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THE ROLE OF DIGITAL EDUCATIONAL RESOURCES IN TEACHING PROFESSIONALLY-ORIENTED FOREIGN LANGUAGE

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Abstract. This study investigates the impact of digital educational resources and artificial intelligence on motivation and learning outcomes in profession-oriented foreign language education. Focusing on Generation Z learners, the research evaluates the effectiveness of integrating artificial intelligence driven tools such as Quizlet, Quizizz, and Youglish into undergraduate curricula. Using a mixed-methods approach, students' attitudes and perceptions were assessed through a survey analyzed quantitatively with descriptive and correlation statistics and qualitatively through thematic coding. Findings indicate that digital educational resources and artificial intelligence significantly enhance motivation and engagement, with 98% of participants reporting improved professional language competence. Gamification elements, mobile-friendly platforms, and interactive features were particularly effective in maintaining student interest. Despite these benefits, challenges such as digital inequality and insufficient instructor interaction were identified, emphasizing the need for balanced integration of technology and human guidance. The study highlights the transformative potential of digital educational resources and artificial intelligence in modernizing profession-oriented foreign language education. Practical recommendations include prioritizing platforms with adaptive learning and gamified experiences, addressing accessibility issues, and enhancing teacher training to optimize the use of digital tools. By leveraging the strengths of digital educational resources and artificial intelligence while mitigating their limitations, educators and policymakers can create inclusive, effective, and future-ready learning environments for a technology-driven workforce.

Key words: digital educational resources, artificial intelligence, foreign language education, motivation in language learning, profession-oriented education, generation z, gamification in education, foreign language competence

Introduction

Technology has become a cornerstone of education in the modern era, reshaping traditional teaching methods and opening new possibilities for engagement and learning. This transformation is particularly evident in profession-oriented foreign language education, where integrating digital resources offers innovative ways to enhance students' motivation and practical language skills. Motivation is pivotal in achieving linguistic competence and career readiness for students learning a foreign language with a specific professional focus—whether

for journalism, business, medicine, or engineering.

The rapid advancement of digital technologies has necessitated a shift in educational priorities worldwide. As the President of Kazakhstan highlighted in his address to the nation, preparing younger generations to navigate and use digital tools, particularly artificial intelligence (AI), is essential for fostering national progress and global competitiveness. He also emphasised the strategic importance of revising school and university curricula to integrate AI technologies and digital resources, stressing the significance of equipping learners with the skills to thrive in a technology-driven world. The establishment of the National Center for AI located in Astana further demonstrates this commitment, which aims to foster innovation among students, researchers, and entrepreneurs [1,2].

This vision resonates strongly with the goals of profession-oriented foreign language education. Educators can bridge the gap between traditional teaching methods and the dynamic demands of globalised industries by integrating digital resources such as AI-driven language tools, adaptive learning platforms, and immersive technologies. These tools enhance language acquisition and prepare students to engage in technology-rich environments, ensuring competitiveness in a digital-first world.

Motivation in language learning can be a complex phenomenon, influenced by factors such as perceived relevance, accessibility of resources, and opportunities for real-world application. Traditional methods often need help to meet the dynamic needs of modern learners, especially in fields requiring industry-specific vocabulary, situational understanding, and communication skills. This article explores the transformative impact of modern technologies on teaching profession-oriented foreign languages, focusing on their role in fostering student motivation. By examining practical examples, challenges, and future possibilities, this discussion aims to provide educators with insights into leveraging technology to inspire and empower learners in an increasingly globalised and technology-driven world.

Educational digital technologies open up fundamentally new methodological approaches in the system of general education, because the use of multimedia visualization in the classroom helps both the teacher in teaching the subject and the student in mastering the subject [3, p. 192]. Thus, the integration of digital technologies into profession-oriented foreign language education has been extensively studied by researchers worldwide, with significant contributions from domestic and foreign scholars. For example, the studies of some scholars such as G.K.Nurgaliyeva, D.M.Dzhusubaliyeva, A.I.Tazhigulova, Chaklikova A.T., Sysoev P.V., V.P.Demkin, G.V. Mozhaeva, E.S. Polat, M.Levy, U.Stickler, R.Hampel highlight the transformative potential of digital tools in enhancing learners motivation, engagement, and learning outcomes.

In Kazakhstan, adopting digital technologies in education is vital in preparing competitive specialists for the 21st century. Dzhussubaliyeva emphasises that digital tools facilitate open education, improving students' access to resources and enhancing their competitiveness in the modern labour market [4, p.45]. Similarly, the Kazakhstani Association of Teachers of English (KazTEA) has reported that

various applications and platforms, particularly those incorporating gamification, significantly assist educators in assessing students' skills and motivating them to achieve higher proficiency levels. These findings align with national efforts to modernise education systems by integrating technology, as outlined in state educational priorities [5].

Russian researchers Ivanova E7. And Stepanov B. have also significantly contributed to this field, exploring the pedagogical strategies required for effective digital integration in foreign language teaching. A study published in the journal *Education and Self Development* highlights the importance of developing digital competence among teachers and students to ensure the successful implementation of technology in language education [6, p.46]. The authors stress that digital tools should not merely be supplementary resources but must be carefully integrated into pedagogical practices to foster meaningful learning experiences. This research underscores the need for teacher training programs that focus on effectively using digital technologies in educational settings.

Internationally, the role of digital technologies in foreign language education is of growing interest. A report by the Organisation for Economic Co-operation and Development underscores the importance of leveraging digital tools to enhance learning outcomes, emphasising that these technologies must add clear pedagogical value to classroom practices [7]. Similarly, a study published in the journal *Frontiers in Psychology* by Schmid, E. & Meyer, S. investigates the impact of educational technology on students' motivation, highlighting how interactive and adaptive tools can create engaging learning environments. These studies suggest that digital resources can bridge the gap between traditional teaching methods and the demands of modern, technology-driven industries [8].

The literature reflects a broad consensus on the positive effects of digital technologies on motivation and learning outcomes in profession-oriented foreign language education. Researchers from Kazakhstan, Russia, and other countries agree that digital tools can enhance engagement, relevance, and effectiveness. However, they also highlight challenges such as the digital divide, inadequate infrastructure, and the need for ongoing teacher training. Addressing these challenges is essential for ensuring equitable access to digital education and maximising its potential to transform language learning globally.

Previous studies have shown that integrating Digital Educational Resources (DER) and Artificial Intelligence (AI) has revolutionised modern education, particularly in language learning. These technologies provide innovative approaches to teaching and learning, enhancing personalisation, engagement, and accessibility while preparing learners for real-world applications.

Integrating DER and AI into the educational process has led to significant advancements in both the quality and efficiency of learning. These technologies improve educational outcomes and offer innovative approaches to meet the diverse needs of learners and educators. Below, the key advantages are outlined and contextualised within the framework of academic research.

1. *Personalized Learning*. One of the most notable benefits of DER and AI is their ability to personalise the learning experience. Adaptive technologies

analyse individual student progress, identify learning gaps, and provide customised pathways for improvement [6, pp.46-49). This approach ensures each learner receives tailored tasks and recommendations, fostering a more efficient and engaging educational experience. Furthermore, the flexibility offered by AI-based systems allows students to set their own learning pace, which is particularly valuable in blended and online learning environments.

2. *Motivation and Engagement*. The gamification of educational tools, including incorporating achievements, levels, and rewards, significantly enhances learner motivation. Interactive technologies such as virtual reality (VR) and augmented reality (AR) create immersive environments that actively engage students in learning. These tools provide realistic simulations, enabling learners to practice professional skills in controlled, risk-free scenarios, bridging the gap between theoretical knowledge and practical application [7].

3. *Efficiency and Accessibility*. AI-based programs streamline various aspects of the educational process, making learning more efficient and accessible. For instance, tools like Grammarly and Duolingo provide immediate feedback, allowing learners to correct mistakes in real-time and improve their language proficiency. Additionally, DER and online platforms expand access to education for students in remote or underserved areas, breaking geographical barriers. By automating routine tasks such as test grading, these technologies free educators to focus on more complex instructional activities [7].

4. *Enhanced Quality of Learning*. Digital technologies have a transformative impact on the quality of learning. Simulations and virtual laboratories enable students to apply theoretical knowledge in real-world scenarios, enhancing their practical understanding. AI-driven tools challenge learners with complex tasks, promoting critical thinking and problem-solving skills. Moreover, Moradi P., Levy K. states that DER facilitates interdisciplinary learning, integrating concepts from various fields, which is particularly beneficial in profession-oriented education [9, p.271].

5. *Future-Ready Skill Development*. Incorporating DER and AI into education equips students with essential skills for the digital age. Exposure to these tools fosters digital literacy, ensuring learners are prepared for technology-driven workplaces. Specialised software replicates real-world professional environments, allowing students to gain industry-specific skills, such as newsroom simulations for journalism students. Collaborative platforms like Google Workspace further develop teamwork and communication skills, which are critical for professional success.

6. *Benefits for Educators*. Educators also benefit significantly from the integration of DER and AI. These technologies provide ready-made teaching materials, interactive assignments, and automated assessment tools, simplifying lesson planning and evaluation processes. According to Hampel & Stickler, AI-powered analytics enable educators to monitor student progress effectively, offering insights into areas requiring additional attention. Furthermore, DER facilitates professional development by helping teachers improve their digital and pedagogical competencies [10, p. 133]).

7. *Global Collaboration*. The global reach of DER and AI fosters international collaboration and cross-cultural learning opportunities. Kukulska-Hulme states that these technologies enable students to participate in international projects and exchange knowledge with peers worldwide. Language lerning platforms like Busuu and Tandem connect learners with native speakers, providing authentic language practice and enhancing intercultural competence [11, p. 10].

Thus, integrating DER resources and AI has revolutionised the academic landscape, offering personalised, engaging, and effective learning opportunities. By enhancing motivation, adaptability, and the quality of education, these technologies prepare students to meet the demands of modern society and professional environments. However, for their successful implementation, it is crucial to address challenges such as technical infrastructure, digital inequality, and the professional training of educators. Future research and policy development should focus on creating equitable and sustainable frameworks for integrating DER and AI in education.

We also need to recognise the relationship between the theory of generations and modern technologies in education. Generation Z, encompassing individuals born between 1997 and 2012, represents a cohort uniquely shaped by the digital age. Often referred to as "digital natives," this generation has grown up in an environment where technology is ubiquitous, profoundly influencing their learning preferences, behaviours, and expectations. Its deep integration with technology characterises Generation Z. Research by Seemiller and Grace highlights that this cohort values personalised and technology-enhanced learning environments, favouring platforms that provide adaptive learning paths and immediate feedback [12]. Such preferences align with the capabilities of DER and AI, which offer tailored experiences that cater to individual needs.

Studies consistently show Generation Z learners are more engaged when educational technologies incorporate gamification and interactivity. According to Ozkan and Solmaz, gamified elements such as badges, leaderboards, and points significantly enhance motivation and sustain engagement among Generation Z students [12, p. 476]. Furthermore, Kukulska-Hulme found that mobile-assisted language learning (MALL) tools resonate particularly well with this generation, as they align with their preference for on-demand, mobile-friendly content [11].

We agree with Schroer on the point that while Generation Z is highly adept at navigating digital platforms, their reliance on technology can sometimes result in shorter attention spans and a preference for visually stimulating, concise content [14, p. 78]. However, this also presents opportunities for educators to leverage DER and AI technologies to create engaging, interactive, and dynamic learning environments that align with these tendencies. Understanding Generation Z's affinity for technology is critical in designing effective learning strategies, particularly in profession-oriented foreign language education. As this generation seeks relevance and practicality in their learning experiences, AI-driven tools and immersive digital platforms can foster motivation and competence in foreign language acquisition.

Methods and materials

To determine the role of DER and AI in learning profession-oriented foreign languages and identify to what extent students are motivated to use DER and AI in their learning process, we analysed different works of domestic and foreign authors. This study employed a mixed-methods approach, combining quantitative and qualitative data collection to evaluate students' perceptions and motivational attitudes toward DER and AI, as the aim of the research is to investigate the motivational-value component of students' attitudes toward using DER and AI for developing profession-oriented foreign language competence. The participants comprised 97 undergraduate students aged 20–21 from Kazakh British Technical University and Kazakh Ablai Khan University who enrolled in a profession-oriented foreign language learning course. Two sampling methods, purposive and stratified, were used to select participants for your study. Purposive sampling was used to select participants who were second-year students aged 20–21 and enrolled in a profession-oriented foreign language course in Journalism academic programme at Ablaikhan University, as they represented the target demographic for this study. Stratified sampling was employed at Kazakh-British Technical University to ensure representation across different educational programs. Participants were randomly selected from subgroups such as Oil and Gas, Business School, Marketing, Automatization and Control and other programmes students enrolled in the foreign language course.

A survey was developed specifically for this study to assess the motivational-value component of students' attitudes toward DER and AI in profession-oriented foreign language learning. The 12-item survey consisted primarily of Likert-scale questions, covering themes such as the perceived usefulness of DER, frequency of use, motivational impact, and accessibility. For example, students were asked to rate the usefulness of DER for professional foreign language competence ("How do you evaluate the usefulness of digital educational resources in improving your foreign language skills in a professional context?"). Open-ended questions provided additional qualitative insights into the challenges and limitations of DER, such as accessibility and usability issues. The survey was distributed online and completed by students after a 12-week course utilising DER and AI tools, ensuring participants had adequate experience with these resources. Responses were analysed using descriptive and correlation statistics, with qualitative data coded thematically to identify recurring patterns and unique insights.

The study integrated AI-driven platforms, including mentimeter.com, educaplay.com, quizlet.com, quizizz.com, and youglish.com, into the curriculum over a 12-week period. Quantitative data were analysed using descriptive and correlation statistics, while qualitative data were coded thematically to identify key trends in student attitudes.

Themes Covered in the Survey

The survey was structured around the following key themes to comprehensively evaluate the motivational-value component of students' attitudes toward DER and AI in profession-oriented foreign language learning:

1. Perceived Usefulness: Students evaluated the perceived usefulness of DER

and AI tools in improving their FL skills in a professional context (Question 1).

2. Frequency of Use: The survey measured how often students engaged with DER for foreign language learning (Question 2).

3. Motivational Impact: Questions explored whether DER and AI tools positively influenced students' motivation to learn a FL for professional purposes (Question 3).

4. Tool Preferences: Students indicated their preferred types of digital tools for language learning, such as mobile apps, online courses, or gamified platforms (Question 4).

5. Effectiveness in Understanding Professional Terminology: The survey assessed the impact of DER on students' comprehension of industry-specific vocabulary (Questions 5 and 10).

6. Comparison with Traditional Methods: Participants compared DER-based learning with traditional teaching methods regarding engagement and effectiveness (Question 6).

7. Preparation for Professional Activities: Students rated how well DER prepared them for using foreign languages in professional settings (Question 7).

8. Accessibility and Usability: The ease of accessing and using DER for independent learning was evaluated (Questions 8 and 9).

9. Interaction with Teacher and Peers: The survey included questions on the quality of interaction DER facilitates in the learning environment (Questions 11 and 12).

These themes were designed to comprehensively address the motivational, cognitive, and practical aspects of using DER and AI in foreign language education, providing a holistic view of students' attitudes and experiences.

Implementation of AI-Driven Platforms

To evaluate the impact of DER and AI on students' motivation and attitudes, the study incorporated various interactive tools and platforms into a 12-week profession-oriented foreign language curriculum. The platforms included:

- *mentimeter.com* for real-time interactive polls to engage students in active participation,
- *educaplay.com* for gamified exercises designed to reinforce professional language skills,
- *quizlet.com* for adaptive vocabulary practice using flashcards and collaborative learning,
- *quizizz.com* for competitive, gamified quizzes to assess language knowledge,
- *youglish.com* for improving pronunciation and listening comprehension with real-world examples,
- *Twee Beta* for creating interactive storytelling and simulations of professional communication scenarios,
- *Padlet* for collaborative brainstorming and sharing ideas in a digital space and
- *Wordwall* for creating engaging, interactive activities such as matching games, quizzes, and word searches tailored to professional vocabulary.

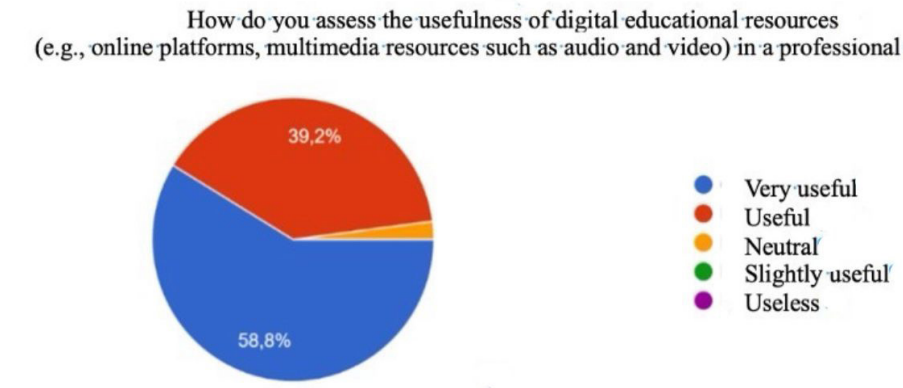
The DER and AI tools used were selected based on their ability to offer

interactive, adaptive, and immersive learning experiences aligned with the study's objectives, which focused on developing students' foreign language competence in professional contexts.

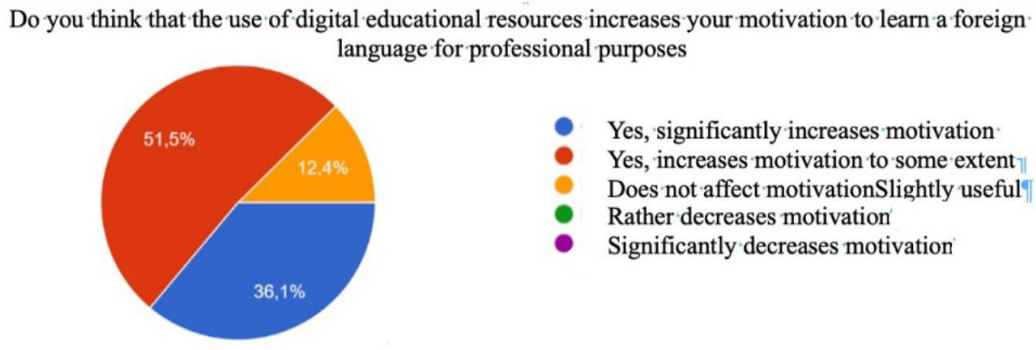
Quantitative data were collected through structured surveys and analysed using descriptive and correlation statistics to identify relationships between students' motivation, attitudes, and tool usage frequency. Qualitative data from open-ended survey responses were coded thematically to extract key insights into students' perceptions of the platforms' usability, engagement, and overall impact on their learning outcomes.

Results and discussion

The survey results indicate that 98% of participants found digital educational resources beneficial in improving their foreign language competence for professional purposes (picture 1). While 51.5% of students reported significantly increased engagement, and 36.1% reported increased engagement to some extent when using these platforms, a small group (12.4%) considered DER and AI tools not motivating to study profession-oriented foreign languages (picture 1). Furthermore, a positive correlation was observed between the frequency of tool usage and self-reported motivation.

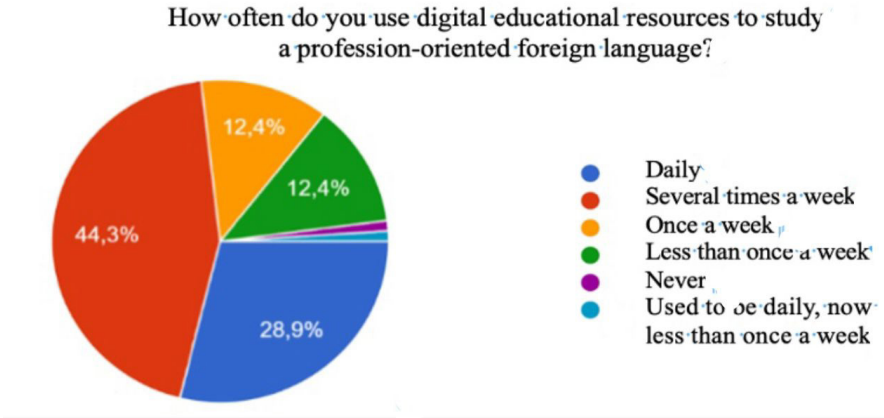


Picture 1 – Evaluation of the perceived usefulness of DER and AI tools in improving foreign language skills in a professional context



Picture 2 – Students engagement frequency with DER for foreign language learning

44.3% of students reported using DER and AI tools multiple times per week, while 28.9% used them daily (picture 3).



Picture 3 – Motivational Impact of DER and AI

Open-ended responses revealed that students appreciated the priorities provided by mobile applications (60.8%), video platforms such as YouTube, Youglish, Tedtalks (70.1%), social networks and blogs (54.6%), games and gamified interactive platforms (37.1%) but expressed a desire for more structured guidance from instructors. Despite the overall positive attitudes, some students faced challenges related to the accessibility of digital tools, as the most effective tools are on a fee-paying basis; some require a high-speed internet connection. This underscores the need for improved infrastructure and support systems to ensure equitable access.

The findings align with Seemiller and Grace's observations that gamified and interactive technologies highly motivate Generation Z learners [12]. The strong preference for tools like Quizlet and Educaplay also supports Ozkan and Solmaz's [13] assertion that gamification sustains engagement in learners.

The results suggest that incorporating AI-driven tools into language education can significantly enhance motivation and learning outcomes. Educators should prioritize platforms that offer adaptive learning and gamified experiences, as these were most effective in engaging students.

Overall, the findings demonstrate the transformative potential of DER and AI in profession-oriented foreign language education. Future studies should explore how these tools can be further adapted to address specific challenges such as accessibility and instructor involvement.

The Role of Generation Z in the Findings

Generation Z, born between 1997 and 2012, has grown up in a digital age where technology is integral to daily life. This unique generational characteristic was evident in the study's findings, as students demonstrated a strong preference for using DER and AI in their learning process. Tools like Quizlet, Youglish, and Educaplay resonated particularly well with this cohort, aligning with their affinity for interactive and gamified learning experiences. These preferences are consistent with prior research by Seemiller and Grace [12], who highlighted

Generation Z's inclination toward personalized and technology-enhanced educational environments.

The study found that gamification significantly enhanced student motivation, with tools like Quizizz and Wordwall being among the most effective platforms. This aligns with research by Ozkan and Solmaz [13], who noted that gamification elements such as badges, leaderboards, and points sustain engagement among Generation Z learners. These findings suggest that incorporating gamified features in educational technologies meets the expectations of this generation and addresses their preference for immediate rewards and interactive experiences.

Generation Z's reliance on mobile technology was reflected in the high usage rates of mobile-friendly platforms such as Quizlet and Youglish. As Kukulska-Hulme [11] observed, mobile-assisted language learning (MALL) tools align with Generation Z's need for on-demand, flexible learning opportunities. The ability to access resources anytime and anywhere supports their busy, tech-driven lifestyles and fosters independent learning.

While Generation Z's familiarity with technology is a strength, it also presents challenges:

−*Short Attention Spans*: Some students indicated a preference for concise and visually engaging content, which is consistent with Schroer's [14] findings on Generation Z's tendency to disengage from lengthy or monotonous tasks.

−*Reliance on Technology*: A few participants expressed frustration with limited instructor interaction, highlighting the need to balance technology-based learning with human elements. This reflects a potential gap in designing DER that fully addresses the educational needs of Generation Z.

The findings suggest that educators should tailor profession-oriented foreign language courses to Generation Z's learning preferences:

−Emphasize gamification and interactivity to maintain engagement.

−Leverage mobile-friendly platforms to provide flexible learning options.

−Combining DER and AI with meaningful instructor interaction creates a balanced and holistic learning experience.

These observations underline the importance of understanding generational traits when designing educational interventions. The positive attitudes of Generation Z toward DER and AI in this study validate the alignment of these tools with the cohort's preferences for technology-rich, interactive, and personalized learning experiences. This insight is critical for educators aiming to optimize foreign language education for a generation shaped by digital advancements.

Conclusion

The study examined the role of DER and AI in fostering motivation and enhancing the learning outcomes of profession-oriented foreign language education. The research highlighted several key findings and implications by integrating a range of AI-driven tools and platforms into a 12-week curriculum and analyzing students' attitudes and perceptions.

Key Findings

Perceived Usefulness: Most students found DER and AI tools highly beneficial for improving their foreign language skills in professional contexts. The tools helped bridge the gap between theoretical knowledge and practical applications, particularly in mastering industry-specific vocabulary and scenarios.

Motivational Impact: The integration of gamified and interactive platforms such as Quizizz and Educaplay significantly increased student engagement and motivation. A majority of respondents agreed that these tools made the learning process more enjoyable and relevant to their professional goals.

Tool Preferences and Accessibility: Tools like Quizlet and Youglish were preferred for vocabulary practice and pronunciation improvement. However, some challenges were noted, including limited access to digital tools in certain cases and the need for more robust instructor-student interaction.

Generation Z Characteristics: The findings aligned with existing literature on Generation Z's learning preferences, showcasing their affinity for interactive, gamified, and visually engaging technologies.

The results underscore the transformative potential of DER and AI in modernizing profession-oriented foreign language education. Educators should consider the following:

Incorporating Gamification and Interactivity: Platforms that offer gamified features and immersive experiences should be prioritized to enhance student motivation and engagement.

Balancing Technology and Human Interaction: While digital tools provide significant benefits, maintaining a balance with instructor involvement is critical for student success.

Addressing Accessibility Issues: Ensuring equitable access to digital tools and robust internet connectivity is essential to maximize the impact of DER and AI in education.

The study identified challenges such as digital inequality and limited familiarity with certain tools. To address these issues institutions should invest in training programs for both students and educators to improve digital literacy and effective tool usage; policymakers must work towards reducing the digital divide by improving infrastructure and providing resources to underserved regions; future curriculum designs should integrate DER and AI in ways that are adaptable to varying educational contexts and learner needs.

This study opens avenues for further exploration such as investigating the long-term impact of DER and AI on professional competence and career readiness, examining how cultural and regional factors influence the adoption and effectiveness of digital tools in education; expanding the scope of research to include other age groups and professional fields to generalize findings across diverse learner demographics.

All in all, the integration of DER and AI represents a paradigm shift in profession-oriented foreign language education. These tools not only enhance motivation and engagement but also prepare students for the demands of a technology-driven global workforce. However, realizing their full potential

requires addressing challenges such as digital inequality and the need for teacher training. By leveraging the strengths of DER and AI while mitigating their limitations, educators and policymakers can create more inclusive, effective, and future-ready learning environments. This study contributes to the growing body of evidence supporting the transformative role of technology in education, offering insights for stakeholders aiming to modernize teaching practices and improve learning outcomes.

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КӘСІБИ БАҒЫТТАЛҒАН ШЕТЕЛ ТІЛІН ОҚЫТУДАҒЫ ЦИФРЛЫҚ БІЛІМ БЕРУ РЕСУРСТАРЫНЫҢ РӨЛІ

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Аңдатпа. Бұл зерттеуде цифрлық білім беру ресурстарының және жасанды интеллекттің кәсіби бағытталған шет тілін оқытудағы мотивация мен оқу нәтижелеріне әсері зерттеледі. Зерттеу Z ұрпағы студенттеріне назар аудара отырып, Quizlet, Quizizz және Youglish сияқты жасанды интеллект негізінде жұмыс істейтін құралдарды бакалавриат бағдарламаларына интеграциялау тиімділігі бағаланды. Зерттеу аралас әдістерді қолдану арқылы жүргізілді: студенттердің көзқарастары мен қабылдаулары

сауалнама негізінде сандық түрде сипаттамалық және корреляциялық статистика көмегімен, сапалық түрде тақырыптық кодтау арқылы талданды. Нәтижелер көрсеткендей, цифрлық білім беру ресурстарының және жасанды интеллект студенттердің мотивациясын және белсенділігін айтарлықтай арттырады: қатысушылардың 98%-ы өздерінің кәсіби тілдік құзыреттілігінің жақсарғанын атап өтті. Геймификация элементтері, мобильді платформалар және интерактивті функциялар студенттердің қызығушылығын сақтауда ерекше тиімді болды. Дегенмен, цифрлық теңсіздік және оқытушылармен өзара әрекеттесудің жеткіліксіздігі сияқты мәселелер анықталды, бұл технологиялар мен адам факторының тепе-тең интеграциясының маңыздылығын көрсетеді. Зерттеу цифрлық білім беру ресурстарының және жасанды интеллекттің кәсіби бағытталған шет тілін оқытудағы трансформациялық әлеуетін айқындайды. Практикалық ұсыныстарға бейімделген оқытуды және геймификация элементтерін қамтитын платформаларды қолдануға басымдық беру, қолжетімділік мәселелерін шешу және цифрлық құралдарды тиімді пайдалану үшін оқытушылардың біліктілігін арттыру кіреді. цифрлық білім беру ресурстарының және жасанды интеллекттің күшті жақтарын пайдалана отырып және олардың кемшіліктерін жоя отырып, цифрлық болашаққа бейімделген инклюзивті және тиімді білім беру ортасын құруға болады.

Тірек сөздер: цифрлық білім беру ресурстары, жасанды интеллект, шет тілдік білім беру, тіл үйренудегі мотивация, кәсіби-бағдарлы білім беру, Z буыны, білім берудегі ойынға бейімдеу, шет тілдік құзыреттілік

РОЛЬ ЦИФРОВЫХ ОБРАЗОВАТЕЛЬНЫХ РЕСУРСОВ В ОБУЧЕНИИ ПРОФЕССИОНАЛЬНО-ОРИЕНТИРОВАННОМУ ИНОСТРАННОМУ ЯЗЫКУ

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Аннотация. В данном исследовании изучается влияние цифровых образовательных ресурсов (ЦОР) и искусственного интеллекта (ИИ) на мотивацию и результаты обучения в профессионально-ориентированном обучении иностранным языкам. Основное внимание уделено студентам поколения Z. В рамках исследования оценивалась эффективность интеграции инструментов, основанных на ИИ, таких как Quizlet, Quizizz и Youglish, в учебные программы для студентов бакалавриата. Смешанный метод исследования включал опрос студентов, результаты которого анализировались количественно с использованием описательной и корреляционной статистики, а также качественно через тематическое кодирование. Результаты показывают, что ЦОР и ИИ значительно повышают мотивацию и вовлечённость студентов: 98% участников отметили улучшение профессиональной языковой компетенции. Элементы геймификации, мобильные платформы и интерактивные функции оказались особенно эффективными для поддержания интереса студентов.

Однако были выявлены такие проблемы, как цифровое неравенство и недостаточное взаимодействие с преподавателями, что подчеркивает необходимость сбалансированной интеграции технологий и человеческого участия. Исследование подчеркивает трансформационный потенциал ЦОР и ИИ в модернизации профессионально-ориентированного обучения иностранным языкам. Практические рекомендации включают приоритетное использование платформ с адаптивным обучением и элементами геймификации, решение проблем доступности и повышение квалификации преподавателей для эффективного использования цифровых инструментов. Используя сильные стороны ЦОР и ИИ и устраняя их недостатки, можно создать инклюзивные, эффективные и современные образовательные среды для цифрового будущего.

Ключевые слова: цифровые образовательные ресурсы, искусственный интеллект, иноязычное образование, мотивация в изучении языков, профессионально-ориентированное образование, поколение Z, геймификация в образовании, владение иностранным языком

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