

UDC 378.147:004

IRSTI 16.21.47; 14.35.07

<https://doi.org/10.48371/PEDS.2026.80.1.025>

**USING DIGITAL INSTRUMENTS IN THE DEVELOPMENT OF
PROFESSIONAL-COMMUNICATIVE COMPETENCE OF FUTURE
FOREIGN PHILOLOGISTS**

Alieva B.A.¹, *Sadykova A.K.²

^{1,*2}Kazakh Ablai Khan University of International Relations and
World Languages, Almaty, Kazakhstan

Abstract. This paper investigates the possibilities of using digital instruments in the development of the professional-communicative competence of future foreign philologists. The study's significance stems from the increasing integration of digital solutions into higher education and the demand for graduates who can communicate professionally and effectively within digitalized academic and professional contexts. This research aims to assess how the integration of various digital tools influences the development of professional-communicative skills among philology students. The research employs comparative and empirical methods, including an experimental study conducted with 60 third-year students of the "6B02302-Foreign Philology" educational program at KazUIRandWL. The experiment was implemented over one academic semester within the course "Editing of mass media texts", integrating various digital tools such as electronic dictionaries, online databases, interactive platforms, artificial intelligence systems and professional forums. The results demonstrate that the using of digital tools into the educational process systematically promotes students' linguistic development and supports the coherent formation of their professional-communicative competence. It also strengthens the methodological consistency and overall efficiency of professional-communicative development.

The scientific novelty of the study lies in substantiating a comprehensive approach the development of professional-communicative competence through the use of digital tools in the process of foreign philological development. The practical relevance of the study is reflected in its potential to inform the modernization of curricula, refine instructional strategies and enhance the design of digital learning environments within higher education in philology. The article emphasizes that mastering digital instruments is an essential component of professional development for future foreign philologists and ensures their successful adaptation to the demands of the modern digital society.

Keywords: professional-communicative competence, professional competence, foreign philological development, digital instruments, artificial intelligence, foreign philology, professional higher education, methodical model

Introduction

The ongoing modernization driven by digital technologies unfolds differently in each nation, reflecting its unique cultural and social context. This dynamic presents a global challenge - finding a balance between the unifying trajectory of modern civilization and the preservation of cultural diversity. The essence of modern communication theories is revealed through the interplay of notions such as “information”, “interpersonal communication” and “professional discourse”. Furthermore, the issue of aligning graduates’ skills and competencies with labor market expectations has become critical, especially in conditions of workforce oversaturation and evolving professional demands. The formation of professional-communicative competence is influenced by personal traits, societal transformations and the adaptability of the specialist to emerging professional realities. In this context, possessing a diverse and adaptable set of communicative strategies enables specialists to demonstrate professional-communicative competence across various forms of interaction and occupational situations [1]. The present study seeks to determine effective approaches for fostering this competence within the framework of development future foreign philologists. Furthermore, the paper examines the ongoing transformation of key directions and priorities in contemporary foreign language education that shape professional preparation in the digital era.

The central objective of higher education, particularly in the context of philological development, is to cultivate independent and socially responsible graduates who are equipped to make informed and effective professional decisions. The task of reorganization of education arises, because in addition to academic knowledge, future specialists-philologists should possess a number of professional qualities, have constantly formed skills of oral and written communication, possess skills of work with information instruments and technologies, think critically, feel the need for continuous education, be creative and enterprising. In the context of rapidly evolving educational environments, digital instruments such as online platforms, interactive learning environments, electronic dictionaries and AI-powered language applications offer new opportunities. AI-driven feedback systems adaptive learning instruments and virtual communication platforms to personalize learning paths and improve students’ fluency, accuracy and professional interaction [2].

The dynamics of today’s world demand specialists with broad intellectual horizons and the competence to handle complex interdisciplinary problems. The implementation of a competency-based model in Kazakhstan’s higher education system has highlighted the importance of developing students’ professional skills, practical orientation and the ability to apply knowledge in unpredictable situations. This paradigm shift emphasizes not only the acquisition of theoretical knowledge but also the cultivation of independence, critical thinking and self-

directed learning within the framework of lifelong education [3, pp.401-406]. The foundational principles of the competency-based approach have been thoroughly examined in the works of V.I. Baidenko [4, pp.12-25], V.A. Bolotov [5, pp.5-16], E.F. Zeer [6, pp.159-166], I.A. Zimnaya [7, pp.12-28], S.S. Kunanbayeva [1], N. Chomsky [8, pp.3-10], among others, forming the theoretical basis for the modernization of educational practices. Within the competence-oriented paradigm, emphasis is placed not merely on knowledge accumulation but on developing an integrated system of abilities, professional experience and applied skills. The competence-oriented paradigm is intrinsically linked to the concept of holistic education, which aims to shape not only a qualified professional but also an individual capable of functioning effectively within a team and contributing meaningfully to society. The concepts of competency and competence represent key outcome-oriented principles underpinning the modern competence-driven educational model [9, pp.12-15]. The review of academic literature addressing the interpretation of these categories has made it possible to outline their core attributes and to more clearly distinguish the boundaries between them [10, pp.34-36].

Numerous researchers have examined the internal composition and developmental mechanisms of professional-communicative competence in foreign philologists. For example, in the work of T.M. Balykhina it is noted that in the professional-communicative competence of a foreign philologist the main attention should be paid to the acquisition of a deep and comprehensive education, which provides a philologist with a high degree of adaptability and flexibility both in his/her field and in related professions [11].

The integration of digital instruments into philological education significantly enhances the effectiveness of language learning and professional-communicative competence. These tools allow future philologists to develop analytical, intercultural, communicative and professional competencies through active engagement with digital platforms and authentic linguistic data. Furthermore, corpus linguistics tools such as *Sketch Engine* and *AntConc*, along with digital dictionaries (*Oxford English Dictionary Online* and *Thesaurus.com*), equip students with essential research skills and deepen their understanding of lexical, semantic and stylistic nuances—an indispensable aspect of language expertise. In addition, social media and blogging platforms serve as informal yet powerful environments for developing professional-communicative competence. Platforms such as *Twitter*, *Reddit* and *WordPress* enable learners to interact with diverse audiences, practice authentic language use and critically reflect on their communicative strategies within real-world digital contexts. Consequently, the application of digital instruments in philological education creates adaptive and interactive learning environments that significantly facilitate the acquisition of key professional competences.

Materials and methods

A mixed methodological framework combining theoretical analysis and empirical observation was applied to explore how digital technologies contribute to the formation of professional communication skills among philology students. Theoretical methods included analysis, synthesis, comparison and generalization of scientific literature on pedagogy, communicative competence and foreign language education. This provided the conceptual framework for identifying the key components and functions of digital instruments in philological training.

Empirical methods were used to assess the effectiveness of specific digital instruments—such as language learning platforms (Duolingo, Memrise), virtual communication tools (Zoom, Microsoft Teams) and digital writing assistants (Grammarly, Language Tool) – in enhancing students’ professional-communicative performance. The experimental part of the study involved a group of students majoring in Foreign philology at KazUIR&WL, who participated in blended learning activities integrating these instruments into their coursework.

Data collection methods included observation, questionnaires and analysis of students’ written and oral outputs before and after the implementation of digital instruments. Quantitative data were processed using descriptive statistics, while qualitative analysis focused on identifying changes in learners’ professional-communicative competencies development.

The development of professional-communicative competence (PCC) in future foreign philologists is an educational process carried out at the university level based on a specially designed methodical model that aligns with the professional requirements and objectives of the field. The implementation of such a model enhances the purposefulness, consistency and overall effectiveness of this process. The proposed model for professional-communicative competence development in philology students is founded on a systematic, evidence-based structure integrating conceptual, procedural, diagnostic and performance-oriented dimensions of training. Each block of the model performs a specific function in the formation of professional-communicative competence. The objective block defines the aim and expected outcomes of the educational process. The conceptual block reflects the theoretical and methodological foundations of the model, including conceptual principles and approaches. The content-related block determines the structure and scope of educational material, aligning it with professional standards and communicative needs. The procedural block describes the organization of learning activities, methods, forms of interaction, stages and digital instruments. The diagnostic-evaluative block ensures the monitoring and assessment of students’ progress and competence development. Finally, the result-oriented block focuses on the archived level of professional-communicative competence, demonstrating the effectiveness of the model in preparing future specialists for successful professional communication. The model is represented in Table 1.

Table 1. The methodical model of the development of professional-communicative competence of foreign philology students

OBJECTIVE BLOCK			
<i>Aim:</i> The development of professional-communicative competence of foreign philology students through digital instruments			
CONCEPTUAL BLOCK			
<i>Approaches:</i> Cognitive-communicative Linguacultural Multimodal Meta-subject		<i>Principles:</i> professional orientation systematic and gradual progression interactivity and visuality genre-stylistic	
CONTENT-RELATED BLOCK			
<i>Discipline:</i> Editing of mass media texts		<i>PCC components:</i> sociolinguistic, genre-textual, media-communicative, analytical-editing	
PROCEDURAL BLOCK			
<i>Forms:</i> Seminar, Laboratory, Webinars. Round Tables, Project Defense	<i>Methods:</i> Case study, Project-based learning (PBL), Concept mapping, Brainstorming	<i>Digital instruments:</i> Grammarly, Language Tool, ProWritingAid, Yoast SEO, Google Trends	<i>Stages:</i> Cognitive-orientation, Practical- adaptation, Contextual-communicative, Productive-integrative
DIAGNOSTIC-EVALUATIVE BLOCK			
<i>Criteria-indicators:</i> immersion into cultural-communicative contexts; textual analysis and editorial practice; media communication and digital interaction			
<i>Levels:</i> low, medium, high			
RESULT-ORIENTED BLOCK			
<i>Outcome:</i> developed professional-communicative competence of the foreign philology students.			

Thus, the sociolinguistic component concerns a learner’s capacity to interpret and apply language in ways consistent with cultural conventions and social expectations, taking into account the influence of social variables such as age, gender and status on communication.

The genre-textual component involves recognizing and generating texts that align with particular stylistic norms, structures and communicative purposes characteristic of distinct genres. This component implies an awareness of genre-specific norms, communicative intentions and discursive structures, enabling future foreign philologists to function effectively in diverse professional contexts. The formation of genre-textual skills is essential not only for proficient communication in a foreign language but also for performing key professional tasks such as linguistic analysis and the creation of texts across various genres.

The media-communication component reflects proficiency in constructing, analysing and assessing multimodal content across diverse digital and traditional media environments. It combines an understanding of media formats, digital instruments, visual communication and audience engagement strategies in both traditional and digital media environments.

The analytical-editing component encompasses the ability to critically assess and enhance texts, improving coherence, logical structure, argumentative flow and linguistic precision. It involves evaluating the logical flow, coherence, tone and factual accuracy of texts to ensure their compliance with professional, academic and contextual standards.

The peculiarities of the presented model are the presence of four interrelated stages of the developing PCC: cognitive - orientation, practical-adaptive, contextual-communicative and productive-integrative stage. The purpose of the cognitive-orientation stage is the formation of a valuable attitude of future foreign philologists to future professional activity. At this stage the priority is given to the sociolinguistic training in foreign languages, since the knowledge of foreign languages is a primary task for the future foreign philologist. This includes not only mastering grammar and vocabulary but also developing an understanding of cultural norms, communication styles and social contexts, which are essential for effective and meaningful interaction in a globalized world. At the practical-adaptive stage students form genre-textual and analytical-editing skills and abilities, which involve the ability to critically evaluate, interpret and refine linguistic and textual material, understanding of language structure, stylistic norms and genre conventions in texts. It also includes skills in editing for clarity, coherence and communicative effectiveness in accordance with the cultural and professional standards of the target language. A particular priority is assigned to professional training sessions and interactive exercises based on the use of digital instruments that facilitate the formation of components within the structure of professional-communicative competence. At the productive-integrative stage, digital tools play a crucial role in developing the professional-communicative skills of future foreign philologists. They enhance intercultural and professional interaction, academic and business writing, teamwork and digital self-presentation. Through online collaboration platforms, virtual discussions, multimedia projects and language-learning technologies, students integrate theoretical knowledge with practical experience, improving their ability to communicate effectively, think critically and perform professionally in multilingual and digital environments. Through task-based learning, project work and simulated professional scenarios, students develop integrated skills that reflect the real demands of contemporary philological practice. Examples of tasks integrating digital instruments to develop professional-communicative competence are presented in Table 2.

Table 2. Examples of tasks based on digital instruments for the development of professional-communicative competence and its components

<i>Component of PCC</i>	<i>Digital instruments</i>	<i>Example of task/ activity</i>	<i>Didactic functions and expected learning outcomes</i>
Sociolinguistic	Zoom, Microsoft Teams, Padlet	Conduct an online role-play simulating intercultural communication (e.g. academic discussion, interview, conference dialogue)	<ul style="list-style-type: none"> - Enabling synchronous and asynchronous interaction, debates and presentations; simulate professional communication scenarios; - Ability to select appropriate linguistic and behavioural patterns according to social and cultural context, development of pragmatic awareness
Genre-textual	Google Docs, Overleaf, Canva	Co-author an academic article, blog post or presentation following genre conventions, conduct peer review using comment and suggestion tools	<ul style="list-style-type: none"> - Promoting peer review, co-authorship and reflection on the writing process; - Mastery of text organization, cohesion, coherence and genre-specific conventions
Media-communicative	WordPress, Instagram, YouTube, Canva	Create and publish a digital project or blog post on linguistic or cultural topics, analyse audience feedback and engagement	<ul style="list-style-type: none"> - Encouraging authentic intercultural communication, audience awareness and reflective practice; - Development of multimodal communication skills, creativity and digital literacy
Analytical-editing	Grammarly, Language Tool, AntConc	Edit and refine peer texts using AI writing assistants and corpus analysis tools, ensure lexical consistency and academic style	<ul style="list-style-type: none"> - Supporting accuracy, coherence and stylistic refinement in academic and professional writing; - Enhanced precision in editing, improved stylistic and argumentative quality of texts

The primary objective of our research was pursued through the implementation of a set of linguodidactic conditions, conceptualized as a system of objectively determined components encompassing content, forms, methods, techniques and instructional technologies. These components are deliberately selected and methodologically substantiated to ensure the effective attainment of pedagogical objectives within the process of foreign language instruction. These conditions contribute to the development of professional-communicative competence and are shaped by the students' cognitive characteristics, educational needs and the sociocultural context in which foreign language acquisition occurs. Thus, the first condition is the construction of the content of professional-communicative competence of future philologists based on the use of digital instruments. This makes it possible to bring future philologists closer to the natural linguistic and cultural environment, to model real life situation. Digital instruments stimulate communicative motivation, contributes to the formation of professional-communicative competence of future foreign philologists.

Integration of digital instruments and platforms facilitates the examination of textual structures and genres, enabling learners to dissect and understand various text types; encourage the analysis of texts that combine various modes (e.g., visual, auditory, textual), reflecting the complexity of old modern media and enhancing editorial competences [12]. The next condition concerns the deliberate integration of active and problem-based learning strategies into purposefully designed scenarios of professional foreign-language communication and interaction that emulate authentic situations characteristic of future professional activity [13]. Recent advances in artificial intelligence and innovative pedagogical tools provide unprecedented opportunities to enhance the development of professional-communicative competence in students of foreign philology. These digital instruments allow for the creation of interactive, adaptive and problem-oriented learning environments, which facilitate both the acquisition of linguistic skills and autonomous professional behaviors [14].

Results

To solve the problems of the study, a set of research methods adequate to its subject was used: theoretical (study and theoretical analysis of scientific pedagogical and methodological literature, normative document, modeling); empirical (pedagogical observation, questionnaires, interviewing, testing, content analysis of educational programs, experiment); statistical methods of processing scientific information. The objectives of the exploratory experiment were:

- to study the conditions, content, organizational forms of foreign language and professional training of future philologists;
- to identify the motivational readiness of students, to determine their learning interests;
- to establish the initial level of formation of knowledge, skills and abilities of linguistic, communicative competence, which constitute the professional-communicative of students;
- to divide participants into experimental and control groups based on the assessment of the development level of the structural components of professional-communicative competence among future philologists;
- to examine the current state of implementing digital tools in the process of forming professional-communicative competence within higher philological education;
- to organize a pilot training aimed at evaluating the effectiveness of a set of interactive and problem-based communicative exercises developed with the use of digital instruments.

During the assessment stage, three levels of students' professional-communicative competence were identified: a high level (80–100 points), a medium level (50–79 points) and a low level (below 49 points).

The initial level of students’ professional-communicative competence in the experimental and control groups is presented in Table 3, practically does not differ. In the experimental group the high level amounted to: 17%; average level 45%; low level 38%. In the control group, the high level was 17% of students; the average level was 47%; the low level was 36%.

Table 3. Initial level of the development of professional-communicative competence in CG and EG

Parameter sampling	High level (80-100 pts.)		Middle level (50-79 pts)		Low level (<49 pts.)	
	Number of students	%	Number of students	%	Number of students	%
EG (30 students)	5	17%	14	EG (30 students)	5	17%
CG (30 students)	5	17%	14	CG (30 students)	5	17%

The primary objective of the subsequent experimental stage was to evaluate the effectiveness of the author’s methodology and the set of exercises designed with the integration of digital tools for developing professional-communicative competence and its key components. The instructional material for this process was drawn from the course “Editing of mass media texts”. Participants in the control group studied the same content but without the implementation of the proposed digital-based model for forming professional-communicative competence among future foreign philologists. To monitor the dynamics of competence development in both the experimental and control groups, post-experimental testing and statistical data analysis were conducted. The results indicated measurable improvements in students’ knowledge, skills and abilities that constitute the structural components of professional-communicative competence. Comparative analysis of pre- and post-experimental outcomes confirmed that the developed model, along with its methodological framework and digital exercise complex, had a positive impact on the overall formation level of students’ professional-communicative competence. A summary of these post-experimental findings is presented in Table 4.

Table 4. Post-experimental level of the formation of professional-communicative competence in CG and EG

Parameter sampling	High level (80-100 pts.)		Middle level (50-79 pts)		Low level (<49 pts.)	
	Number of students	%	Number of students	%	Number of students	%
EG (30 students)	10	30%	16	55 %	4	15%
CG (30 students)	7	22%	15	50%	8	28%

In the experimental group (EG), comprising 30 participants (Table 2), a greater proportion of students attained a high level of performance -30%- in contrast to the control group (CG), where this indicator reached only 22%. Furthermore, the proportion of students with a low level in the EG is notably lower (15%) than in the CG (28%). These results suggest that the experimental intervention had a positive impact on the development of professional-communicative competence. While both groups show a predominance of students at the middle level, the EG again shows a slight advantage (55% versus 50%), further indicating the effectiveness of the implemented approach. Table 5 presents a comparative analysis of the level of PCC in the control and experimental groups before and after the experiment.

Table 5. Comparative of formation of professional-communicative competence (PCC) in CG and EG (Before and after the experiment)

Parameter sampling	Low level (<49 pts.)		Middle level (50-79 pts)		High level (80-100 pts.)	
	Before the experiment	After the experiment.	Before the experiment	After the experiment	Before the experiment	After the experiment
EG	38% (11 students)	15% (4 students)	45% (14 students)	55% (16 students)	17% (5 students)	40% (10 students)
CG	36% (11-students)	28 % (8-students)	47% (14 students)	50% (15 students)	17% (5 students)	22 % (7 students)

A comparative examination of the pre-experimental and post-experimental data revealed notable improvements in the professional-communicative knowledge, skills and abilities of students in both groups (Figure 1).

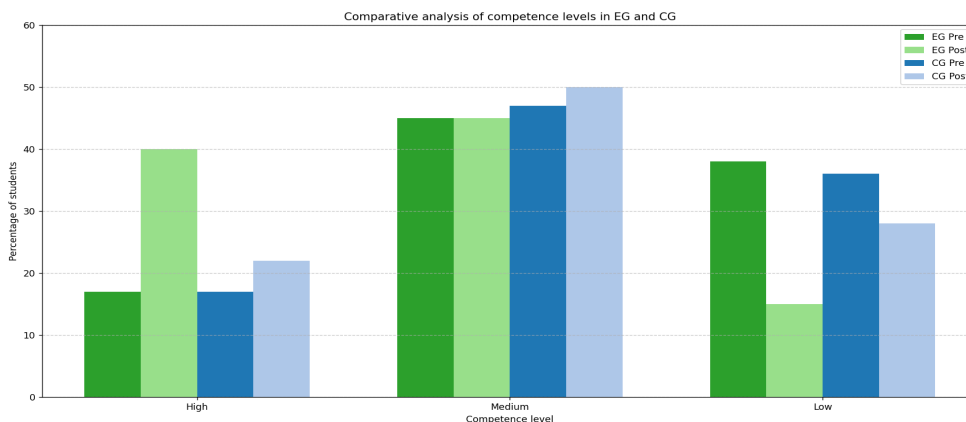


Figure 1- Comparative analysis of competence levels in EG and CG

The Figure 1 illustrates the dynamics of professional-communicative competence formation among students of the experimental (EG) and control (CG)

groups before and after the pedagogical intervention. Notably, the experimental group demonstrated a significant positive shift: the share of students with a high level of competence increased from 17% to 40%, while the low level decreased from 38% to 15%. This indicates a marked improvement in performance following the integration of digital instruments into the “Editing of mass media texts” course.

Experimental testing of the proposed framework for enhancing philology students’ professional-communicative competence through digital technologies confirmed its educational efficiency and applied significance. The study was conducted within the framework of the discipline “Editing of mass media texts” and involved 60 students majoring in Foreign Philology, divided equally into experimental (n=30) and control (30) groups. The assessment criteria were based on the structural components of professional-communicative competence, including sociolinguistics, genre-textual, media-communicative, analytical-editing components.

At the pre-experimental stage, the diagnostic results revealed that both groups were at approximately the same level of competence formation. After the implementation of the experimental model, which incorporated digital instruments such as Grammarly, Language Tool, ProWritingAid and others alongside interactive teaching methods (webinars, project-based learning, brainstorming and collaborative editing) a statistically significant improvement was observed in the experimental group.

In contrast, the Control Group showed only marginal changes: the high level rose slightly from 17% to 22%, and the low level dropped from 36% to 28%, suggesting that traditional instructional methods had a limited impact on competence development.

Overall, the comparative data confirm the effectiveness of the digital, practice-oriented approach in enhancing students professional-communicative, supporting its relevance for modern foreign philological education.

Discussion

In the modern educational landscape, the integration of digital instruments plays a crucial role in shaping the professional-communicative competence of future foreign philologists. This competence includes the ability to effectively convey and interpret meaning in both spoken and written discourse, as well as to engage in culturally appropriate and contextually relevant communication. One of the most impact categories of digital instruments is language learning platforms such as Duolingo, Memrise and Babbel. These platforms support vocabulary acquisition, grammar practice, and pronunciation improvement, contributing to the development of linguistic accuracy and fluency. Another significant category of digital tools comprises virtual communication platforms such as

Zoom, Microsoft Teams, and Google Meet. These tools provide opportunities for students to participate in real-time discussions, debates, and joint projects, effectively replicating authentic professional interactions and enhancing both verbal and nonverbal communicative abilities. Digital writing assistants such as *Grammarly* and *LanguageTool* play a significant role in refining academic and professional writing by helping future philologists enhance clarity, coherence, and stylistic precision across various text genres. These tools provide immediate, individualized feedback on grammatical, lexical, and stylistic choices, thereby fostering learners' linguistic awareness and self-editing abilities. When integrated with peer-review instruments such as *Google Docs* and other collaborative writing platforms, they promote active engagement in the writing process, support cooperative learning, and cultivate the ability to critically evaluate both one's own and peers' texts. In this way, digital writing environments support not only the development of linguistic competence but also the formation of professional writing literacy, autonomy and teamwork—essential components of a foreign philologist's professional-communicative competence.

At the same time, the experiment revealed certain challenges related to students' insufficient digital literacy and the need for continuous methodological support to optimize the use of digital instruments in professional development. These findings suggest that the effectiveness of digital integration largely depends on the pedagogical framework within which such tools are implemented. Therefore, methodological guidance and the development of digital pedagogy are essential to achieving sustainable learning outcomes. Thus, the proposed model proved to be effective and can be recommended for broader implementation in philological education to improve the quality of training and ensure the alignment of graduates' competencies with the demands of the modern digital environment.

Conclusion

The research confirmed the effectiveness of the proposed model for developing professional-communicative competence in foreign philology students through the integration of digital instruments. The model rests on a solid conceptual foundation that combines cognitive-communicative, linguocultural, multimodal and meta-disciplinary approaches. It is structured into interrelated blocks: objective, conceptual, content-related, procedural, diagnostic-evaluative and result-oriented. This structure ensures a comprehensive and systematic approach to forming key professional-communicative skills relevant to modern professional contexts. The model was tested within the course "*Editing of Mass Media Texts*" through an experiment involving 60 students (30 in the control group and 30 in the experimental group). The integration of digital instruments such as Grammarly, Language Tool, ProWriting Aid, Yoast SEO and Google Trends, alongside interactive methods (seminars, webinars, project presentations,

brainstorming and concept mapping), significantly improved students' professional-communicative components (sociolinguistic, genre-textual, media-communicative and analytical-editing).

Quantitative results clearly demonstrate the model's effectiveness: in the experimental group, the proportion of students with a high level of professional-communicative competence increased from 17% to 40%, while the share of those at a low level decreased from 38% to 15%. In contrast, the control group showed only minor improvements. These findings validate the model's impact in promoting students' active engagement, immersion in authentic media discourse and the enhancement of both digital and linguistic skills.

Ultimately, the proposed model provides a conceptually grounded and empirically verified framework for modernizing philological education in the digital era. Its implementation contributes to preparing future foreign language specialists capable of navigating complex communicative environments, producing high-quality media texts and functioning effectively in multilingual, multicultural and technologically advanced contexts. The obtained results not only confirm the effectiveness of the developed model but also highlight its adaptability to various areas of philological education. Its methodological principles and digital integration strategies can be further applied in teaching translation, linguistics and intercultural communication courses. Future research may focus on expanding the experimental base, exploring long-term effects of digital instrument integration and assessing students' progress in authentic professional contexts. Overall, the study contributes to the modernization of higher education by promoting a digitally oriented, competence-based approach that aligns with the global transformation of the linguistic and educational landscape.

REFERENCES

- [1] Kunanbayeva S.S. Competence-based modeling of professional foreign language education. – Almaty: Almaty Press, 2014. – 208p.
- [2] Shebelskaya A.G., Maer V.V. Using artificial intelligence in teaching foreign language in non-language university//The World of Science. Culture and Education. – 5(102) – P.76-81 <https://doi.org/10.24412/1991-5497-2023-5102-76-81> [Date of access 30.10.2025].
- [3] Billett S. The perils of confusing lifelong learning with lifelong education. In: Inquiry into the Future of Lifelong Learning in the UK. Routledge, 2014. – P.401-406.
- [4] Baidenko V.I. Competence-based approach to the design of state educational standards of higher professional education (methodological and methodological issues): a methodological guide. 2nd. –M.: Research Center for Quality Problems in Training Specialists, Moscow, 2005. – 156 p.

[5] Bolotov V.A., Victor A., et al. "New conceptual approach towards selecting the best educational programmes. Higher Education in Russia, 2016. – №11. – P.5-16.

[6] Zeer E.F., Tserkovnikova N.G. and Tretyakova V.S. Digital generation in the context of predicting the professional future//The Education and Science Journal.–2021. –Vol. 23 – №6. – P.153-184.

[7] Zimnyaya I.A. Key competences as a result-target basis of the competence approach in education / I.A. Zimnyaya. - M.: Research center on problems of quality of specialist education, 2004. – 220p.

[8] Chomsky N. The Essential Chomsky. – New Press/ORIM, 2011. – 304p.

[9] Sakharova N.S. The categories “Competence” and “Competency” in the modern educational paradigm) // Vestnik OGU (OSU Bulletin).1999. – № 3. – P.12-16.

[10] Seitakhmetova Zh., Mukhtarkhanova G. Analysis of the competence-based approach of the schools’ curriculum of the Republic of Kazakhstan: Digital competences // National Association of Scientists. –2022. – № 75(2). – P.34-38.

[11] Balykhina T.M. Structure and content of professional competence of a philologist [Abstract of Doctoral Dissertation], Moscow, 2000. – 41p.

[12] Dzhusubalieva D.M. Development of foreign language competences in the digital educational environment of the university // Bulletin of Abylai Khan KazUIR&WL.Series: “Pedagogical Sciences”. – 2021. – Vol. 63. – № 4. – P.49–59.

[13] Karimova B.S., Imakhanova A., Yesenova P. Specifics of training philology students in the context of education digitization //Bulletin of Abai Kazakh National Pedagogical University. Series: “Philology”. – 2020.– № 4(74).

[14] Okolelov O.P. Artificial intelligence and innovative pedagogical tools in education. [Electronic resource: monograph]. Moscow; Berlin: Direct-Media, 2020 – 182p. [Date of access 30.10.2025].

БОЛАШАҚ ШЕТТІЛДІК ФИЛОЛОГТАРЫНЫҢ КӘСІБИ-КОММУНИКАТИВТІК ҚҰЗЫРЕТТІЛІГІН ДАМЫТУДА ЦИФРЛЫҚ ҚҰРАЛДАРДЫ ПАЙДАЛАНУ

Алиева Б.А.¹, *Садыкова А.К.²

^{1,*2}Қазақ Абылай хан атындағы ҚазХК және ӘТУ, Алматы, Қазақстан

Аңдатпа. Мақалада болашақ шеттілдік филологтардың кәсіби-коммуникативтік құзыреттілігін дамытуда цифрлық құралдарды қолданудың мүмкіндіктері қарастырылады. Зерттеудің өзектілігі жоғары білім беру жүйесінде цифрландыру процесінің артуымен және цифрлық ортада тиімді кәсіби коммуникацияға қабілетті мамандарды даярлау қажеттілігімен анықталады. Зерттеудің мақсаты студенттердің кәсіби-коммуникативтік

құзыреттілігін дамытуда цифрлық құралдардың тиімділігін айқындау. Зерттеу барысында салыстырмалы және эмпирикалық әдістер қолданылды. Эксперименттік зерттеу Қазақ Халықаралық Қатынастар және Әлем Тілдері университетінің “6B02302-Шетел филологиясы” білім беру бағдарламасының үшінші курс студенттерімен бір семестр бойы жүргізілді. “БАҚ мәтіндерін редакциялау” пәні аясында электрондық сөздіктер, онлайн деректер қорлары, интерактивті платформалар, жасанды интеллект жүйелері және кәсіби форумдар сияқты цифрлық құралдар интеграцияланады. Жүргізілген зерттеу нәтижелері цифрлық құралдарды білім беру процесінде пайдалану студенттердің тілдік дамуын жүйелі түрде қолдайтынын және олардың коммуникативтік құзыреттілігін біртұтас қалыптастыруды қамтамасыз ететінін көрсетеді. Сонымен қатар, бұл әдістемелік үйлесімділікті нығайтып, кәсіби-коммуникативтік дамудың жалпы тиімділігін арттырады.

Зерттеудің ғылыми жаңалығы кәсіби-коммуникативтік құзыреттілікті қалыптастырудың кешенді тәсілін цифрлық құралдарды пайдалану арқылы шеттілдік филологиялық дамудың процесінде негіздеуге байланысты. Зерттеудің практикалық маңыздылығы оның нәтижелерін оқу бағдарламаларын, оқыту әдістемелерін және жоғары шеттілдік филологиялық білім берудегі цифрлық білім беру орталарын жетілдіруде қолдануға болатындығында. Мақалада цифрлық құралдарды меңгеру болашақ шеттілдік филологтардың кәсіби даярлығының ажырамас бөлігі болып табылатыны және олардың заманауи цифрлық қоғам талаптарына сәтті бейімделуін қамтамасыз ететіні атап өтіледі.

Тірек сөздер: кәсіби-коммуникативтік құзыреттілік, кәсіби құзыреттілік, шеттілдік филологиясы саласындағы даму, цифрлық құралдар, жасанды интеллект, шетел филологиясы, кәсіби жоғары білім, әдістемелік модель

ИСПОЛЬЗОВАНИЕ ЦИФРОВЫХ ИНСТРУМЕНТОВ В РАЗВИТИИ ПРОФЕССИОНАЛЬНО-КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ БУДУЩИХ ИНОФИЛОЛОГОВ

Алиева Б.А.¹, *Садыкова А.К.²

^{1,*2}ҚазУМОиМЯ имени Абылай хана, Алматы, Казахстан

Аннотация. В статье рассматриваются возможности развития профессионально-коммуникативной компетенции у будущих инофилологов посредством использования цифровых инструментов. Актуальность исследования обусловлена возрастанием роли цифровизации в системе высшего образования и необходимостью подготовки специалистов, способных к эффективному профессиональному общению в цифровой среде.

Цель исследования заключается в изучении эффективности применения цифровых инструментов в развитии профессионально-коммуникативной компетенции студентов. В исследовании использованы сравнительные и эмпирические методы, включая эксперимент, проведенный со студентами третьего курса образовательной программы “6В02302-Иностранная филология” Казахского университета международных отношений и мировых языков имени Абылай хана. Эксперимент осуществлялся в течение одного учебного семестра в рамках дисциплины “Редактирование текстов в СМИ” с интеграцией различных цифровых инструментов, таких как электронные словари, онлайн-базы данных, интерактивные платформы, системы искусственного интеллекта и профессиональные форумы. Результаты проведенного исследования доказывают, что использования цифровых инструментов в образовательный процесс системно способствует языковому развитию студентов и обеспечивает целостное формирование их профессионально-коммуникативной компетенции. Это также укрепляет методологическую согласованность и повышает общую эффективность профессионально-коммуникативного развития.

Научная новизна исследования заключается в обосновании комплексного подхода к формированию профессионально-коммуникативной компетенции посредством использования цифровых инструментов в процессе инофилологического развития. Практическая значимость работы состоит в возможности применения полученных результатов для совершенствования учебных планов, методик преподавания и проектирования цифровой образовательной среды в системе высшего инофилологического образования. В статье подчеркивается, что овладение цифровыми инструментами является неотъемлемым компонентом профессионального развития будущих инофилологов и условием их успешной адаптации к требованиям современного цифрового общества.

Ключевые слова: профессионально-коммуникативная компетенция, профессиональная компетенция, инофилологическое развитие, цифровые инструменты, искусственный интеллект, иностранная филология, профессиональное высшее образование, методическая модель

Received / Мақала түсті / Стаття поступила: 21.07.2025.

Accepted / Жариялауға қабылданды / Принята к публикации: 26.03.2026.

Information about the authors:

Alieva Baglan Askarovna – PhD student, teacher, Ablai khan Kazakh University of International Relations and World Languages, Almaty, Kazakhstan, e-mail: baglan-20@mail.ru

Sadykova Aida Kenesbekovna – Candidate of Pedagogical Sciences, Associate Professor, Ablai Khan Kazakh University of International Relations and World Languages, Almaty, Kazakhstan, e-mail: ak_sad_2016@list.ru

Авторлар туралы мәлімет:

Алиева Баглан Аскарловна – PhD докторант, оқытушы, Абылай хан атындағы Қазақ Халықаралық Қатынастар және Әлем Тілдері Университеті, Алматы, Қазақстан, e-mail: baglan-20@mail.ru

Садыкова Аида Кенесбековна – педагогика ғылымдарының кандидаты, қауымдастырылған профессор, Абылай хан атындағы Қазақ Халықаралық Қатынастар және Әлем Тілдері Университеті, Алматы, Қазақстан, e-mail: ak_sad_2016@list.ru

Информация об авторах:

Алиева Баглан Аскарловна – PhD докторант, преподаватель, Казахский Университет Международных Отношений и Мировых Языков имени Абылай хана, Алматы, Казахстан, e-mail: baglan-20@mail.ru

Садыкова Аида Кенесбековна – кандидат педагогических наук, ассоциированный профессор, Казахский Университет Международных Отношений и Мировых Языков имени Абылай хана, Алматы, Казахстан, e-mail: ak_sad_2016@list.ru