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DEVELOPING DIGITAL COMPETENCIES IN LANGUAGE EDUCATION TO ENHANCE TEACHING PRACTICES AND PROFESSIONAL GROWTH

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Abstract. The increasing role of digital technology in education has transformed language teaching, offering new opportunities and challenges for educators. This study examines how language instructors incorporate digital tools into their teaching, evaluating their self-perceived competencies, attitudes toward technology, satisfaction with institutional support, and professional development needs. Ninety-seven high school language instructors participated in this study, providing insights into the extent of digital adoption and the obstacles to effective technology use in language instruction.

The findings reveal significant disparities in digital experience among educators. While half of the participants have used digital tools for educational purposes for over seven years, a notable one-fifth have less than three years of experience, indicating that some teachers are still in the early stages of digital adoption. Furthermore, another one-fifth consider themselves advanced or expert users, underscoring the need for targeted training initiatives to support professional growth. Regarding institutional support, one-third of respondents believe existing training opportunities are either insufficient or only moderately effective, highlighting a gap between policy and practical implementation.

This study underscores the importance of structured professional development programs, collaborative mentorship initiatives, and institutional investment in digital training to address these challenges. The novelty of the study lies in its rationale for an integrative approach that combines digital, professional, and soft skills into a single teacher development framework. By integrating digital competence into professional development, this approach ensures that teachers are better equipped to integrate technology into their pedagogy and create engaging, student-centered, and effective learning environments.

Keywords: digital technology, digital literacy, integrative approach, language instructors, language education, media literacy, teaching practices, professional growth

Introduction

Digital technology (DT) evolutions have transformed education, leading

to new opportunities and challenges for language education (LE) [1-4]. Although digital LE tools foster more dynamic and student-centered learning environments, they now navigate an increasingly elaborate digital landscape where digital competencies (DC) are essential for sufficient teaching and active student engagement [5-6].

The significance of DC in education has given rise to key concepts, including digital pedagogy, tools, and professional competencies [1; 3; 7-8]. Scholars have extensively examined the role of DT in education, especially in the context of English Language Teaching (ELT) and second language acquisition (SLA). Since the mid-20th century, technology-enhanced language learning has progressed from early audiovisual materials and language laboratories to advanced computer-assisted language learning (CALL) and artificial intelligence-driven learning platforms [3, p. 164; 4, p. 17].

Despite these pedagogical advancements, integrating DC into language teaching (LT) remains challenging in Kazakh education. Adapted to traditional teaching methods, language instructors (LIs) find it challenging to incorporate digital resources effectively [7, p. 1371]. While infrastructure limitations were historically a significant barrier, recent studies indicate that inadequate training and pedagogical adaptation are now the primary obstacles preventing educators from fully utilizing digital tools for learning and teaching settings [8]. Authors argue that while DTs may enhance learning outcomes, their effectiveness depends on teachers' capacity to adapt pedagogical strategies, create interactive learning experiences, and cultivate students' DC [8, p.9].

In this article, digital competencies are explored through an integrative approach that combines professional, communicative, and digital skills into a single framework for teacher development. This view helps us see DC not as separate technical skills but as a crucial part of language teachers' professional abilities, closely connected to their teaching methods and growth.

This study investigates how LIs perceive and use digital technologies in LT. Specifically, it examines teachers' attitudes toward digital tools, their self-assessed digital skills, satisfaction with institutional support, and opportunities for professional development. This study examines digital transformation in LT, identifying key gaps and opportunities, and offers insights into how LIs can better support the acquisition and application of digital skills. This study's insights might guide educators, policymakers, and institutions in developing sustainable DC initiatives to empower LI to meet the changing demands of modern education.

Digital competencies are essential 21st-century competencies highly valued in education [9-10]. The national demand for higher education is projected to grow exponentially due to the baby boom in Kazakhstan during the first decade of the 21st century. This raises the question of how HEIs sustain and improve the quality of education amid ongoing growth and diversity in the student body [11, p.307].

Scholars in LE have acknowledged that educational methods need to be transformed to foster the development of digital skills [3, pp.163-164; 4, p.17; 5, p.1; 6, p. 268; 13-14]. For instance, Levy and Richards emphasize the integration of technologies into new pedagogies as an alternative to more conservative teaching methods, transforming them into research- and problem-based approaches [3, p. 166; 4, p. 282]. Additionally, innovative DTs enhance teachers' ability to utilize strategic questionnaires, tap into students' interest in mobile technologies, and use social media to create relevant and authentic learning activities to teach metacognitive skills and foster positive learning relationships [8, p.9]. Consequently, DTs engage students more actively and meaningfully in their education, focusing on student-centered models and promoting lifelong learning.

Over the past few decades, DT advances have impacted all aspects of our lives. Since the advent of electronic media and the Internet, the web has evolved into a fast and reliable means of exchanging information [1, p.16]. Along with the ever-growing interest in electronic media, the Internet continues to play various roles, both as a means of intra- and interpersonal communication and as a pedagogical tool that facilitates language learning and teaching [2, pp. 111-112]. The media-saturated world exposes consumers to new technologies by exploring various language learning methods [9, p.1733]. Today, as prominent consumers of media content, students are particularly open to using multiple communication technologies and are eager to integrate new technologies into their learning processes [2, p. 4]. Prensky referred to the younger generation as "digital natives," in contrast to the older generation, which he termed "digital immigrants," who are still learning and adopting new technologies [5, p. 2]. This new generation of students has transformed the paradigms of learning.

Furthermore, recent studies suggest that the so-called "network generation" may not be as technologically savvy as anticipated [5, p. 2]. There is a consensus that millennials are comfortable with technology, particularly in their social applications. With the integration of DT into modern LT, learning becomes a creative, personalized process, allowing students to build their cognitive understanding of contemporary language using strategies such as generalization, simplification, or analogy. Keeping this in mind, 21st-century educators can play a crucial role in helping students transcend mere "technical comfort" to become genuinely "tech-savvy" by shifting the focus of technology use from social contexts to more pedagogical applications [5, p.5]. Consequently, as language instructors, we acknowledge that a lack of sufficient technological and digital knowledge hinders our ability to work productively, leading to stress and ineffective teaching strategies.

LT has utilized the technology for thirty years since CALL was developed and implemented in education [3-4]. Since then, numerous studies have investigated methods for integrating new technologies into educational settings. However,

few studies have reported on DL and frameworks focused on LT. One such study was conducted by Pegrum, Dudeney, and Hockly, who examined several new literacy skills and practical ideas for their development in English lessons [15]. The authors introduced a taxonomy of new types of literacy, classifying them into four main categories: a) language, b) connections, c) information, and d) design (repeated). Since the LEs are considered "teachers of global communication, increasingly mediated by technology," developing DC is essential for students to function effectively as citizens of the 21st century [15, pp. 93-94].

Furthermore, several studies have documented that pedagogical reasoning influences the challenges of digital integration in educational contexts. Levy identified two types of CALL specialists: "emergent" and "established" [4, p.3]. Established specialists are critical of modern technologies and adapt them to their conditions, while base specialists adopt rather than adapt technologies. Cheng contends that the abundance of new technologies, the ubiquity of the Internet, and educators' efforts to integrate various tools into their educational contexts can be frustrating or confusing [8, p. 184]. Consequently, teachers should receive training to plan and conceptualize the pedagogical implications of new technologies for their effective implementation in language classes.

In this context, scholars highlight the importance of an integrated approach that combines digital, professional, and communicative skills within a single educational framework. In pedagogical research, an integrated approach is defined as addressing the fragmentation of competencies by blending technological literacy with teachers' broader professional responsibilities, especially in language education (Richards [3]; Levy [4]; Moorhouse and Yang [14]). From this perspective, digital competence is not just technical literacy but is regarded as a part of teachers' overall professional competence, directly supporting their pedagogical practice and professional development.

Recent research shows that the effectiveness of digitalization in education largely depends on teachers' ability to integrate technologies into pedagogical strategies, rather than viewing them as an isolated set of tools [8; 14]. This highlights the importance of an integrative approach, as it not only helps improve digital literacy but also ensures its pedagogical relevance, enabling teachers to develop interactive and student-centered learning processes.

For this study, we define *an integrative approach as a systemic focus on developing digital competencies in language education through the simultaneous growth of pedagogical and digital skills. This approach ensures digital tools are integrated into pedagogical practice as a natural part of language teaching, rather than as an external addition*.

The UNESCO document on the ICT Competency Framework for Teachers has introduced technology standards for students and LIs, including goals and standards [1]. The standards state that: "*Language instructors integrate*

pedagogical knowledge and skills with relevant technologies to improve language teaching and learning," and define four categories to achieve this goal:

- Language instructors identify and evaluate technological resources and the environment to ensure compliance with the teaching context.

- Language instructors consistently integrate technology into their pedagogical approaches;

- Language instructors develop and manage language learning activities and tasks, using technology appropriately to achieve the curriculum's goals and objectives, and

- Language instructors use relevant research results to lift language teaching activities and technology-related tasks" [1, p.7].

Thus, DTs vary widely, and the reasons for utilizing specific tools can be complex and tailored to context; therefore, this approach was considered appropriate.

Methods and Materials

The methodological foundation of the study was based on both international and national concepts and regulatory documents, including the UNESCO ICT Competency Framework for Teachers [1] and the Order of the Ministry of Education and Science of the Republic of Kazakhstan regarding the use of distance learning technologies [11]. It also incorporated scientific works by foreign and domestic researchers on the digitalization of education and language pedagogy (McNeil [2], Richards [3], Levy [4], Prensky [5], Martin et al. [6], Tazhitova et al. [7], Cheng [8], Yeh & Swinehart [9], Dossymbayeva et al. [10], Iskhakbayeva et al. [12], Lamb & Arisandy [13], Moorhouse & Yan [14], Pegrum et al. [15]). These sources enabled the examination of digital competencies in language education through competence-based and activity-based approaches, while also emphasizing the importance of integrating educational technologies and media tools into teachers' professional development.

The following methods were employed in the study:

- Theoretical methods: analysis, synthesis, systematization, and comparative analysis of both foreign and domestic research on the topic of developing digital competencies.

- Empirical methods: pedagogical observation, teacher questionnaires, and expert evaluation of practices related to using digital tools in LT, with a focus on teachers' perceptions, self-assessment of digital skills, institutional support, and professional development opportunities.

- Interpretation methods: qualitative content analysis and generalization of the collected data to identify challenges, gaps, and potential solutions for digital transformation in LT.

The scientific novelty of the study lies in advocating for an integrated

approach to developing digital communicative skills in language education. This approach enables the integration of professional and digital capabilities within a single system, empowering teachers to meet the evolving demands of modern education and support their professional development.

The study participants were high school English, Russian, and Kazakh teachers. They received a message through WhatsApp asking them to voluntarily complete the online survey and inviting them to share it with other language instructors they knew. This message outlines the purpose of the study, its procedures, and the rights of participants, as stated at the beginning of the survey form. Initially, 105 language instructors agreed to participate in the study. However, due to non-completion or withdrawal, the final dataset consists of responses from 97 participants. As a result, ninety-seven high school teachers completed the questionnaire (Table 1). A questionnaire examines the answers to the following*: 1) How long have you interacted with digital technologies? 2) How do LIs evaluate their level of digital skills? 3) To what extent are LIs satisfied with their digital competencies and learning needs? 4) What do LIs think about institutional support for personal and professional development in digital competencies?*

Table 1 - Instructors Participated in Questionnaire

Experience	Kazakh	English	Russian	Total
with over 15 years of experience	2	7	0	9
with 11–15 years of experience	2	14	5	21
with 5–10 years of experience	5	11	4	20
with less than 5 years	8	27	12	47
Total	**17**	**59**	**21**	**87**
	97			

The Likert scale measured teachers' attitudes and self-assessment, while open-ended responses allowed participants to elaborate on their experiences and suggestions. The survey was conducted using Google Forms, which allowed respondents to provide feedback voluntarily and anonymously, ensuring honest and unbiased responses.

The statistics were used to calculate the *Percentage* of responses from educators selecting each option using the formula (1):

$$P = \left(\frac{F}{N}\right) \times 100 \qquad (1)$$

Where:
P = Percentage of participants selecting a response;
F = Frequency of the responses;
N = Total number of respondents answering the question.

The questionnaire was piloted with five experienced LEs, who provided insights on clarity and relevance before its full-scale distribution to assess the survey's validity and reliability.

Results and Discussion

This section presents the study's key findings, based on survey responses from 97 LIs, and examines their implications for developing DC in LT. The discussion highlights trends in using DTs, self-assessed DC, satisfaction with digital literacy, and institutional support for professional development.

Regarding *Question 1* on the respondents' engagement with the DT for educational purposes, the survey results demonstrate varying levels of experience with DT; in particular, almost half of the respondents (55%) have used digital technologies for at least 7 years, with 25% reporting over 10 years of experience in digital education. Moreover, 20% of instructors have fewer than 3 years of experience, which may indicate limited exposure to digital teaching methods (Table 2).

Table 2 - Respondents' experience in utilizing educational DT in language classrooms

Experience	Kazakh	English	Russian	Total
over 10 years of experience	2%	15	8%	25%
at least 7 years of experience	11%	28	16%	55%
3–5 years of experience	3%	7	5%	15%
less than 3 years of experience	6%	12	2%	20%
Total	17%	59%	21%	36%
	100%			

Regarding language grouping, most English language teachers (59%) demonstrate substantial experience with educational DTs, particularly those who have taught for at least 7 years. In contrast, Kazakh and Russian DEs exhibit lower levels of familiarity, at 17% and 21%, respectively, indicating a possible gap in digital skills among educators. One-fifth (20%) of all respondents with less than 3 years of experience using educational DTs underscore the need for targeted support for novice teachers, ensuring that newer educators obtain the necessary training to incorporate DT into their teaching practice effectively.

This distribution shows that while most educators have significant exposure to DTs, a notable segment still has limited experience with digital integration in teaching. This highlights the need for well-designed professional development programs that support both experienced and novice users, ensuring all educators have the essential skills to utilize DTs effectively.

For *Question 2*, participants assessed their DC, offering self-evaluations reflecting confidence and skill in utilizing digital tools. The survey findings reveal that many instructors face challenges with DT, with only 18% considering themselves *Advanced* users or *Experts* (Table 3).

Table 3 - Self-Assessment of Digital Competence

Levels	Kazakh	English	Russian	Total
Experts	0	3	0	3%
Advanced users	2	10	3	15%
Intermediate	6	29	11	46%
Beginners	13	4	19	36%
Total	21%	46%	33%	100%

One-fourth of respondents classified themselves as *Beginners*, struggling with the basics of digital tools; less than half of the respondents identified themselves as *Intermediate* users, stating that they can handle standard educational technologies but require further training. Almost one-third of respondents rated themselves as *Advanced* users, demonstrating confidence in integrating digital tools into their teaching practices, while only 3% identified as *Experts*, effectively applying digital methodologies in language education. When only 18% of respondents are Experts and Advanced users, 82% still need further development in digital literacy.

With 82% of respondents identifying as Beginners or Intermediate users, it is clear that many LIs still need structured training and development. Although the technology is widely adopted in education, many LIs feel uncertain about fully integrating digital tools into their teaching practices. These insights underscore the critical need for focused digital competence programs that provide essential and advanced training tailored to educators' specific needs and abilities.

Question 3, which assesses educators' satisfaction with their digital competencies and learning needs, reveals that many instructors do not feel entirely satisfied with their level of digital competency (Table 4). The findings indicate that only 14% are *Very Satisfied*, expressing confidence in their skills, in contrast to 45% of respondents who consider themselves *Satisfied*, feeling moderately comfortable but still open to professional development. However, 34% are *Somewhat Satisfied*, recognizing a need for further improvement, while 7% are *Not Satisfied*, indicating struggles with digital adaptation.

Table 4 - Respondents' Satisfaction with Digital Competencies and Learning Needs

Levels	**Kazakh**	**English**	**Russian**	**Total**
Very Satisfied	0	14	0	14%
Satisfied	17	14	14	45%
Somewhat Satisfied	15	8	11	34%
Not Satisfied	4	0	3	7%
Total	36	36	28	100%

These findings indicate that approximately half of the respondents (41%) recognize gaps in their DC and seek additional training. Despite increasing exposure to digital tools, many LIs believe that their current skills are inadequate to utilize technology's potential in teaching fully. This underscores the necessity of ongoing professional development programs for digital teaching strategies [24, pp.14-15].

For open-ended *Question 4* on institutional support for DCs, participants provided feedback on the level and effectiveness of institutional support they receive for developing digital skills. Their responses revealed several recurring themes. Primarily, they emphasized the lack of structured training programs. Most LE noted that while their schools provide some digital training, these sessions are often irregular, too basic, or lack practical application. For instance, Respondent 21 stated, "*We have workshops, but they do not cover advanced digital teaching methods*." Respondent 57 claimed, "*There are occasional webinars, but they do not provide hands-on experience with digital tools*."

They also highlighted the availability of digital tools, but noted that training was insufficient. Some participants reported that their schools provide access to digital resources but fail to offer adequate training on using them effectively [7, p.1371]. For instance, Respondent 71 mentioned, "*Support varies by department; some faculty receive training while others have no access to digital literacy programs*."

Another insight from the open-ended question was the emphasis on minimal institutional support and self-reliance. Many instructors expressed frustration about their expectations to learn digital skills independently without institutional support, claiming "*Institutional support is minimal. We are expected to learn digital skills on our own without structured guidance*" (Respondent 14) or "*There is an expectation to use technology, but no real investment in developing teachers' digital competencies*" (Respondent 61). The respondents also mentioned the need for more hands-on and targeted training, peer support and mentoring, as well as funding constraints and institutional priorities. All significant challenges are given in Table 5.

Table 5 - Level and effectiveness of institutional support

Challenges	Solution Recommendations
Lack of Structured Training Programs	*Develop structured digital training programs tailored to language teaching.*
Availability of Digital Tools but Insufficient Training	*Offer ongoing professional development instead of one-time workshops.*
Minimal Institutional Support and Self-Reliance	*Provide hands-on training and mentoring instead of passive learning formats.*
Need for More Hands-On and Targeted Training	*Ensure equal access to training across departments to avoid disparities.*

The Need for Peer Support and Mentoring	*Allocate funding for sustainable digital literacy programs rather than relying on external, self-funded training.*
Funding Constraints and Institutional Priorities	

These findings highlight a significant gap in institutional support, as 70% of respondents view their institution's digital training resources as either inadequate or only moderately helpful. This suggests that numerous LIs will integrate digital tools into their teaching without sufficient guidance, resources, or training.

Thus, the study's results enable us to identify several key patterns in the development of DC among language teachers. *Firstly*, significant differences in the experience of using digital technologies were revealed. Some teachers have long-term experience using DT, but about one-fifth of respondents have less than three years of experience. This confirms the existence of a gap between experienced and novice users, indicating the need for differentiated training programs that account for different levels of proficiency in digital tools.

Secondly, the data on self-assessment of digital competencies demonstrate that 82% of respondents consider themselves to be at the Beginner or Intermediate level, which indicates a lack of confidence in the use of digital technologies and limited opportunities for integrating DT into language teaching. These results are consistent with the findings of Levy [4] and Cheng [8], which suggest that the successful use of digital tools requires not only technical skills but also meaningful pedagogical application.

Thirdly, an analysis of teachers' satisfaction with their own digital skills revealed that nearly half of the respondents (41%) acknowledged gaps and required additional training. This is consistent with the observations of Moorhouse and Yan [14], who emphasize the need for continuous improvement of digital literacy to maintain the quality of teaching.

Finally, the identified problems with institutional support confirm that the mere availability of digital resources does not guarantee their practical use. As shown by the respondents' answers, the lack of structured programs and systemic support forces many teachers to independently acquire digital skills, resulting in uneven proficiency levels among teachers. This conclusion aligns with the findings of Dossymbayeva et al. [10], who document the challenges of adapting educational practices to the distance format.

These barriers together emphasize the need for systemic measures to develop digital competencies. The most popular areas are:

1) development of structured and regular training programs, including interactive methods and blended learning models;

2) creation of professional support communities, where more experienced teachers could accompany beginners;

3) formation of clear digital literacy policies and ensuring constant access to digital resources and technical support;

4) differentiation of training programs by levels (Beginner, Intermediate, Advanced) with the possibility of gradual progress;

5) integration of digital competencies into teacher certification programs and the professional certification system.

Taken together, the study's results confirm that the development of digital competencies in language education should be considered not only as a technological process, but also as a pedagogical and institutional task. The scientific novelty of this work lies in substantiating the feasibility of an *integrative approach* that enables the simultaneous development of teachers' pedagogical skills and digital competencies. This approach ensures their professional growth and an improvement in the quality of the educational process, which is consistent with the conclusions outlined in the works of Richards [3] and Pegrum et al. [15].

Conclusion

The article examines teachers' perspectives on their preparedness for integrating new technologies into their instructional methods, their demand for enhanced support for online courses, and strategies for improving their students' learning experiences. Thus, education is most effectively achieved in one's mother tongue or first language. Second—or third-language instruction promotes cultural understanding, boosts students' cognitive skills, and equips them for life beyond the classroom, including global engagement and opportunities.

The findings revealed that despite implementing several national policies, only a few offer sufficient detail regarding schools' responsibilities for digitalization and the effective use of DTs. As a result, this responsibility is frequently left to individual schools or teachers. Most schools have not yet established digitalization strategies to define the digital skills expected of their new learners. Opportunities for staff training to enhance DC are rarely provided and usually occur on an ad-hoc basis. Nevertheless, most educators see such training as beneficial for professional development and maintain a positive attitude toward integrating digital technologies into teaching. The potential benefits for learners include broader exposure to language; more opportunities for authentic interaction with other learners globally; flexible learning; varied learning methods, such as visual or auditory approaches; a focus on specific skills, like reading or listening; more active learning, as students have greater control over the process and outcomes; learner autonomy, allowing students to choose what and how they learn; a less stressful environment than traditional classroom learning; a social context for learning, enabling interaction with peers; and access to engaging materials like digital games and YouTube content.

The scientific novelty of this study lies in substantiating the relevance of an integrative approach, which combines digital, professional, and communicative skills within a unified framework of teacher development. By embedding digital

literacy into professional competence, this approach ensures that technology is not treated as an external add-on but rather as an integral part of teaching practices. Such a framework promotes both the quality of language education and the professional growth of instructors.

This study has a few limitations. First, it included 97 LIs from high schools, which might not adequately reflect the broader population encompassing middle and university instructors from various educational settings. Second, the findings rely on self-assessment surveys, which may be influenced by response bias, potentially leading to an over- or underestimation of students' digital competencies. Lastly, although the research evaluates digital competency levels and institutional support, it lacks a thorough analysis of how digital tools affect student learning outcomes.

Future research should feature a broader and more varied group, including educators from various educational tiers (such as middle school and higher education) and regions, to enhance generalizability. It should investigate the integration of classroom observations, student feedback, and analytics of digital tool performance, which could offer a broader perspective on the effects of digital integration. Additionally, the research should investigate how specific digital tools enhance language learning and student engagement. Experiments assessing various training interventions could reveal the most effective strategies for professional development.

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ТІЛДІК БІЛІМ БЕРУДЕ ОҚЫТУ ТӘЖІРИБЕСІ МЕН КӘСІБИ ДАМУДЫ ЖЕТІЛДІРУ ҮШІН ЦИФРЛЫҚ ҚҰЗЫРЕТТІЛІКТІ ҚАЛЫПТАСТЫРУ

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Аңдатпа. Білім берудегі цифрлық технологиялардың дамуы тілдерді оқыту тәсілдерін өзгертіп, оқытушылар үшін жаңа мүмкіндіктер мен қиындықтар туғызды. Бұл зерттеу оқытушылардың цифрлық құралдарды қалай қолданатынын, олардың цифрлық құзыреттіліктерін, технологияларға деген көзқарастарын, институционалдық қолдауға қанағаттанушылығын және кәсіби даму қажеттіліктерін талдайды. Зерттеуге орта мектептердегі 97 тіл оқытушысы қатысты. Олардың жауаптары цифрлық технологияларды қолдану деңгейін және олардың тиімді пайдалануына кедергі келтіретін негізгі мәселелерді анықтауға көмектесті.

Зерттеу нәтижелері мұғалімдер арасында цифрлық дағдылардың әркелкі екенін көрсетті. Қатысушылардың жартысы цифрлық құралдарды жеті жылдан астам уақыт бойы қолданса, 20%-ы үш жылдан аз тәжірибеге ие, бұл кейбір мұғалімдердің әлі де технологияны игерудің бастапқы кезеңінде екенін білдіреді. Сонымен қатар, тағы 20%-ы өздерін жетік немесе сарапшы деңгейіндегі қолданушы ретінде бағалайды, бұл кәсіби өсуге бағытталған арнайы оқу бағдарламаларының қажеттілігін көрсетеді. Институционалдық қолдау тұрғысынан алғанда, мұғалімдердің үштен бірі бар оқу бағдарламаларының жеткіліксіз екенін немесе тиімділігі төмен екенін атап өтті, бұл саясат пен оның нақты іске асырылуы арасындағы алшақтықты көрсетеді.

Бұл зерттеу кәсіби дамудың құрылымдалған бағдарламаларының, өзара тәлімгерлік бастамаларының және цифрлық оқытуға институционалдық инвестициялардың маңыздылығын көрсетеді. Зерттеудің жаңалығы цифрлық, кәсіби және soft skills-ті мұғалімдердің кәсіби дамуының бірыңғай жүйесіне біріктіретін интегративті тәсілді негіздеуде жатыр. Цифрлық құзыреттілікті кәсіби дамуға енгізу арқылы бұл тәсіл оқытушылардың технологияларды педагогикалық тәжірибеге тиімді енгізуіне және студентке бағдарланған, тартымды әрі нәтижелі білім беру ортасын құруына мүмкіндік береді.

Тірек сөздер: цифрлық технологиялар, цифрлық сауаттылық, интегративті тәсіл, тіл пәнінің оқытушылары, тілдік білім беру, медиасауаттылық, оқыту тәжірибелері, педагогикалық әдістер

ФОРМИРОВАНИЕ ЦИФРОВЫХ КОМПЕТЕНЦИЙ В ЯЗЫКОВОМ ОБРАЗОВАНИИ ДЛЯ ПОВЫШЕНИЯ ЭФФЕКТИВНОСТИ ПРЕПОДАВАНИЯ И ПРОФЕССИОНАЛЬНОГО РОСТА

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Аннотация. Современные цифровые технологии кардинально изменили процесс преподавания языков, открывая новые возможности и создавая вызовы для педагогов. Данное исследование анализирует, как преподаватели интегрируют цифровые инструменты в образовательный процесс, оценивая их уровень цифровых компетенций, отношение к технологиям, удовлетворенность институциональной поддержкой и потребности в профессиональном развитии. В исследовании приняли участие 97 преподавателей языков из средних школ. Их ответы помогли выявить уровень цифровой адаптации и основные барьеры, мешающие эффективному использованию технологий в языковом образовании.

Результаты показали значительные различия в цифровом опыте педагогов. Половина участников использует цифровые инструменты в обучении более семи лет, тогда как около 20% имеют менее трех лет опыта, что свидетельствует о начальном этапе цифровой адаптации у некоторых преподавателей. В то же время еще 20% респондентов считают себя продвинутыми или экспертными пользователями, что подчеркивает необходимость целенаправленного обучения для профессионального роста. Что касается институциональной поддержки, треть преподавателей считает, что существующие программы повышения квалификации либо недостаточны, либо неэффективны, указывая на разрыв между образовательной политикой и ее реализацией.

Данное исследование подчеркивает необходимость разработки структурированных программ профессионального развития, наставничества и институционального финансирования цифрового обучения. Новизна исследования заключается в обосновании интегративного подхода, который объединяет цифровые, профессиональные и «мягкие» навыки в единую систему развития педагогов. Интегрируя цифровую компетентность в профессиональное развитие, данный подход обеспечивает более эффективную готовность преподавателей к использованию технологий в педагогической практике и созданию увлекательной, ориентированной на студента и результативной образовательной среды.

Ключевые слова: цифровые технологии, цифровая грамотность, интегративный подход, преподаватели языков, языковое образование, медиаграмотность, педагогические практики, методы преподавания

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