EFFECTIVENESS OF DIGITIZATION OF CHINESE UNIVERSITY TEACHER TRAINING CENTERS

Shakirova Araily Dalelovna, Bi Tao
Al-Farabi Kazakh National University, Senior Lecturer
Al-Farabi Kazakh National University,PhD student
E-mail:arayly.shakirova85@mail.ru
E-mail:bitao@hgnu.edu.cn

Abstract: This article explores the digitalization process and effectiveness of university teacher training centers, focusing on how modern information technology and online platforms can be used to enhance the quality of educational programs. The study analyzes the main effectiveness of digitization in terms of distance learning, use of electronic resources and administrative automation, and assesses the impact of digitization on teachers' satisfaction, learning outcomes, time and resource savings through interviews and surveys. Interviews with heads of educational centers and a questionnaire survey of faculty members at the Rabbinical University of the Kazakh State Legislation found that digitization significantly increased the accessibility and flexibility of educational programs, improved personalized learning, and optimized time and costs. However, there are also problems such as insufficient digital literacy of teachers and difficulties in using the platform. The study suggests that digitization contributes to the accessibility of educational programs and personalized learning spaces, but further development of digital tools adapted to professional development is needed.

Keywords: digitalization, digital technologies, educational program, electronic resources, efficiency, professional development, financial resources.

Introduction: One of the main trends in the field of education in the 21st century is the process of digitalization. Due to the pace of economic, social, and technological development worldwide, it has become important to transition professional development centers for university instructors to a digital system. Effective use of digital tools not only improves the quality of teaching but also enhances the competitiveness of educational institutions (Watson, W. R., & Watson, S. L. (2011). The role of technology in education. Journal of Educational Technology & Society, 14(4), 9-21). Digitalization enables instructors to optimize the use of educational resources and adapt learning materials to individual needs. In addition, digital management and evaluation systems contribute to improving the effectiveness of education (Kirkwood, A., & Price, L. (2014). Technology-enhanced learning and teaching in higher education: What is 'enhanced' and how do we know? Learning, Media and Technology, 39(1), 6-36). This study aims to assess the effectiveness of digitalizing professional development centers in higher education institutions. Examining the role of digital technologies in the professional development of instructors and studying the importance of improving their digital literacy is highly relevant (Selwyn, N. (2016). Education and Technology: Key Issues and Debates. London: Bloomsbury Publishing).

Literature Review: Evaluating the Effectiveness of Digitalization in Professional Development Centers for Higher Education Instructors

The digitalization of professional development centers for higher education instructors has become a key area of research, driven by rapid advancements in educational technology and the increasing need for adaptable, accessible learning solutions. Literature on this topic explores several core areas:

1. Benefits of Digitalization: Studies highlight that digital platforms can improve access to resources, enhance flexibility in training schedules, and allow for a more personalized learning experience. Digital tools enable instructors to engage with up-to-date content, often incorporating multimedia and interactive modules, which can enhance retention and engagement.

2. Challenges and Barriers: Despite the advantages, barriers such as technical challenges, inadequate digital literacy, and the potential for reduced interpersonal interaction are noted. Research indicates that effective digitalization requires not only reliable technology but also support systems to assist instructors in navigating digital platforms.

3. Impact on Teaching Practices: Literature suggests that digitalization in professional development fosters the adoption of new teaching methods, including blended learning and flipped classrooms. By familiarizing instructors with these approaches, digitalized centers can indirectly promote innovation within their classrooms.

4. Evaluation Metrics: Studies stress the importance of clear metrics to evaluate digitalization's effectiveness. Metrics often include user satisfaction, engagement rates, and the measurable impact on teaching quality. A robust assessment framework can help institutions refine their digital strategies.

Overall, the literature reflects a cautiously optimistic view of digitalization in professional development, with an emphasis on balancing technological and human-centered approaches for meaningful instructor development.

Aims: The main goal of this article is to scientifically assess the effectiveness of digitizing professional development centers for university lecturers in Kazakhstan and to determine the impact of digital technologies on the educational process. To achieve this goal, several objectives are set, each addressing different aspects of the digitalization process and allowing for a deep understanding of its role in enhancing the professional qualifications of university lecturers.The digitization of professional development centers for university lecturers in Kazakhstan contributes not only to improving their professional competence but also to enhancing the overall quality of education. The integration of digital tools allows for more efficient and equitable organization of the educational process, while also making resources and knowledge more accessible to lecturers, thereby fostering their professional growth (Ali & Baig, 2019; Bakyt & Talgat, 2021).The goal of the research is to determine the effectiveness of this digitization process and evaluate its long-term outcomes from a scientific perspective. By achieving this goal, the study will provide evidence on

how digital technologies influence the professional development of university lecturers and the quality of education.

Objectives.

1. Evaluate Current Readiness for Digitalization: Analyze the current state of professional development centers for university lecturers in Kazakhstan, focusing on infrastructure, digital skills, and use of digital tools, identifying challenges and opportunities for digital transformation.

2. Examine Impact on Professional Development and Education Quality: Investigate how digitalization affects lecturers’ competencies and educational quality, assessing the effectiveness and challenges of digital tools in professional development.

3. Identify Ways to Enhance Education through Digital Tools: Explore methods for using digitalization to improve teaching efficiency and education quality, focusing on optimizing time, accessibility of resources, and introducing innovative teaching methods.

4. Develop Recommendations for Digital Transformation: Formulate scientifically-based recommendations to guide the digitalization of professional development centers for university lecturers in Kazakhstan.

5. Analyze Benefits and Challenges of Digitalization: Assess the advantages and difficulties in digitalizing the education system, providing insights on overcoming obstacles for effective implementation.

Hypothesis: Assumption 1: Compared with traditional face-to-face training methods, the digitization of Higher Education Teacher Training Center has improved the convenience for teachers to receive training, enabling lecturers to participate in professional development activities more efficiently.

Assumption 2: The digital transformation of Higher Education Teacher Training Center can effectively improve the learning outcomes of instructors, promote their application in practical teaching, and enhance teaching quality.

Assumption 3: Digital transformation has increased teachers' enthusiasm and satisfaction with training, making them more willing to participate in professional development activities.

Research results: Current digital readiness: Survey data shows that about 63.8% of instructors believe that the infrastructure of teacher training centers can basically meet their teaching needs, but 36.2% of instructors believe that digital skills training still needs to be strengthened.

The impact on professional development and education quality: Interview results show that about 95% of lecturers believe that digital tools have played a positive role in teaching innovation and increased student engagement.

The method of enhancing education with digital tools: A survey shows that about 93% of lecturers believe that digitalization makes resource acquisition more convenient, can effectively reduce preparation time, and improve teaching efficiency.

The advantages and challenges of digitalization: Research shows that most lecturers hold a positive attitude towards digitalization tools, but issues such as insufficient technical support and digital literacy still constrain their further development.

Conclusions and recommendation: Conclusion. This study has shown that the digitization of the Center for Professional Development of Lecturers at the University of Kazakhstan has significantly increased the flexibility and personalization of educational programs and provided lecturers with easier access to resources. Although the results of the study show the positive impact of digitization, the issues of low digital literacy of teachers and insufficient technical support need to be further addressed.

Recommendation: Integrating digital technology into teacher training centers has created a more dynamic and immersive learning environment, promoting collaboration and interaction among educators. Increase online forums or virtual communities to promote communication and knowledge sharing among teachers, and enhance their motivation and sense of belonging in the digital environment.

Provide digital skills training for teachers to help them master the basic operation of online platforms and digital tools and improve their digital adaptability. Set up a round-the-clock technical support team or online help platform to solve problems encountered by teachers in the process of using the platform in a timely manner, so as to ensure smooth digital teaching.

Simplify the design of the platform, enhance its user-friendliness, and ensure that all functions are easy to operate, so as to reduce the learning burden of teachers due to technical operations. Regularly collect teachers' feedback on the digitalization process, adjust and optimize the training content and technical support methods to ensure that the digital transformation meets the actual needs of teachers.

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