

A.B. Danabekova
E. Tashkyn
D.B. Mukatova

Kazakh Ablai khan University of international relations and world languages, Almaty, Kazakhstan
(E-mail: aiger_dana@mail.ru, erkantaskin@gmail.com, diddy1606@mail.ru)

Opportunities and challenges of MOOC: perspectives for Kazakh higher language education

Abstract. *The article explores the Massive Open Online Courses (MOOCs) opportunities for teaching and learning from a teaching and technological perspective. It also takes a look at the complexities that come along with new current global emergency such as the COVID-19 pandemic. MOOCs have been introduced as an alternative powerful teaching platform that orients learners to open and participatory educational resources, and at the same time, supports the idea of lifelong networked learning. The purpose of this study is to review MOOCs characteristics, as compared to those offered on international and national platforms. Furthermore, considering the future of higher education, we discuss the opportunities and challenges MOOCs may bring to Kazakhstan's higher education system. The findings indicated that the MOOCs as alternative forms of education have the potential to promote lifelong education, eliminate barriers in the learning process and provide equal opportunities in education. Most of the offered courses on national platforms are of a lecture nature, without any opportunities for students to interact and give feedback within the framework of the one lecture/module. In addition, further work is needed to develop the digital literacy of facilitators and students, which is a key factor for the successful participation and completion of the MOOC course. The study asked MOOCs developers to explore various other initiatives outside of traditional educational institutions to meet new student needs in the open higher education market.*

Keywords: *pedagogical model, open and distance learning, massive open online courses (MOOCs).*

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Introduction

Education has been severely affected by the COVID-19 pandemic worldwide. The global emergency has forced the national education systems to refocus their attention on e-learning, and the strategic importance of quality, open-access multimedia learning tools as massive open online courses (MOOCs) to keep the education in operation. The role of online presentation and dissemination of the required knowledge

becomes more apparent than ever (Siemens [1], Cormier & Siemens [2], de Waard, [3], Atiaja & Guerrero-Proenza [4], Garcha, Mkwizu, & Sharma [5]). The researchers state that MOOCs offer the great didactic potential for higher education in general and language learning and teaching. Massive Open Online Courses (MOOCs) have been introduced as alternative powerful learning platforms that orient students to open and participatory educational resources and at the same time support the idea of

lifelong networked learning. George Siemens, one of the founders of the original MOOCs, highlights that MOOC models are targeted to emphasize creation, creativity, autonomy, and social networked learning while learning approaches are focused on knowledge creation and generation [1]. Cormier and Siemens affirm that the MOOCs are designed to provide learners with opportunities to network and cluster of people with the same interests, to create groups for collaborations, which eventually last beyond the course and even extend into or link with a larger community [2]. They state that the MOOCs goal is not predetermined by a set syllabus; the MOOCs may be part of a university's program that leads to earning credits, but they do not make it the sole or even the primary goal of the course. According to de Waard the MOOCs is a non-defined pedagogical format to organize learning and teaching on a specific topic in an informal, online, and collaborative way that enables learners to use multiple sources to reach the learning goals [3]. Thus, we believe that the MOOCs entail acting in favor of active, participative, and collaborative learning to increase the goal attainment since knowledge is shared with peers.

The relevance that MOOCs are acquiring is due to the fact that they are educational courses with two significant concepts: they are open and for mass. The idea of openness in education means, from students' perspective, freedom of participation and commitment, and transparency of content of educational resources and its design from teachers' perspective. Course massiveness refers to its technical capability to enroll different numbers of students with no differentiation to their backgrounds, languages, ages, and cultures. One important feature about MOOCs is that it is not just educational content presented online for free; it is a matter of interactions and evolvments. In fact, participation is the key feature of MOOCs when students are enrolled for successful course accomplishment.

Thus, MOOCs can be interpreted as a course designed to orient students to open, large-scale participatory, and didactically organized educational resources on a specific topic, available via the web.

The current MOOC literature categorized MOOCs into two main types: "cMOOCs" and "xMOOCs". The "c" in "cMOOCs" stands for the "connectivist" philosophy. This is the model that was initially suggested by Downes [6,7] and Siemens [1]. This model of the course structure enables students to learn by seeking information themselves and sharing it with other members of the learning community, with less dependence on the instructor's supervision. Their learning is also not evaluated by instructors because all learners pursue different things.

The letter "x" describes MOOCs' 'extended' nature. The xMOOC structure depends on an online learning model rather than on blended learning (cited by AlDahdouh et al. [8]). Researchers state only online participants are presented in xMOOC, which also got a lot of criticism from the connectivists [1, 2, 5, 6, 7, 8]. According to connectivists tend to xMOOC, follows instructivist course design in which learning goals are predefined by the instructor, while xMOOC's supporters argue that xMOOC relies on cognitive-behavioral pedagogical practices [9].

Generally, most of the commercial MOOCs (edX, Coursera, Udacity and FutureLearn) use a cognitive-behavioral pedagogical model that conceives learning as a creative and social process of interdisciplinary transfer and integration of knowledge.

In light of the COVID-19 pandemic, our study seeks to explore the MOOCs opportunities for teaching and learning from a discourse analysis perspective with the aim of demonstrating the principal problems and challenges of MOOCs and how these could be overcome from a teaching, technological and organizational perspective. The purpose of this study is to review MOOCs characteristics, as compared to those offered in international platforms. Furthermore, in light of the future of higher education, we discuss opportunities and challenges MOOCs may bring to Kazakhstan's higher education system. To address these didactic concerns, the following research questions were formulated:

1. What are the principal opportunities and challenges of MOOCs?

2. How could the challenges of MOOCs be overcome from a teaching, technological and organizational perspective?

Methodology

The idea of MOOCs found allies among academic institutions and rapidly became a potential solution in the context of educational reforms. According to the Class Central MOOCs Report (2019), the total enrolment to MOOCs reached 101 million learners worldwide for 2018 [10]. There are single MOOCs with a number of students exceeding the entire number of students enrolled in some universities.

However, integrating and adopting MOOC in educational institutions worldwide is still questionable. Criticisms on different online courses began during the early stages of open multimedia learning resources and continued until the integration of information and communication technologies and learning platforms. Numbers of theorists and practitioners are concerned about differences of MOOCs with other forms of online learning when the virtual classroom had been discussed for decades, online video lectures are available for free on YouTube or iTunes U, and forums for online interaction are widely used on the net [11, 12, 13].

In relation to the MOOCs definitions given above, it is essential to understand the differences between the MOOC with other educational resources. For instance, researchers (Siemens & Cormier [2], deWaard [3], Hiltz [11], Conole [12]) differentiated the MOOCs from 'regular' online courses in the following aspects:

- Unlike an online course that focuses more on content, MOOCs are focused on dynamic building up of context around the content. Each MOOCs gathers around it a repository of content – reference links, resources, participant blogs, podcasts, videos, and others.

- Participants in a MOOCs come together from varied backgrounds without entry qualifications and it has not aimed at awarding credits, while online courses are assigned to learners, typically by the organization they study or work in for a degree or a diploma.

- The content in a MOOC evolves dynamically through learner's participation, creation of user-generated content, and collaboration. The MOOC enhances dialogue among students; provides activities for collaboration, autonomous and self-regulated learning, pattern sensing, and problem-solving activities.

- as a result, MOOCs require a set of digital skills beyond the ability to take courses online and attempt multiple-choice questions. MOOCs require online collaboration and facilitation skills. Meanwhile, online courses require basic computer skills in navigation.

So, in a broader sense, MOOCs create online collaborative learning communities, which are the most desired environment in the post-industrial era of education when the present teaching and learning practices have to be rethought and redesigned to respond to the specific needs and realities of this new era [3].

The mass attention was triggered to MOOCs due to launching the learning content created by a university or other educational institution and offered via MOOC platforms: Udacity (June 2011), Coursera (April 2012), edX (April 2012), Canvas (November 2012), FutureLearn (December 2012), and XuetangX (October 2013). The Class Central MOOC Report (2019) states that Coursera remains the leader with 37 million learners, followed by edX (18 million), China's XuetangX with 14 million, Udacity (10 million), and the UK's FutureLearn platform rounds out the top five global providers with nearly nine million students [10].

These growing trends towards greater massiveness and openness of online learning opportunities in higher education create a suitable environment for Language Education as well. Web 2.0 and Web 3.0 technologies that support interaction and problem-solving activities, authentic materials, peer assessment, collaborative projects, and many other options are successfully meant for interactive and authentic language learning environments even at the international level.

Because of the breathtaking popularity of MOOCs, this paper addresses the basic characteristics of MOOCs and their implications for Kazakh higher education.



Figure 1. Main Characteristics of MOOCs

2.1 Opportunities of MOOCs in higher education

This alternative learning platform orients students to open and participatory educational resources and at the same time supports the idea of lifelong networked learning in higher education. Furthermore, the MOOCs provide higher education with a new business model for funding structure; and act as self-improvement tools for instructors. Growing evidence proves that MOOCs are being used by professionals for their self-directed learning [12]. According to the Class Central MOOC Report 2019, 101 million students enrolled in MOOCs worldwide took MOOCs for both personal and professional purposes [4]. A vivid example of business opportunity is illustrated by the John Hopkins University case, in which it made \$3.5 million with the sale of certificates for its Data Science Specialization courses [14]. This opens up opportunities for students or professionals seeking recognition for their learning endeavor, a low-cost full degree completion, and qualifications.

Another opportunity is regarding openness in higher education. The new disruption can shift higher education providers toward more affordable and accessible, as well as profitable institutions. The openness is discussed in four areas: Open Curriculum, Open Learning, Open Assessment, and Open Platform [14]. The open curriculum equips learners with their own designed learning scheme, enabling them to mix courses and several disciplines according to their personal interests. Open learning is aimed to promote instructor's collaboration, either between peers or between institutions. Open assessment changes the traditional ways of course evaluation by having a peer-to-peer or crowd-sourced assessment, as well as on-demand accreditation for learners. Moreover, MOOC goes beyond enhancing students-

learning experience to enhancing managers' and employees' skills by providing in-service training courses, thereby upgrading their skills base and curriculum vitae. Therefore, with MOOC, there is eliminated the campus-based time requirement for working professions. Among other benefits, MOOC provides researchers with well-structured data about learning patterns across various MOOCs, ease the teaching and learning of several educational areas and topics, and finally foster collaborative research among communities. Lastly, open platforms enable the different platforms to share.

2.2 Challenges of MOOC in higher education

There are considerable issues of MOOC and the major concerns of MOOCs are (1) High Dropout Rate, (2) MOOC Pedagogy Quality, and (3) MOOC Accreditation.

1. Dropout is acknowledged that MOOC has high withdrawal rates of students failing to complete the course, to the total number of enrolled students [15]. Koutropoulos & Hogue clarify that the size of MOOCs is often seen as a strength, but it is challengeable. They consider the students that take MOOCs are often the ones that need face-to-face instruction the most. These same students end up never finalizing a course. For instance, a MOOC offered by Coursera in 2012, on Functional Programming Principles in Scala, registered a completion rate of 19.2%. Koutropoulos & Hogue state most MOOCs have completion rates of less than 10% and little is known about the experiences of non-completing MOOC participants [ibid]. Someway, the high dropout rate in MOOC could be due to its pedagogical design. Regarding this, Pietkiewicz & Driha assume that while designing the MOOC it is important that students get newly acquired skills and competencies recognized by the

higher education institution or employer. This approach encourages them to take up courses for the purpose of personal and professional development [16]. Relevantly, this can lead to recognition and a decrease in dropout rates.

2. The MOOC design quality concerns refer to teaching and learning practices in MOOC. In the previous section, we've mentioned two MOOC types, which are cMOOC and xMOOC. It is relevant to mention Siemens's [1] belief that the knowledge is built upon students' activities emphasizing connectivist approach for student's participation and self-orientation in MOOC (cMOOC is mentioned) design. Downes characterized four principles of pedagogical practices for cMOOC: autonomy, diversity, openness, and interactivity. Downes reports that those pedagogical principles will assist to enhance students' autonomy and improve self-directed learning, by defining their learning goals and organizing learning activities and interactions [7]. According to Milligan et al., high self-directed students establish specific goals related to the course content, its effect on their professional needs and the structure of their learning around the development of content knowledge and expertise [17].

While cMOOC developed higher order thinking, xMOOCs were primarily based on interactive media, such as lectures, videos and text that followed a behaviorist pedagogical practice. The students watch a series of videos (lectures), read recommended articles, and solve quizzes. This seems unfavorable as no pedagogical innovations in xMOOC are introduced. Siemens summarizes the difference between cMOOCs and xMOOCs as follows, "cMOOCs focus on knowledge creation and generation whereas xMOOCs focus on knowledge duplication." [1]

It is relevant to mention that being a new industry many MOOCs rely heavily upon untrustworthy peers and unconstructive feedback. While there are first-rate modules available from MOOCs, most platforms do not offer the progress rate of courses that traditional universities offer. Monitoring the quality is crucial to improving the characteristics of MOOCs. Of course, more research is still needed to enhance MOOC pedagogical practices.

3. MOOC Accreditation or non-accreditation is another subtle shortcoming of MOOCs. This means that MOOCs do not grant academic credits for finalizing them. The possible confirmation of taking up a MOOC is a certificate of attendance of completion. Even though the courses themselves are free of charge – obtaining any kind of evidence that one has been enrolled or completed such a course is often issued upon a fee. Moreover, universities and colleges generally do not recognize MOOCs certificates of completion obtained by students, and these certificates are not considered in the labor market.

Although there are various pros and cons of MOOCs, we should bear in mind that they offer remarkable courses without tuition for people all around the world which enable lifelong learning.

2.3 MOOC implications in Kazakhstan

Definite contribution to the development of online education in Kazakhstan made the following regulatory documents:

- the State program on the development of education in the Republic of Kazakhstan for 2011-2020. (about an introduction of an e-learning system);
- The Plan of the Nation - 100 concrete steps (Step 79 - about increasing the competitiveness of graduates and increasing the export potential of the educational sector);
- The State Program on the development of the service sector in the Republic of Kazakhstan until 2020 (paragraphs 57-59: About the organization of massive online courses (MOOCs).

As a result, some attempts have been made in the Republic of Kazakhstan to introduce distance education through massive open online courses. Launched back in 2014, the National Open Education Platform (<http://omc.moocs.kz>) was established by leading universities in Kazakhstan. It creates and promotes open learning as a new element that will contribute to the availability and quality of knowledge in the higher education system. The Open Education platform offers online courses in basic undergraduate disciplines taught in higher education institutions in Kazakhstan.

The next big step was the organization of the «Open University of Kazakhstan» OPENU.KZ.

The Open University of Kazakhstan is a kind of educational platform offering free access to online courses from leading universities and teachers of the country for everyone without restrictions. The goal of the project was not so much to make money, but rather to raise the intellectual level of the country's population.

Following the major countries in creating and offering courses on MOOC platforms, some leading Kazakh universities such as Several Kazakh universities (al-Farabi Kazakh National University (<https://open.kaznu.kz>), Eurasian National University (<https://mooc.enu.kz>), Narxoz (<https://narxoz.online/mooc/mooc.html>), Buketov Karaganda State University (https://info.ksu.kz/?page_id=10205) Astana Medical University (<http://mook.amu.kz>) and others have started to incorporate and use MOOC for their students and the public by introducing their own developments to launch the OPENU.KZ platform. It currently contains video lectures on various directions of science and education. A big drawback in the provided content to the Platform, in our opinion, is the lack of various types of control of knowledge and skills acquired during the study of certain courses. Also, the issuance of certificates has not yet been envisaged.

In view of the above, the educational environment of Kazakhstan needs integration with existing platforms of open education in order to popularize it in the higher education system in Kazakhstan. It is necessary to work out in more detail the mechanism for recognizing learning outcomes on the portals of massive open online courses. As mentioned above, a huge step has been taken by the Ministry of Science and Education of the Republic of Kazakhstan to ensure the introduction of new technologies into the educational environment of Kazakhstan. Also, this issue is raised at the level of the country's leadership with annual messages.

Discussion

Leaving aside the challenges of disruption due to the COVID-19 pandemic which has blighted MOOCs from the outset, it is recommended to overcome their main deficiencies, particularly regarding their learning outcomes. There is the

potential for a solution to the problems which would contribute to the development of Higher Education). In that, it is necessary to strengthen and rebuild these virtual learning environments with a pedagogical, technological, and organizational vision; in such a way as to avoid failure, to improve rates of course completion, and attain globalization of knowledge. In this way MOOCs will help to satisfy the demands of society in the 21st Century; where active, creative, and reflexive learning is needed within an open and collaborative environment, rich in tools and technologies and multimedia content to allow participants to develop, apply and practice skills, and achieve significant learning results. For these reasons, we believe that it is necessary that MOOCs conform to certain characteristics, adopt strategies for digital learning and incorporate more technological tools:

- Use technologies such as artificial intelligence, data mining, and web semantics for motivating and intending participants to complete the course;
- Keep precisely to the characteristics of MOOCs to promote students' development via an open, online, and transparent learning platform;
- Define and develop rubrics to assess the quality of available massive online courses, taking into consideration characteristics necessary for effective learning;
- Develop digital literacy to enable learners to apply the diverse possibilities provided by ICT in educational contexts;
- Design problem-solving content using interactive tools such as gamification, 3D gadgets, video conferencing services, and mobile applications so that students will be challenged to overcome obstacles and settle problems.

Leaving aside the problems which have blighted MOOCs from the outset, there are suggestions for a need to overcome their main deficiencies, particularly with regard to their results. There is the potential for a solution to the problems which would contribute to the development of Higher Education in order to enable online learning to achieve efficiently by incentives for reflection, facilitating dialogue, promoting collaboration, applying theory learned in a practical way, promoting creativity.

In that case, it is necessary to strengthen and rebuild these virtual learning environments with a pedagogical, technological, and organizational vision; in such a way as to avoid failure, to improve rates of course completion, and attain globalization of knowledge. In this way MOOCs will help to satisfy the demands of society in the 21st Century; where active, creative, and reflexive learning is needed within an open and collaborative environment, rich in tools and technologies and multimedia content to allow participants to develop, apply and practice skills, and achieve significant learning results. For these reasons, we believe it is necessary that MOOCs conform to certain characteristics, adopt strategies for digital learning and incorporate more technological tools such as gamification, augmented reality, 3D, telepresence, and mobile technology in such a way that the student is challenged to overcome obstacles and solve problems.

Further, we observe what different activities are structured to create engaging and efficient content in MOOCs. The authors acknowledge that designing an open online course (OOC) is a complicated task and needs a huge amount of effort and resources. So, we intend to provide an overview of the procedure involved in developing an online course. As well as any other digital training course, the OOC is composed of various educational modules with different structures and formats. An educational module is a unit like a “course hour” for attending classes. Each module has a specific purpose and should be planned and organized to fulfill it. These Modules consist of different “elements” including text documents, multimedia documents (videos, photos, PowerPoint documents, flash animations, Google Docs, Prezi, podcast, etc.), or interactive questioning for comprehension. Each element also has its own specific goal so the module is not overloaded. This goal is aimed at achieving the Course goal. It is advisable to have at most 10-15 elements for all parts of the Module- Lead-in, Main Stage, Follow-up Discussion, and Feedback.

During the lockdown, podcasting has become the most popular method for distributing multimedia audio and video files over the Internet. Podcasts are defined as audio files that

are published online. These files are recorded with the intent of informing, educating, entertaining, you name it, purposes [18]. In the field of education, access to podcasts (1) reduces learners’ stress and anxiety, (2) engages in other activities while learning, and (3) provides learners with varying study habits. Furthermore, podcasts are suitable for people who like to study on the go, as well as for learners with particular needs [18, 19].

The next step for consideration is how to start integrating the course content, quickly and efficiently. We can assume that preparation of your course structure ahead of time is an effective approach for developing your course. From pedagogical perspectives, it is efficient to divide essential knowledge into multiple chapters that each correspond to a dedicated module and formulate several questions for each module and gather all documents in various formats for each module (PowerPoint, video, text documents, etc.). This approach allows creating a positive online learning community. Learning activities like posting journal entries on discussion forums, blogging, contributing to wikis, or submitting collaborative assignments create favorable conditions for developing learners’ communication, critical thinking, and creative skills. Moreover, a required, automated, and anonymous peer review system is needed to ensure that learners get thoughtful feedback on their work from fellow students. The point is that learners would not get credit for their assignments submitted until they received feedback for their assignments from course fellows. It gets learners’ grades and comments on other anonymous students’ assignments. It is time-consuming, but it reinforces the content, gives learners an opportunity to learn from each other, and of course, gives them personalized feedback from peers. The suggestions for designing educational materials for MOOC are given in Table 1.

Conclusion

The literature review covers the MOOC phenomenon from two distinct perspectives: their impact on education institutions and

Table-1

Educational Materials Characteristic

Elements	Characteristic
Educational video	Video should include at least 60% of the Module material.
	The duration of each video should be 4 to 7 minutes (depending on the content)
	The video should be clear, 720p or High Definition
	Video presentations should be visualized with photos, charts or/and diagrams
	Video should be often stopped and ask students to answer a simple question about the content of the video
	Video instructions should be clear, attractive and easy to follow by learners.
	The instructions should not only provide information, but also to help learners apply their learning through interactive learning activities.
Presentation	Presentations should contain useful additional material (e.g. presentation slides, springs, files Zip, resources)
	Presentations should contain useful additional material (e.g. presentation slides, springs, files Zip, resources)
	Recommended applications to create presentations are: PowerPoint, Keynote, and Prezi
Text document	Online literature (such as an eBook) should be available in each course
	Combination of elements on each page (if possible), such as text, image without overloading the page
	Combination of Text documents on each page (if possible), such as text, image without overloading the page.
	Online literature (such as an ebook) and articles should be available in each Module.
	The available documents / essays of each course should be downloadable. [Technical]
	The documents/essays of each course should be downloadable
Quizzes	Interactive questions should be of different types (multiple choice; True/False; essay and others)
	Questions should be interactive and engaging
	Interactive questions should be
	Set points, attempts, time limit for each question.
	Set quiz duration, pass/ fail conditions, then export the project to the output that you want.

learners. However, the MOOC is a welcome or a threatening prospect for HEIs, there is consensus that MOOCs offer education institutions a lever for transition. The researchers express the view that MOOCs will not challenge traditional forms of University teaching and learning in a short-term period, but the majority of researchers forecast

wide and sudden changes and disruptions to HEIs from MOOCs. Researchers assess MOOCs as a challenging environment that might discourage or disorient many users, as witnessed by the low percentages completing. However, the literature also shows that mere completion is not a relevant metric, that learners participate in many valid

ways, and that those who complete MOOCs have high levels of satisfaction. In addition, the studies state that MOOCs have the potential to promote lifelong education, eliminate barriers in the learning process and provide equal opportunities in education.

This paper has presented a comprehensive review of MOOCs situation and its implication for Kazakh higher education success. It is suggested for decision-makers in higher

education institutions to look more closely and learn from other different initiatives outside traditional institutions to meet the different needs of new groups of learners in an open higher education marketplace. However, there is still much to be explored and investigated as the external environment continues to change over time as qualified open-access resources are found to be a key factor in Kazakhstan's response to the pandemic.

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А.Б. Данабекова, Е. Ташкын, Д.Б. Мукатова

*Абылай хан атындағы Қазақ халықаралық қатынастар және
әлем тілдері университеті, Алматы, Қазақстан*

**ЖАОК-тың мүмкіндіктері мен қиындықтары:
қазақстандық жоғарғы тілдік білім берудегі перспектива**

Аңдатпа. Мақалада оқыту мен оқудағы жаппай ашық онлайн курс (ЖАОК) мүмкіндіктері оқытушылық және технологиялық тұрғыдан қарастырылған. Сонымен қатар, COVID-19 пандемиясы сияқты жаңа әлемдік төтенше жағдаймен бірге болатын қиындықтарға назар аударылады. ЖАОК білім алушыларды ашық және қатысымдық білім беру ресурстарына бағыттайтын, сонымен бірге өмір бойы желілік оқыту идеясын қолдайтын балама қуатты оқыту алаңы ретінде енгізілді. Мақаланың мақсаты ЖАОК сипаттамаларын халықаралық платформалармен салыстыра отырып қайта қарау болып табылады. Сонымен қатар, жоғары білімнің болашағы тұрғысынан біз ЖАОК-тың Қазақстандағы жоғары білім беру жүйесіне әкелетін мүмкіндіктері мен мәселелерін талқылаймыз. Зерттеулер ЖАОК-тың білім берудің альтернативті түрі ретінде өмір бойы білім беруді дамытуға, оқу процесіндегі кедергілерді жоюға және білім берудегі теңдік мүмкіндіктерін қамтамасыз етуге мүмкіндік беретінін көрсетті. Ұсынылатын отандық курстардың көпшілігі лекторлық сипатта: дәріс/модуль аясында студенттермен өзара әрекеттесу және кері байланыс мүмкіндігі жоқ. Сонымен қатар, зерттеу ЖАОК курсына сәтті қатысу және оны аяқтаудың шешуші факторы болып табылатын оқытушылар мен студенттердің цифрлық сауаттылығын дамыту бойынша одан әрі жұмыс жүргізу қажеттігін және ЖАОК әзірлеушілерінен ашық жоғары білім беру нарығында студенттердің жаңа қажеттіліктерін қанағаттандыру үшін дәстүрлі білім беру мекемелерінен тыс басқа да бастамаларды зерттеу қажеттігін анықтады.

Түйін сөздер: педагогикалық модель, ашық және қашықтықтан оқыту, жаппай ашық онлайн курстар (ЖАОК).

А.Б. Данабекова, Е. Ташкын, Д.Б. Мукатова

*Казахский университет международных отношений и
мировых языков им. Абылай хана, Алматы, Казахстан*

**Возможности и вызовы MOOK: перспективы
казахстанского высшего языкового образования**

Аннотация. В этой статье исследуются возможности массовых открытых онлайн-курсов (MOOK) для преподавания и обучения с педагогической и технологической точек зрения. Также рассматриваются сложности, связанные с новой текущей глобальной чрезвычайной ситуацией, такой как пандемия COVID-19. MOOK были введены в качестве альтернативной мощной обучающей платформы, которая ориентирует учащихся на открытые и совместные образовательные ресурсы и в то же время поддерживает идею сетевого обучения на протяжении всей жизни. Целью данного исследования является обзор характеристик MOOK в сравнении с характеристиками, предлагаемыми на международных и национальных платформах. Кроме того, в свете будущего высшего образования мы обсуждаем возможности и проблемы, которые MOOK могут привнести в систему высшего образования Казахстана. Полученные данные показали, что MOOK как альтернативные формы образования могут способствовать непрерывному образованию, устранять препятствия в процессе обучения и обеспечивать равные возможности в образовании. Большинство предлагаемых курсов на национальных платформах носят лекционный характер, без каких-либо возможностей для студентов взаимодействовать и давать обратную связь в рамках одной лекции / модуля. Кроме того, необходима дальнейшая работа по развитию цифровой грамотности преподавателей и студентов, что является ключевым фактором для успешного участия и завершения курса MOOK. В исследовании разработчикам MOOK предлагается продолжить изучение различных инициатив за пределами традиционных учебных заведений для удовлетворения новых потребностей студентов на рынке открытого высшего образования.

Ключевые слова: педагогическая модель, открытое и дистанционное обучение, массовые открытые онлайн-курсы (MOOK).

Information about authors:

Danabekova A.B. – Corresponding author, The 2nd year Ph.D. student in Teacher of Foreign Language Training, Kazakh Ablai Khan University of International Relations and World Languages, Almaty, Kazakhstan.

Tashkyn E. – Head of the Department of Professional Digitalization, Director of the Distance Learning Center, Kazakh Ablai Khan University of International Relations and World Languages, Almaty, Kazakhstan.

Mukatova D.B. – Master of Pedagogical Sciences, Kazakh Ablai Khan University of International Relations and World Languages, Almaty, Kazakhstan.

Данабекова А.Б. – корреспонденция үшін автор, «Шет тілі педагогтарын даярлау» мамандығының 2 курс докторанты, Абылай хан атындағы Қазақ халықаралық қатынастар және әлем тілдері университеті, Алматы, Қазақстан.

Ташкын Е. – кәсіби цифрландыру кафедра меңгерушісі, қашықтықтан оқыту орталығының директоры, Абылай хан атындағы Қазақ халықаралық қатынастар және әлем тілдері университеті, Алматы, Қазақстан.

Мукатова Д.Б. – педагогика ғылымдарының магистрі, базалық халықаралық қатынастар кафедрасының оқытушысы, Абылай хан атындағы Қазақ халықаралық қатынастар және әлем тілдері университеті, Алматы, Қазақстан.