachers work in the city.

Overall, the interview guide consisted of mix of 10 open-ended and multiple-choice questions presented by Google Forms addressing teacher's perceptions of lifelong learning. Interview questions were delivered online by sending the link to the questions by WhatsApp and e-mail due to holiday period and diverse work schedule of interviewees. Responses were collected and recorded electronically in Excel table in Google Forms. The study sought to answer the questions as follows:

Q1 How would you define "lifelong learning" teaching?

Q2 Do you believe that lifelong learning is important for teachers?

Q3 Which of the following lifelong learning activities do you currently engage in (select all that apply)?

Q4 Do you believe that lifelong learning is emphasized in your teacher education program?

Q5 What do you perceive as the biggest challenge in developing lifelong learning skills during your teaching experience?

Q6 Do you feel that your teacher education program has adequately prepared you for lifelong learning as a teacher?

Q7 Which of the following strategies would be most helpful in improving lifelong learning skills for teachers (select all that apply)?

Q8 Are you provided sufficient opportunities to engage in research and reflect on your teaching practices?

Q9 Do you believe your institution supports the integration of technology and modern research into teaching?

Q10 What strategies do you personally use to continue your professional development and learning?

The data were analyzed using thematic analysis. This method was selected for its effectiveness in identifying, analyzing, and reporting patterns (themes) within rich qualitative data. The process involved initial coding of responses, searching for themes, reviewing themes, and defining and naming them to develop a coherent narrative of the findings [12].

Ten questions were developed based on literature review, research gaps revealed as result of literature review and personal concerns of the researcher on lifelong learning in line with research questions. Each participant was assigned a code, for instance P1, P2...P6. It should also be noted that research questions were created to suit general purpose of the study, and all the participants were provided sufficient time during the interview.

Understanding of lifelong learning

Regarding the question to define the term “lifelong learning” which required open-ended answers, the interviewees provide constructed response. According to their responses, three of the interviewees agree that “In the context of teaching, “lifelong learning” refers to the continuous, self-directed process of acquiring, enhancing, and refining skills throughout an individual's life. It emphasizes the idea that language learning does not end after formal education but is an ongoing pursuit that adapts to changing personal, professional, and cultural needs.

The following are some quotations:

Lifelong learning in teaching refers to the continuous, self-motivated pursuit of language skills throughout one's life, emphasizing not only formal instruction but also informal, ongoing practice and development. (P2)

“Lifelong learning” in teaching refers to the continuous process of acquiring and improving language skills throughout one's life, emphasizing the importance of ongoing practice, self-motivation, and adapting to new learning methods in a globalized world. (P4)

Whereas other 2 are confirmed that “lifelong learning is improving teaching skills throughout one's life” (P3) and 1 interviewee has a belief that it is “self-development” (P5) only.

Perceived importance

Five out of six interviewees (P1, P2, P4, P5, P6) consider lifelong learning important for teachers, while one respondent (P3) holds a negative view (Figure 1). As shown in Figure 1, the majority of teachers (five out of six) recognize lifelong learning as an important component of their professional activity. Only one respondent expressed a negative view, indicating that the overall perception of LLL among the teaching staff at Zhanibekov University is predominantly positive.

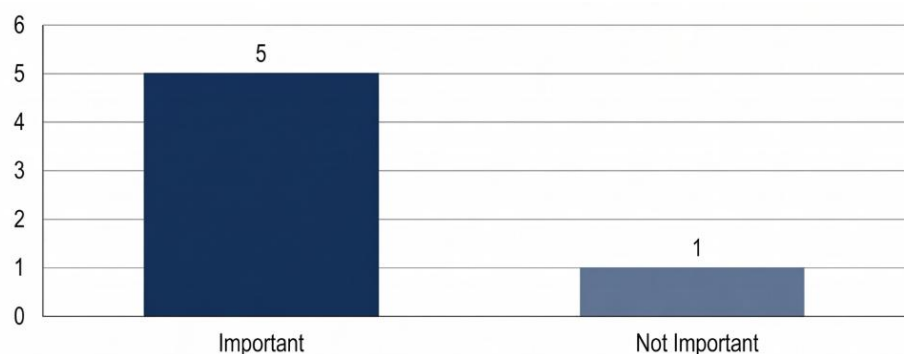


Figure 1. Distribution of respondents' answers on the importance of lifelong learning for teachers
Source: compiled by the authors based on interview data using NotebookLM

Current engagement

The interview data reveal varying levels of engagement across different lifelong learning activities (Figure 2).



Figure 2. Lifelong learning activities that teachers are currently engaged in
Source: compiled by the authors based on interview data using NotebookLM

The graph above illustrates that nowadays 4 teachers (P2, P4, P5, P6) at O. Zhanibekov South Kazakhstan Pedagogical University are mostly engaged in both attending workshops and conferences, demonstrate activeness in online courses or webinars. Three teachers (P3, P5, P6) show interest in reading academic journals or books on language teaching as well as reflecting on own teaching practice. The activity related to collaborating with peers or mentors is engaged by 2 teachers only (P2, P4). Notably, none of the respondents participates in professional networks or communities.

Institutional focus and preparedness

In terms of the content of teacher education program where the emphasis is made on lifelong learning, five (P1, P2, P4, P5, P6) out of 6 teachers are confident that lifelong learning is a central focus in their teacher education program while one teacher (P3) believes that there is focus though considered to be insufficient.

Challenges to developing lifelong learning skills

In view of the biggest challenges in developing lifelong learning skills during teacher education the responses of interviewees vary a lot. Analysis of interview data reveals a range of challenges that teachers face in developing lifelong learning skills during their teaching experience. The most frequently cited challenge was limited time to engage in professional development, mentioned by four participants (P2, P3, P4, P6). An equal number of respondents (P1, P3, P4, P5) identified lack of motivation to engage in continuous learning as a significant barrier.

Heavy workload and academic pressure were reported by three teachers (P3, P5, P6), while limited institutional support or mentorship was also noted by three participants (P2, P4, P5). Lack of access to current research or academic resources was mentioned by two teachers (P4, P6). Notably,

resistance to new teaching methods or research was not reported as a challenge by any of the respondents.

The predominance of time-related and motivational barriers suggests that teachers face structural and psychological constraints rather than ideological resistance to change. The fact that access to resources was cited less frequently may indicate that institutional provisions are relatively adequate, or that other factors (time, motivation) are perceived as more pressing. The complete absence of resistance to innovation is a positive indicator, suggesting openness to new approaches provided that time and institutional support are improved.

Preparation of teacher education program for lifelong learning

The question regarding how well teacher education program prepares a teacher for lifelong learning caused detailed responses on the part of interviewees three of which (P2, P3, P4) were really confident of the program content relevance while two (P1, P6) partially agreed with the fact mentioned above. 1 interviewee (P5) was entirely unsupportive of this view.

Strategies for improvement

In the light of strategies that would be most helpful in improving lifelong learning skills for teachers, 4 interviewees chose the strategies referring to “More opportunities for mentorship and guidance from experienced teachers” (P2, P3, P5, P6) and “Time allocated for reflection on teaching practices” (P1, P3, P4, P6). Half of interviewees suppose that “Greater integration of research-based practices into the curriculum”, “Encouragement to collaborate with peers in a community of practice” and “Workshops on how to engage with and apply academic research in teaching” can serve as better strategies that would assist in target skills improvement for teachers. Only 2 interviewees (P2, P4) made an option in favor of the strategy “More accessible resources for professional development (e.g., online courses, conferences)” whilst 1 interviewee (P3) believe that “Increased focus on self-directed learning and personal growth” could be the best strategy beneficial in improving lifelong learning skills for teachers.

Opportunities to engage in research and reflect on your teaching practices

Institutional support in integrating technology and modern research into teaching is of crucial importance. In this regard, it can be evidently seen that four of interviewees (P1, P2, P4, P6) believe that there is support on behalf of institution although two interviewees (P3, P5) have quite negative view on this matter (Figure 3).

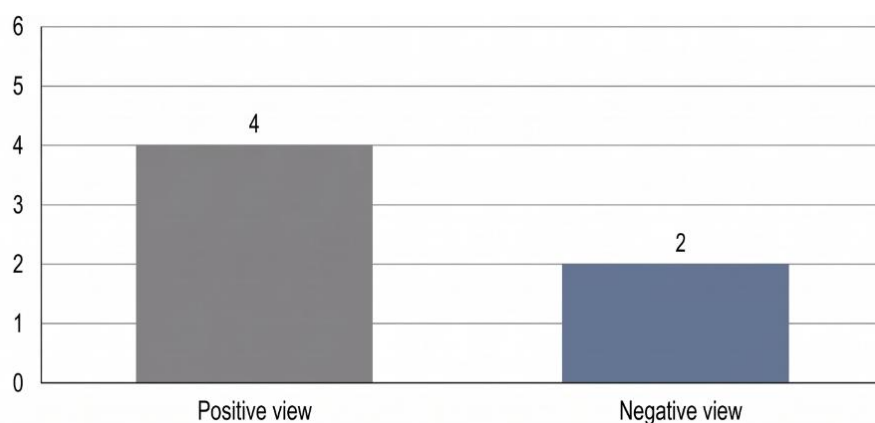


Figure 3. Support of university in integrating technology and modern research into teaching

Source: developed by the author as a result of research using NotebookLM

In terms of strategies teachers use to continue their professional development and learning the responses varied differently.

Some of quotations are:

To continue my professional development, I stay updated with the latest research, engage in discussions with peers, attend workshops and webinars, and regularly reflect on my practices to identify areas for improvement. (P2)

Staying curious. (P3)

Exploring new digital tools, apps, and platforms to enhance learning and keeping up with technological advancements in education. (P4)

Discussion. The present study provides valuable insights into the realities of fostering a culture of lifelong learning among teachers in a Kazakhstani university context.

In general, judging by the responses, teachers' profound understanding of lifelong learning aligns with global definition and suggests that O. Zhanibekov South Kazakhstan Pedagogical University successfully implements the strategies and policies fostering lifelong learning ideas. However, a gap exists between conceptual recognition and deep, self-directed learning. High engagement in mandatory activities like workshops (four teachers) contrasts with low involvement in reading, reflection and, especially, participation in professional networks (none of the teachers) (Table 3).

Table 3. Lifelong learning activities that teachers are currently engaged in

Activity	Number of teachers engaged	Nature of engagement
Attending workshops or conferences	4	Often institutional, structured, sometimes mandatory
Engaging in online courses/webinars	4	Flexible, but may be driven by institutional requirements
Reading academic journals or books	3	Self-directed, sustained intellectual engagement
Collaborating with peers or mentors	2	Relational, community-based, informal
Participating in professional networks	0	External community engagement and broader field connection

Source: compiled by the authors based on interview data using NotebookLM

Meanwhile, positive responses regarding the focus on lifelong learning in teacher education program proves the actions that O. Zhanibekov South Kazakhstan Pedagogical University takes to promote full-fledged development of lifelong learning skills in its future specialists. At the same time, insufficient time to engage in professional development and subsequently lack of motivation to get into lifelong learning are considered to be the biggest challenges. The stated picture was predictable by all means subject to curriculum, social and academic work of teachers.

With reference to the strategies to improve lifelong learning skills of in-service teachers, the interviewees agree on withdrawing the part of burden thus allocating more time for opportunities to go in for mentorship and guidance from experienced teachers, as well as reflect on their teaching practices since this is one of efficient ways to speculate on improvements and backlogs in their work. Other strategies such as integration of research-based practices into curriculum, increased focus on self-directed growth seem to be of much less significance supposedly due to economic factors as well.

It becomes obvious that O. Zhanibekov South Kazakhstan Pedagogical University stipulates adequate tools and funds to encourage lifelong learning tendency of teachers which is repeatedly confirmed by the share of positive feedback as per the diagrams.

Although the time constraint and workload somehow limit teacher's will and desire to get engaged in lifelong learning activities, the research shows that committed to continue their education using available resources.

Limitations. This study has several limitations that should be acknowledged. First, the sample consisted of only six teachers from a single department (Foreign Languages) at one university, which limits the generalizability of the findings to other academic disciplines and institutions in Kazakhstan. Second, the study relied exclusively on self-reported data through structured online interviews, which may be subject to social desirability bias and may not fully capture actual teaching practices or LLL engagement behaviors. Third, data collection took place during the holiday period, which may have affected the availability and responses of participants. Fourth, the study did not include triangulation with other data sources (e.g., observations, document analysis) that could have provided a more

comprehensive understanding of LLL practices. These limitations are characteristic of exploratory qualitative research and do not diminish the value of the insights gained; rather, they highlight the need for further investigation. Future research should address these limitations by including larger and more diverse samples, employing multiple data collection methods, and conducting comparative studies across different types of higher education institutions in Kazakhstan.

Conclusion. The study reveals that in-service teachers at Zhanibekov University demonstrate a generally positive awareness of lifelong learning, with the majority defining it as a continuous, self-directed process of updating knowledge and professional skills. However, the depth of understanding varies: while some respondents provided comprehensive definitions, others offered narrower interpretations, such as “self-development” or “improving teaching skills”, and one participant questioned the importance of LLL altogether.

The main barriers to the development of LLL skills are consistently identified as time constraints, heavy workloads, lack of intrinsic motivation, and insufficient institutional support. These challenges are perceived as more pressing than resistance to new methods or lack of access to resources.

Regarding strategies, the teachers consider mentorship, dedicated time for reflective practice, and the integration of research-based approaches into the curriculum as the most promising institutional interventions. Less emphasis is placed on self-directed learning or increased resource availability, which may reflect the current economic and organizational realities.

While the university provides formal structures (workshops, courses) that encourage LLL engagement, the gap between mandatory participation and deep, self-motivated learning remains significant. The findings suggest that to foster a genuine culture of lifelong learning, university management should reduce excessive workloads, strengthen mentoring systems, and create conditions that support both professional reflection and emotional sustainability. These steps are essential for preparing teachers to meet the rapidly evolving demands of education and for fulfilling the national agenda of enhancing human capital and competitiveness.

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*Дильдабекова Н.Н.¹, Кудышева А.А.², Маханова Ж.К.³

^{1, 2, 3} Ө. Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университеті

^{1, 2, 3} Қазақстан, Шымкент

ҮЗДІКСІЗ БІЛІМ АЛУҒА КӨЗҚАРАС: Ө. ЖӘНІБЕКОВ АТЫНДАҒЫ ОҢТҮСТІК ҚАЗАҚСТАН ПЕДАГОГИКАЛЫҚ УНИВЕРСИТЕТІНДЕГІ КЕЙСТІ ЗЕРТТЕУ

Аңдатпа

Жаһандық және қарқынды өзгерістер жағдайында мамандардың үздіксіз өзін-өзі дамытуына деген сұраныс артуда. Мақала жоғары оқу орындары оқытушыларының үздіксіз білім алу дағдыларын қалыптастыру мәселесіне арналған, себебі кәсіби білімнің өзектілік мерзімі қысқаруда – болжам бойынша, 2030 жылға қарай қолданыстағы дағдылардың 39%-ы ескіреді немесе трансформацияланады. Зерттеудің мақсаты – қазақстандық педагогикалық университеттің оқытушыларының өмір бойы оқуға деген көзқарасын анықтау, сондай-ақ осы дағдыларды дамытудағы негізгі кедергілер мен мүмкін болатын стратегияларды институционалдық ортада айқындау. Әдіснама сапалы кейс-зерттеуге негізделген: Ө.Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университетінің алты оқытушысымен құрылымдық онлайн-сұхбаттар жүргізіліп, алынған мәліметтер тақырыптық талдау арқылы өңделді. Нәтижелер оқытушылардың үздіксіз білім алудың маңыздылығын мойындайтынын, алайда іс жүзінде уақыттың шектеулілігіне, жүктеменің ауырлығына, ынтаның жеткіліксіздігіне және институционалдық қолдаудың тапшылығына тап болатынын көрсетті. Ең тиімді стратегиялар ретінде тәлімгерлік, рефлексияға уақыт бөлу және зерттеуге негізделген тәжірибелерді оқу бағдарламасына енгізу аталды. Зерттеудің маңыздылығы – Ө.Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университетінде жарияланған үздіксіз білім алу саясаты мен оны жүзеге асырудың нақты жағдайлары арасындағы алшақтықты эмпирикалық түрде дәлелдеуі. Қорытындылар жүктемені қайта қарау, тәлімгерлік қолдауды күшейту және оқытушылардың кәсіби дамуы үшін тұрақты мотивациялық орта құру қажеттігін көрсетеді.

Түйінді сөздер: үздіксіз білім алу, үздіксіз кәсіби даму, оқытушылар, жоғары білім, үздіксіз білім алу дағдыларын дамытудағы кедергілер, педагогикалық білім, оқыту тәжірибелері, үздіксіз білім алу дағдылары.

*Дильдабекова Н.Н.¹, Кудышева А.А.², Маханова Ж.К.³

^{1, 2, 3} Южно-Казахстанский педагогический университет им. О. Жанибекова

^{1, 2, 3} Казахстан, Шымкент

ВОСПРИЯТИЕ НЕПРЕРЫВНОГО ОБРАЗОВАНИЯ: ИЗУЧЕНИЕ КЕЙСА В ЮЖНО-КАЗАХСТАНСКОМ ПЕДАГОГИЧЕСКОМ УНИВЕРСИТЕТЕ ИМЕНИ О.ЖАНИБЕКОВА

Аннотация

В условиях глобальных и стремительных изменений возрастает потребность в непрерывном саморазвитии специалистов. Статья посвящена проблеме формирования навыков обучения на протяжении всей жизни (lifelong learning, LLL) у преподавателей высшей школы, что обусловлено сокращением срока актуальности профессиональных знаний – по прогнозам, к 2030 году 39% существующих навыков устареют или трансформируются. Цель исследования - выявить особенности восприятия lifelong learning преподавателями

казахстанского педагогического университета, а также определить ключевые барьеры и возможные стратегии развития этих навыков в институциональной среде. Методология базируется на качественном кейс-исследовании: проведены структурированные онлайн-интервью с шестью преподавателями Южно-Казахстанского педагогического университета имени О. Жанибекова, данные проанализированы с использованием тематического анализа. Результаты показали, что преподаватели в целом осознают важность LLL, однако на практике сталкиваются с ограниченностью времени, высокой учебной нагрузкой, недостатком мотивации и нехваткой институциональной поддержки. Наиболее востребованными стратегиями признаны наставничество, выделение времени на рефлексию и интеграция исследовательских подходов в учебный процесс. Значимость исследования заключается в эмпирическом обосновании разрыва между декларируемой политикой LLL и реальными условиями её реализации в казахстанском вузе. Выводы указывают на необходимость пересмотра рабочей нагрузки, усиления менторской поддержки и создания устойчивой мотивационной среды для профессионального развития преподавателей.

Ключевые слова: непрерывное образование, непрерывное профессиональное развитие, преподаватели, высшее образование, препятствия в развитии навыков непрерывного образования, педагогическое образование, практики преподавания, навыки непрерывного образования.

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