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DEVELOPING RESEARCH COMPETENCE IN PRE-SERVICE FOREIGN LANGUAGE TEACHERS THROUGH HEURISTIC APPROACHES AND DIGITAL RESOURCES

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Abstract. The article examines the problem of developing research competence in pre-service foreign language teachers within the context of educational digitalization. Current requirements for teacher education emphasize not only the acquisition of subject-specific knowledge but also the cultivation of research skills, critical thinking, independence, and creativity. Particular attention is devoted to the heuristic approach, which frames the learning process as a search for solutions, the discovery of new knowledge, and the independent performance of research tasks. This approach encourages the development of an investigative mindset and readiness for continuous professional growth.

The use of digital resources adds a practice-oriented dimension to the heuristic approach. The digital environment provides access to diverse information sources, interactive tools for data analysis and visualization, and opportunities for collaborative project and research activities. It is demonstrated that the combination of heuristic strategies and digital resources fosters the development of essential abilities such as defining research objectives, critically analyzing information, systematizing knowledge, and formulating arguments and conclusions.

Moreover, the application of digital tools enhances opportunities for reflection, self-assessment, and the presentation of research outcomes in multiple formats. Thus, the integration of the heuristic approach with digital resources serves as a significant and effective condition for the development of research competence, which is particularly relevant in preparing future foreign language teachers for professional activity in innovative educational environments.

Keywords: research competence, foreign language teachers, heuristic approach, digital resources, problem-based learning, reflection, critical thinking, teacher education

Introduction

Heuristic approach is vital for developing research competence in pre-service foreign language teachers by providing critical, analytical, and practical skills needed to tackle global challenges. They promote problem-solving, independent learning, and active research engagement, enabling students to apply knowledge creatively.

The *heuristic approach* emphasizes discovery, problem-solving, and independent inquiry rather than the passive reception of knowledge. Polya (1945) defined heuristics as the art of solving problems through reasoning and exploration, while Bruner (1961) highlighted the value of discovery in learning. In education, this approach stimulates critical thinking and research skills (Savin-Baden & Major, 2004). In foreign language teaching, it enables students to search for information, analyze sources, and build arguments independently (Littlewood, 2004). When combined with digital resources, the heuristic approach supports collaborative inquiry and fosters the development of research competence in pre-service teachers.

Research competence, linked to critical thinking and professional self-development (Khutorskoy, 2005; Tilbury, 2011), is essential for future teachers, as language education increasingly addresses sustainability, cultural diversity, and social justice [1,2]. Research competence fosters critical thinking, a key skill for addressing sustainability challenges [3].

D. Coghlan (2019) defines action research as a dynamic process blending behavioral science and organizational experience to solve practical problems, promoting organizational change and personal growth [4, p.5]. Research skills are crucial for teachers and should be developed through heuristic methods in training future foreign language teachers. Professional growth involves self-education and responsibility for research, key aspects of professional competence.

B. Somekh (2006) highlights flexible research cycles, collaboration, reflexivity, and social transformation aimed at justice [5, pp.6–8]. S. Kemmis, R. McTaggart, and R. Nixon (2014) emphasize studying real practices in context to understand how education shapes cultural and social conditions [6, p.21].

M. Stavruk and L. Danilyuk see research competence as a combination of knowledge, skills, motivation, and experience, including cognitive, motivational, indicative, and operational components [7, p.186].

Action research is internationally recognized as a vital method for teacher professional development, empowering educators to improve their practice through collaborative inquiry and fostering continuous learning and social change (Somekh, 2006; Kemmis, McTaggart & Nixon, 2014). It helps teachers adapt to complex demands and promote inclusive teaching [6].

This study employs action research to develop research competence in pre-service foreign language teachers. Through iterative cycles of planning, acting, observing, and reflecting, it provides hands-on research experience that fosters critical thinking and professional growth. Its collaborative nature suits integration with heuristic approach and digital resources in teacher education.

In Kazakhstan, the Law on the Status of a Teacher (2019) defines educators' rights and duties and emphasizes ongoing development. However, teachers' professional identity and competence remain underdeveloped in practice [8].

Action research is increasingly viewed as a promising tool for addressing these challenges by fostering reflective and research-oriented teaching. Integrating action research methodologies into teacher education aligns with Kazakhstan's national reforms aimed at enhancing educational quality and responsiveness.

The novelty of this study lies in focusing on the still evolving status of teachers within Kazakhstan's education system. While legal provisions establish foundational rights and duties, the deeper professionalization of educators, especially through research and reflective practices, requires further support. This research contributes to filling that gap by exploring how action research can effectively promote teacher development in Kazakhstan.

Action Research is relevant because it bridges theory and practice, helping educators solve real classroom challenges while generating new knowledge. Its novelty lies in the cyclical process of reflection and action, which ensures adaptability to changing educational contexts. This approach also promotes professional growth, reflective practice, and collaborative problem-solving. Therefore, Action Research serves not only as a methodological tool but also as an innovative framework for sustainable development in education.

Materials and Methods

This study employed a combination of **theoretical** and **empirical** research methods in order to examine the formation of research competence among pre-service teachers of foreign languages through heuristic technologies.

A literature review and **comparative analysis** of works by domestic and international scholars were conducted to identify the conceptual foundations of research competence and heuristic learning. Methods of **analysis**, **synthesis**, and **generalization** were used to clarify the essence of research competence and to systematize pedagogical principles such as problem-based, cognitive, and contextual learning. Modeling was applied to construct a step-by-step framework for the formation of research competence. The model integrated motivational, instrumental, and pragmatic components, reflecting both professional requirements and the conditions of modern language teacher education.

To evaluate the current level of awareness and attitudes toward research competence, a **survey** was conducted among 60 third-year undergraduate students enrolled in foreign language teaching programs. The questionnaire focused on students' understanding of research competence, its role in professional practice, and their readiness to engage in research-oriented tasks.

One of the key research methods applied in this study in this study was **modeling.** In the humanities, modeling has gained wide recognition as an effective methodological approach. It is widely regarded as the process of constructing and substantiating scientific hypothesis regarding the nature and properties of the phenomenon under investigation. This method is particularly useful when direct examination of the object proves difficult or impractical. In such cases,

information is obtained indirectly, by studying a substitute or 'proxy' model, which serves as an essential cognitive tool, enabling the researcher to explore the characteristics and functioning of the subject under consideration. For modeling to be effective, a number of requirements must be met. First, completeness, which refers to the capacity of the model to adequately represent the essential features of the real object. Second, **simplicity** and validity, meaning that the model should provide clear explanations for the observed phenomena. Third, adequacy, which presupposes maximum similarity with the original subject. Fourth, rationality, implying the efficient and reasonable use of resources during the application of the modeling usually involves four interrelated stages:1) constructing the model;2) analyzing the model itself,3) transferring the knowledge gained from the model to the original object, and 4) applying this knowledge in practice. At each stage, it is important establish a sufficient degree of similarity between the model and the original phenomenon, e ensuring that the essential features are reflected without striving for complete identity. The effectiveness of the model depends on the researcher's prior understanding of the original object, as well as on the ability to evaluate the cognitive potential of the model created for studying the given object or phenomenon.

In our study, we formulated several principles that underpin the development of research competence of future teachers, drawing on the potential of digital resources. Within the framework of the cognitive approach in pedagogy, the concept of cognitive learning is aimed at the comprehensive development of intellectual abilities and skills. It contributes not only to the acquisition of knowledge, but also to the learner's capacity to adapt to new conditions of activity. According to L.Akhmetova. the principle of cognitive learning enables the integration of natural, subjective, rational, and reflective components of the individual into a coherent whole through discussion, critical reflection, and self-regulation. This approach significantly enhances the formation of a person's intellectual system and strengthen their capacity for independent research and decision-making [9, p.49].

Another important guideline is the principle of problem-based learning This approach emphasizes not only the acquisition of new knowledge but also the mastery of methods of action and the understanding of the conditions under which such actions can be most effectively applied. Problem-based learning presupposes the solution of problem situations that encourage students to seek new information, develop strategies, and test hypotheses.

As stated by N.Morozova.a problem situation represents a special mental state of a student, emerging when a task requires the discovery or assimilation of new knowledge -whether it concerns the subject matter, methods, or contextual conditions. The acquisition of new knowledge in this case is inseparable from changes in the learner's mental state, which become a micro-stage in their overall intellectual development [10, p.43-51].

The principle of scientific validity requires rejecting unreliable or speculative information. As noted by M.N. Skatkin, educational content must be based on scientific knowledge and not contradict established facts. [11L.Ya. Zorina interprets the *scientific principle* as aligning educational content with the current state of science and introducing students to methods of inquiry and fundamental cognitive laws. Closely related is the principle of consistency, which ensures the formation of a coherent system of knowledge, supports the shift toward self-directed learning, and stimulates creativity. The *principle of advanced learning* anticipates future material, helping students assimilate it more effectively later. Cross-curricular integration, though methodologically complex, optimizes the learning process and promotes a holistic worldview. Finally, contextual learning connects theory with real professional and research practice, ensuring meaningful application of knowledge.

According to A. Verbitsky, the competence-based approach emphasizes that rapid social and professional changes demand specialists who are highly qualified, adaptable, tolerant of cultural diversity, and capable of evaluating and improving their own cognitive strategies. [13]. *The principle of reflective learning*. Reflection to a certain extent is a meta-cognitive process, which is the phenomenon of human thinking aimed at analyzing the ways of human cognition, awareness of the results [14].

The model of research competence development through digital resources was built around three key stages. The **motivational stage** focused on forming abilities to define research goals, analyze problems, collect and evaluate information, and draw reasoned conclusions. The **input stage** developed instrumental and technological skills, including the use of digital tools, data analysis, application of theories, and construction of arguments. The **output stage** emphasized a heuristic approach, enabling students to critically assess results, prove their validity, and apply new knowledge in practice.

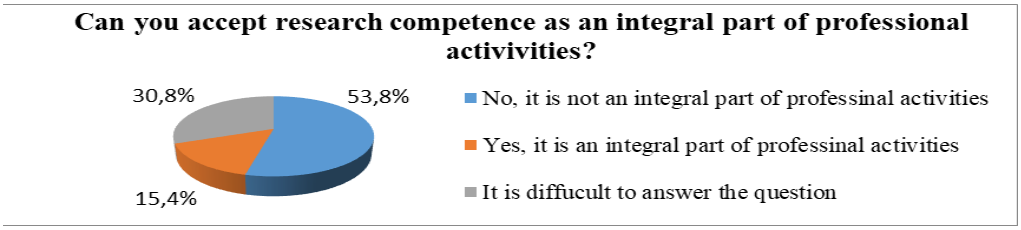
It is important to emphasize that the development of the above-mentioned abilities is possible only under the condition that students possess self-reflection, as well as the ability to articulate their viewpoints and provide resend arguments.

Research competence should be viewed as a multidimensional component of professional competence, formed through specific skills and personal qualities. Although these abilities have long been part of a foreign language teacher's profile, recent social and scientific changes have given them new dimensions. For instance, goal-setting is now shaped by digital technologies, while skills such as analyzing, synthesizing, and comparing information require advanced critical evaluation due to the abundance of diverse and sometimes contradictory perspectives.

Furthermore, the research competence of a foreign language teacher implies the ability to design and implement an original research project in the field of language teaching. This includes formulating hypothesis, selecting appropriate

methods, outlining expected results, processing and interpreting empirical data, as well as presenting findings and drawing substantiated conclusions.

Before implementing the proposed model, it was necessary to determine how future foreign language teachers perceive the importance of research competence and whether they consider it an integral part of their professional activity. To this end, a survey was conducted among 60 third-year undergraduate students of foreign language teaching programs, who are expected to work as teachers in secondary schools after graduation.

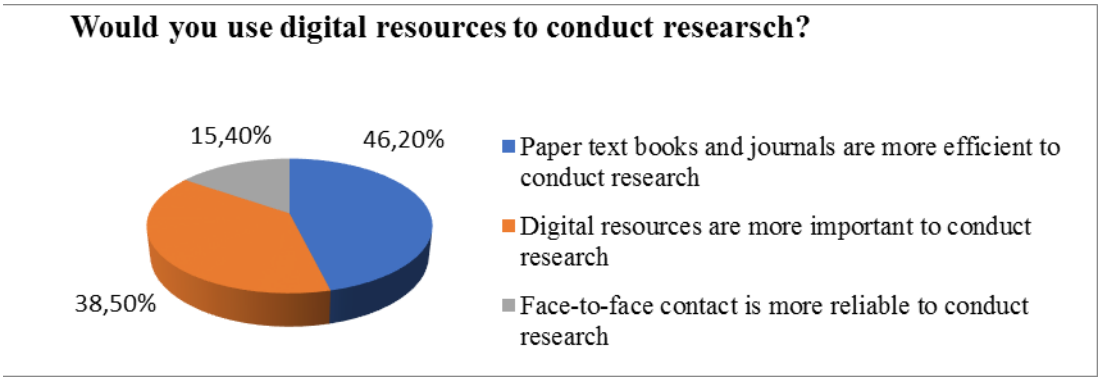


Picture 1 – The survey results reveal the extent to which future FL teachers perceive research competence as an essential component of their professional practice

The survey results revealed a rather low awareness of the role of research competence in the professional activity of future foreign language teachers. According to the first set of data, 53.8% of the respondents did not recognize research competence as an integral component of their future career. Only 15.4% acknowledged that their professional work would necessary involve research activity, while 30.8% of students experienced difficulties in answering the question.

One of the main reasons for this situation is outdated educational program, which does not include a separate course aimed at the development of research skills and does not allocate sufficient hours for teachers and students to explore the methodologically and producers of conducting school-level research. At the same time, secondary school administrators often require pupils to conduct small-scale research projects under teachers' supervision and present them at regional and national levels. This creates a contribution: teachers are expected to mentor students' research while lacking the necessary preparation themselves.

The second set of results demonstrated that 38.5% of respondence considered ICT tools to be the most effective means for conducting research. However, the majority of students preferred traditional sources such as printed textbooks, academic journals, and direct face-to face communication. This indicates that while some future teachers are ready to integrate digital tools into their research activities, many still rely on conventional resources.



Picture 2 – The findings of the questionnaire demonstrate the crucial role of ICT in the development of research competence.

Overall, the findings clearly illustrate the necessity of systematic and targeted training in research competence within teacher education programs. Without such preparation, future teachers are unlikely to be able to effectively guide their pupils' research work or to integrate research.

The third stage of our research involved an experimental verification of the proposed model. The experiment was carried out at Kazakh Ablai Khan University of International Relations and World Languages in November 2024. A total of 16 lessons (32 hours) were delivered in the natural learning environment of the university, in accordance with the academic schedule.

Two groups of students were identified: a control group and an experimental group, each consisting of 30 third-year students of the *5B011900 Foreign language Teacher Education program.* The experimental group was trained according to the model we developed, based on heuristic technologies, while the control group studied according to the traditional curriculum.

The model applied in the experimental group was structured into three stages and included a specially designed set of heuristic tasks. At the third stage, students were required to present research papers, which served as the culminating assignment of the experimental cycle.

The experimental work was organized in mini-groups of 3-5 students, with each group responsible for developing a research idea derived from the preceding stages. The preparation of research papers followed several consecutive steps:

1. Planning phase – groups selected their research topic, identified objectives, and determined the direction of their investigation.

2. Organizational phase – students established a timeline for the project, selected appropriate research methods, and distributed responsibilities within the group.

3. Analytical phase – students conducted independent research using a variety of methods: studying academic literature; searching and analyzing Internet resources; applying personal teaching experience; consulting experts; conducting observations and interviews; summarizing and analyzing collected data. In addition, students were provided with academic articles in the field of foreign language teaching. Their tasks included: extracting and summarizing main ideas, key results, and applied research methods; conducting **critical reading** and analysis; applying theoretical frameworks to evaluate the strength of arguments; preparing **detailed reviews** of the articles, including practical implications for foreign language teaching and possible improvements of the proposed methods.

At the final stage, students wrote **short scientific papers**, formulated **hypotheses**, justified their **choice of methods**, and presented their **conclusions**. This process fostered not only the acquisition of research competence but also the development of critical thinking, teamwork, and academic writing skills.

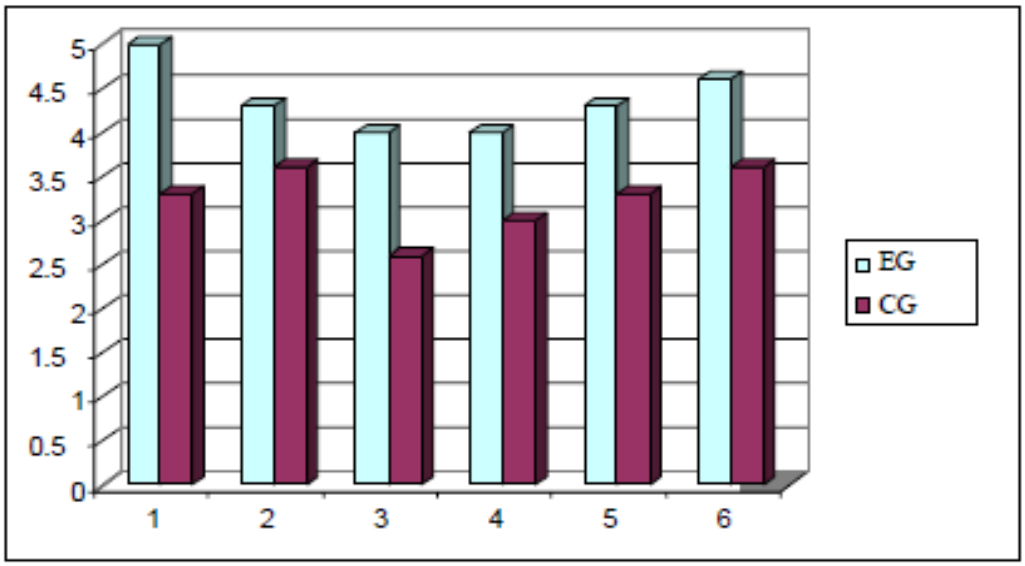
Results and discussions

The results of the experimental verification clearly demonstrate that the methodology, which integrated heuristic techniques and targeted digital resources, was effective in enhancing students' research competence.

Table 1 – The results of pre and post- experimental diagnostics

Parameters of research competence assessment	Cross-section	EG		CG	
		Average %	Difference in rates of growth %	Average %	Difference in rates of growth %
An ability to assess information critically and formulate the problem of research	Pre Post	2.7% 5%	+2.3	2.7% 3.3%	+0.6
An ability to collect, analyze and interpret data	Pre Post.	2.3% 4.3%	+2	2.3% 3.6%	+1.3
An ability to draw the conclusion related the original research question	Pre Post	2.1% 4%	+2	2.3% 2.6%	+0.3
An ability to apply digital resources for generating ideas and reflection	Pre Post	2.3% 4%	+1.7	2.7% 3%	+0.3
An ability to prove the significance of the obtained results with arguments in proper English language	Pre Post	1.7%% 4.3%	+2.6	2.1% 3.3%	+1.2
An ability to identify the areas for practical application of the results	Pre Post	2.1% 4.6%	+2.5	2.3% 3.6%	+1.3
Average	Pre Post	2.2% 4.3%	+2.1	2.4% 3.2%	+0.8

Table 2 – The results of post- experimental cross-sections in EG and CG



The most notable improvements in the **experimental group** were observed in the following parameters:1) ability to prove the significance of the obtained results in English (+2.6%);2) ability to identify areas for practical application of research outcomes (+2.5%);3) ability to critically assess information and formulate research problems (+2.3%).By contrast, the **control group** demonstrated only minor progress, with the lowest gains recorded in the ability to draw conclusions (+0.3%) and the use of digital resources for generating ideas (+0.3%).These differences, summarized in **Table 1**, provide compelling evidence of the positive impact of innovative pedagogical approaches on the development of research competence among pre-service foreign language teachers.

Summary of Assessed Competence Parameters:

1. *Ability to assess information critically and formulate the problem of research* – evaluation of the reliability, relevance, and significance of sources; clear articulation of research problems.

2. *Ability to collect, analyze, and interpret data* – systematic data collection and analysis leading to meaningful insights

3. *Ability to draw conclusions* – formulation of reasoned judgments directly related to the research objectives.

4. *Ability to apply digital resources for idea generation and reflection* – use of digital tools and platforms to support creativity and metacognition.

5. *Ability to justify the significance of obtained results in English* – logical argumentation expressed in linguistically accurate English.

6. *Ability to identify areas of practical application of research outcomes* –

recognition of how research findings can be transferred into teaching practice or further scholarly inquiry.

The obtained data indicate that the inclusion of heuristic technologies created favorable conditions for the development of critical thinking, problem-solving, and independent research skills. Digital resources expanded opportunities for autonomous exploration, reflection, and collaboration, thus reducing the limitations of time, space, and social anxiety often observed in traditional learning formats.

These findings underscore the effectiveness of integrating heuristic methods and digital tools into teacher education programs. Such approaches foster not only the acquisition of research competence but also the cultivation of essential professional skills, thereby preparing future teachers for innovative and evidence-based practice.

The combination of **theoretical** and **empirical** methods made it possible to substantiate the proposed model of research competence formation. The findings highlight the need to integrate heuristic technologies into teacher training in order to strengthen students' readiness for independent inquiry and research-based professional activity.

Conclusion

The conducted research has made both theoretical and practical contributions to the realization of the main principles of sustainable development in higher education. A comprehensive definition of the research competence of future foreign language teachers has been proposed, conceptualized as a multifaceted construct that previously lacked detailed consideration in pedagogical literature.

The core abilities comprising research competence have been identified, including: the ability to analyze, synthesize, and compare information; to detect existing problems; and to perform complex textual and academic activities. In accordance with these abilities, a set of pedagogical principles was substantiated: the principles of problem-based learning, cognitive activity, contextual training, and reflective learning. Reflection, in particular, was emphasized as a metacognitive process enabling students to evaluate their own cognitive strategies and learning outcomes.

On this basis, a model for the development of research competence through heuristic technologies was designed and experimentally tested. The results of the experimental study confirmed its effectiveness: students demonstrated increased motivation, improved information processing skills, enhanced ability to critically evaluate data, and a greater capacity for analysis, comparison, and synthesis. In addition, their creative abilities, professional activity, self-reflection, and commitment to continuous development showed marked improvement.

The outcomes of the experimental work allow us to characterize the *competence profile of a future foreign language teacher* as follows:

1) independently formulates research problems and selects objects of study relevant to professional practice;

2) draws logical and evidence-based conclusions; expresses personal viewpoints supported by critical analysis;

3) demonstrates awareness of the social, cultural, and ideological significance of research;

4) identifies goals, tasks, and expected outcomes of research, while assessing its relevance and practical applicability;

5) exhibits creative imagination, critical thinking, and the ability to apply innovative heuristic techniques for generating ideas and reflection;

6) independently selects methods of problem-solving and research design;

7) provides objective evaluations of research results, substantiates their significance in proper English, and identifies their areas of application;

8) effectively integrates research outcomes into professional practice and creates information resources for wider use.

Thus, the study has demonstrated that the integration of digital resources into teacher education fosters the development of research competence as an essential professional quality. The findings contribute to pedagogical theory by clarifying the structure and mechanisms of research competence formation, and to educational practice by providing a tested model for its implementation.

Future research should further explore the scalability of the proposed model across different specializations, the role of digital tools in enhancing heuristic approach, and the long-term effects of research competence development on teachers' professional growth.

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«ФОРМИРОВАНИЕ ИССЛЕДОВАТЕЛЬСКОЙ КОМПЕТЕНЦИИ У БУДУЩИХ УЧИТЕЛЕЙ ИНОСТРАННОГО ЯЗЫКА ПОСРЕДСТВОМ ЭВРИСТИЧЕСКИХ ПОДХОДОВ И ЦИФРОВЫХ РЕСУРСОВ»

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Аннотация. В статье рассматривается проблема формирования исследовательской компетенции будущих учителей иностранного языка в условиях цифровизации образования. Современные требования к профессиональной подготовке специалистов предполагают развитие у студентов не только предметных знаний, но и навыков исследовательской деятельности, критического мышления, самостоятельности и креативности. Особое внимание уделяется эвристическому подходу, который позволяет организовать учебный процесс как процесс поиска, открытия нового знания и самостоятельного решения исследовательских задач. Он направлен на формирование у студентов исследовательского стиля мышления и готовности к постоянному профессиональному развитию.

Использование цифровых ресурсов придает эвристическому подходу практико-ориентированный характер. Цифровая среда обеспечивает доступ к разнообразным источникам информации, интерактивным инструментам анализа и визуализации данных, а также создает условия для совместной

проектной и исследовательской деятельности. Показано, что сочетание эвристического подхода и цифровых средств способствует развитию у студентов таких ключевых умений, как постановка целей и задач исследования, критический анализ информации, систематизация знаний, формулирование аргументов и выводов.

Кроме того, применение цифровых инструментов расширяет возможности для рефлексии, самооценки и представления результатов исследования в различных форматах. Таким образом, интеграция эвристического подхода и цифровых ресурсов выступает важным и эффективным условием формирования исследовательской компетенции, что особенно актуально в подготовке будущих учителей иностранного языка, работающих в инновационной образовательной среде.

Ключевые слова: исследовательская компетентность, преподаватели иностранных языков, эвристический подход, цифровые ресурсы, проблемно-ориентированное обучение, рефлексия, критическое мышление, педагогическое образование

БОЛАШАҚ ШЕТЕЛ ТІЛІ МҰҒАЛІМДЕРІНІҢ ЗЕРТТЕУ ҚҰЗЫРЕТТІЛІГІН ЭВРИСТИКАЛЫҚ ТӘСІЛДЕР МЕН ЦИФРЛЫҚ РЕСУРСТАР АРҚЫЛЫ ДАМЫТУ

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Аңдатпа. Мақалада болашақ шетел тілі мұғалімдерінің зерттеушілік құзыреттілігін қалыптастыру мәселесі талданады. Қазіргі білім беру кеңістігінің цифрландырылуы бұл үдерісті ұйымдастыруда жаңа мүмкіндіктермен қатар, бірқатар әдіснамалық талаптарды да алға тартады. Негізгі назар оқу үдерісін шығармашылық ізденіс пен жаңа білімді ашу ретінде қарастыратын эвристикалық тәсілге аударылған. Эвристикалық тәсіл студенттердің зерттеу міндеттерін өз бетінше шешуіне, деректерді талдауға, тұжырымдар жасауға және танымдық белсенділікті арттыруға мүмкіндік береді. Ал цифрлық ресурстар оны жүзеге асырудың тиімді құралы болып табылады. Олар студенттердің түрлі ақпарат көздеріне еркін қол жеткізуін, интерактивті платформалар арқылы деректерді өңдеуін, визуализациялауын және бірлескен ғылыми-зерттеу қызметін ұйымдастыруын қамтамасыз етеді.

Эвристикалық тәсіл мен цифрлық ресурстардың интеграциясы студенттердің зерттеушілік дағдыларын кешенді дамытуға жағдай жасайды. Атап айтқанда, зерттеу мақсатын айқындау, ақпаратты талдау және жүйелеу, аргументтер құру, сыни тұрғыдан ойлау, қорытынды жасау дағдылары қалыптасады. Сонымен қатар, цифрлық құралдар студенттердің рефлексиясына, өзін-өзі бағалауына, академиялық жазу тәжірибесін жетілдіруіне және зерттеу нәтижелерін түрлі форматта ұсынуына ықпал етеді. Мұндай тәжірибе болашақ мұғалімдердің кәсіби өсуіне, ғылыми-

әдістемелік құзыреттілігінің нығаюына және инновациялық білім беру ортасында табысты жұмыс істеуіне мүмкіндік береді. Осы тұрғыдан алғанда, эвристикалық тәсіл мен цифрлық ресурстардың үйлесімі зерттеушілік құзыреттілікті қалыптастырудың тиімді әрі өзекті тетігі болып табылады..

Тірек сөздер: зерттеу құзыреттілігі, шетел тілдері мұғалімдері, эвристикалық тәсіл, цифрлық ресурстар, проблемалық оқыту, рефлексия, сыни ойлау, мұғалімдерді даярлау

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