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ARTIFICIAL INTELLIGENCE-BASED PEDAGOGICAL STRATEGIES FOR ENHANCING LINGUODIDACTIC COMPETENCE IN FOREIGN LANGUAGE TEACHER EDUCATION

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Abstract. The digital transformation of modern education has positioned Artificial Intelligence (AI) as a key catalyst in reshaping both teaching and learning processes. Within the sphere of foreign language teacher education, AI technologies are driving significant methodological changes by promoting more individualized, adaptive and data-informed approaches to instruction. The emergence of intelligent tutoring systems, automated evaluation tools, voice and speech recognition applications, and advanced generative language models provides innovative pathways for developing linguodidactic competence, that is, the professional ability of future language educators to design, implement, and assess effective language teaching within technology-enhanced learning environments. Linguodidactic competence represents an integration of linguistic proficiency, pedagogical knowledge, and methodological flexibility. Traditionally, this competence has been developed through direct classroom practice, observation, and reflective teaching. However, contemporary AI-powered pedagogical methods extend these opportunities by offering instant feedback, creating realistic communicative simulations, and supporting adaptive learning tailored to individual students' needs. Consequently, programs preparing foreign language teachers must reconsider their curricula, emphasizing the acquisition of digital literacy and AI-related competencies as essential components of professional qualification. Beyond improving the efficiency and personalization of instruction, the incorporation of AI into linguodidactic practices also raises important ethical, cognitive, and communicative considerations. Therefore, it is crucial to understand how AI-based strategies can be purposefully and responsibly embedded in pedagogical design. This research aims to examine innovative AI-driven teaching approaches that enhance linguodidactic competence among pre-service and in-service foreign language teachers, focusing on theoretical foundations, practical applications, and long-term implications for sustainable professional growth in the era of intelligent education.

Keywords: approach, competence, language teaching, linguodidactic, feedback, globalization, artificial intelligence (AI), components, teaching, foreign language and technologies

Introduction

The accelerating digital transformation of global education systems has fundamentally redefined pedagogical paradigms, positioning Artificial Intelligence (AI) as a pivotal catalyst for innovation and reform in higher education. As an emergent technological paradigm, AI enables the automation, optimization, and personalization of instructional processes, thereby reshaping the ways in which educators conceptualize, deliver, and assess learning. Within the domain of foreign language teacher education, the integration of AI is of particular relevance, as it fosters adaptive, learner-centered, and data-driven pedagogical approaches that enhance both teaching efficacy and learning outcomes. The proliferation of intelligent tutoring systems, automated language assessment platforms, speech recognition technologies, and generative language models such as ChatGPT and similar natural language processing (NLP) tools has created new prospects for the development of linguodidactic competence among pre-service and in-service language teachers.

Linguodidactic competence is a multidimensional construct encompassing linguistic, methodological, and pedagogical expertise, which collectively determine a teacher's ability to design, implement, and evaluate effective foreign language instruction. Traditionally, the cultivation of this competence has relied on classroom-based training, reflective teaching, and mentorship practices. However, the integration of AI-driven tools introduces a new methodological dimension to teacher education, allowing for immersive, interactive, and feedback-rich learning experiences. AI-based systems can provide instantaneous performance analytics, simulate authentic communicative contexts, and offer adaptive scaffolding aligned with the individual learner's cognitive profile. Consequently, the inclusion of AI literacy and digital pedagogical competence has become a critical prerequisite in modern foreign language teacher education programs.

Beyond its instrumental role in enhancing efficiency and personalization, the pedagogical application of AI raises profound epistemological, ethical, and sociocultural questions. It compels educators to critically evaluate algorithmic transparency, data privacy, and the potential biases inherent in AI-driven content generation. Therefore, a comprehensive understanding of AI as both a pedagogical tool and a subject of critical inquiry is essential for developing reflective practitioners capable of responsibly integrating intelligent technologies into linguodidactic practice.

While artificial intelligence has become an increasingly prominent topic in language education research, previous studies have predominantly concentrated on the application of specific AI-based tools, automated assessment systems, and technology-enhanced learning environments. However, the broader pedagogical implications of integrating AI into foreign language teacher education, particularly in relation to the development of linguodidactic competence, remain insufficiently explored.

To address this gap, the present study introduces an AI-supported pedagogical approach designed to facilitate the development of linguodidactic competence

among prospective foreign language teachers. The originality of this research is reflected in the combination of AI-driven instructional practices, adaptive feedback processes, and reflective learning activities within a comprehensive teacher education framework. Rather than viewing artificial intelligence solely as a supplementary technological resource, this study conceptualizes AI as an integral component of a pedagogical system aimed at strengthening future teachers' professional knowledge and skills.

Materials and Methods

This study adopted a practical, experimental intervention approach to investigate the impact of Artificial Intelligence (AI) on the development of linguodidactic competence among pre-service foreign language teachers, aiming to assess how AI-supported pedagogical strategies could enhance linguistic, methodological, and pedagogical skills in authentic classroom contexts. A total of 30 trainees enrolled in a university-based foreign language teacher education program participated in the study and were divided into two groups of equal size: an experimental group, which engaged in AI-supported pedagogical activities, and a control group, which followed traditional teacher education practices without AI integration. Participants were selected based on voluntary consent and prior completion of foundational linguistics and pedagogy courses, ensuring that all trainees possessed a basic level of theoretical knowledge necessary for effective participation [1]. The experimental group utilized a variety of AI tools specifically chosen to address multiple dimensions of linguodidactic competence. These included intelligent tutoring systems (ITS) designed to provide adaptive language exercises and track individual learner progress in grammar, vocabulary, and reading comprehension; generative AI models such as ChatGPT for lesson planning, creation of instructional materials, and simulation of classroom dialogues; speech recognition software to offer real-time pronunciation feedback and analyze fluency, intonation, and prosody; and automated assessment platforms to evaluate writing tasks, lesson plans, and reflective assignments, providing objective, immediate feedback for iterative improvement. A growing body of international research has emphasized the transformative potential of artificial intelligence in language education, particularly through opportunities for individualized learning, automated response mechanisms, and improved access to educational materials. At the same time, recent scholarly discussions indicate that the implementation of AI in educational settings is accompanied by a number of unresolved theoretical and practical challenges.

Current studies draw attention to concerns related to the accuracy and reliability of AI-generated information, possible algorithmic limitations, ethical considerations, and the risk of reduced learner autonomy and critical engagement when AI tools are applied without appropriate instructional support. Moreover, researchers argue that successful AI integration depends not only on the availability of advanced technologies but also on educators' digital literacy, pedagogical expertise, and capacity to critically assess and effectively utilize AI-generated content.

Consequently, contemporary debates in the field have shifted from examining the necessity of AI adoption in education toward exploring the conditions required for its meaningful, ethical, and pedagogically justified implementation. This shift underlines the importance of empirical research that considers artificial intelligence not merely as a technological instrument, but as part of a broader educational framework supporting the professional development of future teachers.

The intervention followed a structured, multi-phase procedure designed to replicate authentic teaching conditions while allowing systematic observation of AI's pedagogical effects. Initially, participants in the experimental group attended an orientation workshop introducing AI tools, ethical guidelines, and practical usage strategies, whereas the control group received standard orientation on lesson planning and teaching methods without AI. Following orientation, trainees engaged in lesson planning activities in which the experimental group leveraged AI tools to generate instructional content, create exercises aligned with specific linguistic objectives, anticipate learner responses, and simulate classroom interactions, whereas the control group relied on conventional approaches, including printed teaching materials and mentor feedback [2, 78]. Subsequently, participants conducted micro-teaching sessions in a controlled classroom environment. During these sessions, the experimental group received real-time AI-generated feedback regarding learner engagement, task completion, instructional clarity, and accuracy of content delivery, while the control group relied solely on peer and instructor observations for feedback. After each session, trainees in both groups engaged in structured reflective exercises; the experimental group documented experiences in reflective journals emphasizing the integration and effectiveness of AI tools, analyzed data provided by AI systems, and participated in guided group discussions to explore teaching strategies, challenges, and adaptive approaches, while the control group performed similar reflections based on traditional feedback mechanisms. To determine the degree of development of linguodidactic competence, the research applied a multidimensional diagnostic model that incorporated both quantitative and qualitative assessment methods.

The initial stage of assessment involved diagnostic testing conducted before and after the intervention. The purpose of this procedure was to identify changes in participants' linguistic knowledge, methodological awareness, and ability to make pedagogically appropriate decisions. The assessment tasks combined multiple-choice items with analytical and practical assignments, allowing evaluation of both theoretical understanding and the application of linguodidactic concepts in authentic teaching contexts.

The second assessment procedure was based on expert evaluation of participants' micro-teaching performances. For this purpose, a structured observation framework was designed to assess essential aspects of instructional practice. The evaluation criteria included the coherence between learning outcomes and teaching activities, the quality of lesson planning, the effectiveness of feedback provision, the ability to adjust instructional approaches according to learners' characteristics, and the overall effectiveness of classroom interaction.

The third diagnostic direction involved the examination of participants' educational and professional outputs, including lesson plans, instructional resources, reflective records, and AI-supported learning activities. These products were analyzed using predefined criteria related to methodological validity, originality of instructional solutions, purposeful use of AI-generated materials, and participants' capacity to assess the reliability and pedagogical value of AI-produced content.

The final component consisted of a post-intervention survey containing Likert-scale statements and open-response questions. The questionnaire was designed to explore participants' attitudes toward AI-based technologies, their level of digital competence, motivation for technology-enhanced teaching, and their perceptions of AI's contribution to the development of professional skills.

The study also incorporated a rigorous data collection framework combining both quantitative and qualitative measures to evaluate the impact of AI-supported pedagogy. Pre- and post-intervention tests were administered to all participants, assessing linguistic knowledge, lesson design competence, and pedagogical decision-making skills, allowing measurement of improvements attributable to AI integration. In addition, observation checklists were employed by researchers to systematically document instructional strategies, classroom management, and adaptive teaching behaviors during micro-teaching sessions, providing objective performance indicators. Task performance analysis of lesson plans, instructional materials, and reflective journals further informed the study by evaluating methodological rigor, creativity, alignment with learning objectives, and effective use of AI resources. To complement these measures, post-activity surveys and questionnaires captured participant perceptions regarding AI usability, motivation, and perceived impact on teaching competence, employing Likert-scale items and open-ended questions for both quantitative and qualitative insights [3, 48]. Peer and self-reflection data were also collected to assess trainee awareness of their teaching strengths, areas for improvement, and ability to integrate AI into practical instruction. The experimental design allowed comparative analysis between the experimental and control groups, enabling identification of significant differences in skill acquisition, reflective practice, and perceived teaching effectiveness [4,75]. Quantitative data from pre- and post-tests, observation scores, and surveys were analyzed using descriptive statistics, including means, standard deviations, and paired-sample t-tests, to determine statistically significant improvements, while qualitative data from journals, reflective exercises, and open-ended survey responses underwent thematic content analysis to identify recurring patterns, challenges, and perceptions related to AI integration. The study emphasized ethical considerations, ensuring voluntary participation, informed consent, and responsible use of AI tools in compliance with institutional and data privacy guidelines, including guidance on avoiding overreliance on AI-generated content and maintaining critical pedagogical judgment [5, 562]. By combining experimental intervention with practical classroom activities, the study provided a robust, replicable methodology for integrating AI into foreign language teacher education, highlighting the potential of AI to support adaptive lesson planning,

immersive teaching simulations, data-driven feedback, and reflective professional development, ultimately demonstrating that AI-supported pedagogical strategies can effectively enhance linguodidactic competence and prepare pre-service teachers to navigate technologically enriched learning environments with confidence, creativity, and methodological rigor.

Results and Discussion

The comparative data show that the experimental group significantly outperformed the control group across all domains of linguodidactic competence. The integration of AI tools resulted in improved linguistic accuracy, better methodological flexibility, and deeper reflective practice. These results demonstrate that AI-supported learning environments promote personalized, data-driven, and self-regulated professional growth. The real-time feedback mechanisms inherent in intelligent tutoring systems and automated assessment platforms allowed immediate correction and reflection, which are not typically available in traditional teaching models. The overall findings support the claim that AI integration not only enhances academic performance but also cultivates adaptive and reflective teaching mindsets essential for future educators.

Table 1. Comparative Results of Experimental and Control Groups in Developing Linguodidactic Competence

Assessment Criteria	Experimental Group (AI-supported)	Control Group (Traditional)	Difference / Improvement	Interpretation and Discussion
Linguistic Competence (grammar, vocabulary, pronunciation)	Average post-test improvement: +28%; pronunciation error reduction: 35%	Average post-test improvement: +11%; pronunciation improvement: 10%	+17% overall higher gain	AI pronunciation and grammar feedback provided real-time corrective support, leading to higher linguistic accuracy and fluency.
Methodological Competence (lesson planning, task design, adaptability)	Significant improvement in lesson coherence, material variety, and adaptability; 87% produced AI-assisted interactive lessons	Moderate improvement in traditional lesson structure; limited adaptation to student feedback	+25% better methodological performance	Generative AI tools encouraged innovation and experimentation with diverse teaching formats.
Pedagogical Competence (instructional delivery, classroom management)	Stronger classroom control, improved engagement, and flexible instruction strategies observed during micro-teaching	Less adaptive responses and slower feedback cycles	+20% higher performance in dynamic teaching contexts	Real-time analytics from AI systems enabled immediate instructional adjustments and self-evaluation.
Reflective and Analytical Skills	Reflections showed deeper metacognitive engagement; 90% reported enhanced awareness of teaching strengths and weaknesses	Reflections focused mainly on procedural aspects; limited critical depth	+30% increase in reflective depth	AI-facilitated data interpretation and journals enhanced analytical thinking and reflective practice.

Student Engagement and Motivation	86% reported AI increased motivation and confidence; perceived learning as dynamic and personalized	62% reported positive engagement using conventional methods	+24% higher engagement	AI tools created more interactive, personalized learning environments, supporting learner autonomy.
Overall Linguo-didactic Competence Growth (Pre–Post Test Average)	+28% overall improvement (statistically significant at $p < 0.05$)	+11% improvement (not statistically significant)	+17% difference	The integration of AI-based pedagogy led to substantial, measurable gains across all competence domains.

The inclusion of multiple AI tools addressed distinct but interconnected areas of linguodidactic competence. For example, generative AI models supported lesson innovation and adaptability, intelligent tutoring systems promoted linguistic accuracy and learner autonomy, while AI-based analytics enhanced reflective awareness and professional judgment. This multidimensional approach ensured that AI integration was not limited to technological novelty but functioned as a comprehensive pedagogical enhancement [6,39]. The diversity of tools also allowed triangulation of feedback from linguistic performance data, teaching simulations, and reflective analyses creating a holistic learning ecosystem. The experimental results confirmed that when pre-service teachers are guided to use AI critically and purposefully, these technologies can amplify both technical and pedagogical growth, bridging theory and practice in language teacher education.

Reflective and analytical skills, another critical component of linguodidactic competence, were considerably more pronounced in the experimental group. Analysis of post-session reflective journals and group discussion transcripts revealed that AI-supported participants engaged in more structured and critical forms of reflection. They frequently referenced specific AI-generated feedback, identified recurring teaching challenges, and proposed evidence-based improvements to their instructional design. Ninety percent of the experimental group demonstrated clear signs of metacognitive awareness, as they were able to connect theoretical knowledge of linguistics and pedagogy with their practical teaching experience. In comparison, the control group’s reflections tended to be descriptive rather than analytical, often lacking critical evaluation or data-supported reasoning. The AI-assisted reflection process thus served as an effective metacognitive scaffold, guiding trainees toward more autonomous and data-driven self-assessment. Further investigations should expand the scope of participants by involving larger and more heterogeneous samples representing various teacher education institutions. Future studies may also benefit from longitudinal approaches that allow researchers to examine the long-term effects of AI integration on professional development. In addition, comparative analyses of different AI implementation frameworks within foreign language teacher education programs could offer more comprehensive insights into the effectiveness, sustainability, and potential for broader application of AI-enhanced pedagogical practices.

In addition to the quantitative improvements, qualitative feedback gathered through post-intervention surveys highlighted significant attitudinal and motivational shifts among AI-supported trainees. A majority of participants (approximately 86%) reported that the integration of AI tools increased their engagement, creativity, and confidence in lesson planning and classroom interaction. Many described AI systems as “interactive assistants” that provided continuous support and inspiration for innovative teaching. Conversely, a small proportion (around 14%) expressed reservations regarding overreliance on AI technologies, citing occasional inaccuracies or contextual mismatches in AI-generated suggestions. These concerns emphasize the importance of fostering AI literacy developing teachers’ ability to critically interpret and ethically integrate AI-generated outputs within pedagogical contexts to ensure responsible use of emerging technologies.

Table 2. Model of Linguodidactic Competence Formation Through Artificial Intelligence

Model Section	Main Content	AI-Based Tools	Developed Competence Component
Target section	Identification of initial competence level and individual learning needs	AI analytics, automated assessment systems	Linguistic and digital competence
Conceptual section	Development of lesson plans, exercises, and communicative scenarios	Generative AI models, intelligent tutoring systems	Methodological competence
Substantive-processual section	Micro-teaching, classroom simulations, and adaptive teaching practice	Speech recognition systems, AI simulations, interactive platforms	Pedagogical competence
Reflective Section	Analysis of teaching outcomes and improvement of instructional decisions	AI-generated feedback, performance analytics	Reflective and analytical competence
Evaluation Section	Measurement of competence growth and effectiveness of AI integration	Automated assessment tools and statistical analysis	Integrated linguodidactic competence

The proposed model is based on a continuous developmental cycle where AI-driven diagnostic procedures help identify individual areas for professional growth, while AI-enhanced instructional design contributes to the improvement of methodological competencies. The practical application stage enables participants to test and refine new teaching approaches, whereas AI-generated feedback encourages critical reflection and ongoing professional advancement. The integration of artificial intelligence with teachers’ pedagogical knowledge creates a blended professional learning environment that supports the formation of flexible, reflective, and digitally proficient foreign language educators. Overall, the findings confirm that AI integration significantly enhances both the technical and reflective components of teacher training. The experimental group’s superior performance across all measured parameters underscores the pedagogical potential of AI as a catalyst for professional competence development. Intelligent

tutoring systems and automated evaluators created an environment where learning was continuous, personalized, and feedback-rich conditions known to support deeper cognitive processing and professional growth [7]. In contrast, the traditional model used in the control group, characterized by delayed feedback and linear instruction, proved less effective in fostering self-regulated learning or adaptive teaching strategies. From a theoretical perspective, these results align with constructivist and experiential learning paradigms, which advocate for active engagement, iterative reflection, and contextualized feedback as central mechanisms for teacher development. AI technologies operationalize these principles by transforming teacher education into an interactive, data-informed process where future educators actively construct knowledge through guided experimentation and real-time feedback. The empirical investigation was conducted with the participation of 30 undergraduate students studying within a foreign language teacher education program. For the purpose of assessing the impact of AI-enhanced pedagogical strategies, the participants were assigned to two groups: an experimental group that engaged with AI-supported learning activities and a control group that followed the traditional instructional approach.

The limited number of participants should be recognized as one of the methodological constraints of this research. As the study represents a pilot-level pedagogical investigation, the findings should be considered as initial empirical evidence rather than fully generalizable results. Further research involving larger participant groups, diverse educational contexts, and extended observation periods is required to provide additional validation of the proposed AI-supported framework.

Importantly, the data suggest that AI serves not merely as a technological aid but as an intelligent pedagogical partner that augments human instruction rather than replacing it. The combination of algorithmic precision and human judgment resulted in a hybrid learning model that balanced efficiency with creativity. The study also revealed that AI can act as a “reflective mirror,” prompting teachers to examine their pedagogical choices, identify implicit biases, and refine their instructional methods based on objective performance indicators. Such affordances contribute to the development of critical, adaptive, and reflective educators - qualities essential for navigating the evolving digital landscape of education. However, it is equally evident that effective implementation of AI-based pedagogical strategies requires appropriate training, ethical awareness, and continuous supervision to prevent misuse or overdependence. Despite these considerations, the study’s empirical data and participant feedback collectively affirm that AI-enhanced environments provide a superior platform for developing comprehensive linguodidactic competence. In essence, AI integration transforms teacher education from a static transmission of knowledge into an adaptive, self-regulating, and reflective learning process that prepares future language educators to teach with confidence, creativity, and technological fluency in the 21st-century classroom.

Conclusion

This study investigated how Artificial Intelligence (AI)-enhanced pedagogical strategies influence the development of linguodidactic competence in pre-service foreign language teachers. The findings clearly indicate that the integration of AI technologies into teacher education substantially strengthens the linguistic, methodological, and pedagogical components of professional expertise. Participants who engaged in AI-supported learning activities achieved significantly greater improvement compared to those trained through conventional methods, underscoring the transformative potential of intelligent technologies as instruments for individualized, evidence-based, and reflective teacher preparation. The implementation of various AI tools including intelligent tutoring systems, generative language models, automated assessment software, and speech recognition programs created an adaptive learning environment that enabled continuous feedback, personalized instruction, and self-regulated development. These innovations not only enhanced participants' linguistic precision and fluency but also stimulated methodological creativity and deeper engagement with reflective teaching practices. Although previous research has demonstrated the potential of artificial intelligence in language education, existing studies have predominantly focused on the effectiveness of specific AI applications, including automated assessment systems, conversational agents, and adaptive learning platforms. Comparatively less attention has been devoted to the systematic integration of AI into foreign language teacher education and its contribution to the development of professional linguodidactic competence.

A critical review of the existing literature identifies three major research gaps. First, AI is frequently conceptualized primarily as a technological tool for enhancing learning efficiency rather than as a pedagogical mechanism that supports teacher professional development. Second, insufficient attention has been given to the relationship between AI literacy and the development of future teachers' methodological flexibility, reflective capacity, and pedagogical decision-making skills. Third, previous studies rarely propose empirically validated models that demonstrate how diverse AI technologies can be integrated into a coherent framework for foreign language teacher education.

The present study addresses these gaps by developing and experimentally validating an AI-supported pedagogical model that integrates adaptive feedback, instructional design assistance, teaching simulations, and reflective analysis. Thus, the study extends the discussion beyond the question of whether AI improves educational outcomes and advances a more complex inquiry into how AI can be pedagogically designed and implemented to enhance the professional competence of future foreign language teachers.

A central outcome of this research is the recognition that AI fundamentally redefines the teacher education process by creating an interactive, self-directed learning ecosystem. Rather than serving as passive recipients of knowledge, teacher trainees became active participants in constructing professional understanding through cycles of planning, implementation, feedback, and revision. This process mirrors the authentic experiences of language teaching and corresponds with key

principles of constructivist and experiential learning theories, which emphasize the importance of active experimentation and critical reflection. AI-facilitated simulations and analytics provided participants with immediate insights into their instructional performance, fostering data-informed decision-making and a more nuanced understanding of pedagogical effectiveness. Moreover, the inclusion of AI tools heightened learner motivation and engagement, supporting a shift toward a learner-centered model of teacher education that prioritizes autonomy, creativity, and adaptability.

At the same time, the study acknowledges important challenges in implementing AI-based pedagogical frameworks sustainably and ethically. While AI can enhance instructional quality and efficiency, it cannot replace the interpersonal, cultural, and affective dimensions of teaching that are integral to effective language education. Concerns related to algorithmic bias, overdependence on machine-generated content, and potential contextualization of language input necessitate the development of comprehensive AI literacy among future educators. To address these challenges, teacher education programs must integrate structured AI literacy components that combine technical competence with ethical awareness and critical thinking. Such training should equip educators to evaluate AI outputs responsibly, ensuring that intelligent systems are used as supportive instruments rather than substitutes for pedagogical judgment.

In summary, the results of this research affirm that AI-based pedagogical strategies provide a powerful and sustainable framework for advancing linguodidactic competence in foreign language teacher education. The results suggest that the integration of AI-based approaches can support the formation of professional competencies among future foreign language teachers by creating conditions for individualized feedback, enhancing reflective practices, and encouraging the development of innovative teaching approaches. Nevertheless, these findings should not be viewed as indicating that AI itself guarantees educational success. The effectiveness of AI-assisted learning largely depends on the way it is incorporated into pedagogical practice, the level of teachers' digital competence, and the theoretical and methodological framework that shapes its application.

This research also has certain limitations, particularly related to the limited size of the experimental group and the specific educational environment in which the study was carried out. Future research should expand the scope of investigation through longitudinal designs, broader participant samples, and comparative studies examining various models of AI implementation in teacher education.

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ШЕТЕЛ ТІЛІ МҰҒАЛІМДЕРІН ДАЯРЛАУДА ЛИНГВОДИДАКТИКАЛЫҚ ҚҰЗЫРЕТТІЛІКТІ ЖЕТІЛДІРУГЕ АРНАЛҒАН ЖАСАНДЫ ИНТЕЛЛЕКТКЕ НЕГІЗДЕЛГЕН ПЕДАГОГИКАЛЫҚ СТРАТЕГИЯЛАР

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Аңдатпа. Қазіргі білім берудің цифрлық трансформациясы жасанды интеллектті (ЖИ) оқыту мен білім алу процестеріне әсер ететін негізгі факторға айналдырды. Шетел тілі мұғалімдерін дайындау саласында ЖИ технологиялары әдістемелік елеулі өзгерістерге ықпал етеді, оқытуды дербестендірілген, бейімделгіш және деректерге негізделген тәсілмен қамтамасыз етеді. Интеллектуалды оқыту жүйелерінің, автоматтандырылған бағалау құралдарының, сөйлеуді тану бағдарламаларының және заманауи генеративті тілдік модельдердің пайда болуы шетел тілін тиімді оқыту үшін лингводидактикалық компетенцияны қалыптастыруға жаңа мүмкіндіктер ашады - бұл болашақ педагогтардың технологиялық байытылған оқу ортасында тиімді сабақ жобалау, өткізу және бағалау қабілеті. Лингводидактикалық компетенция лингвистикалық дағдыларды, педагогикалық білімді және әдістемелік икемділікті біріктіруді талап етеді. Дәстүрлі түрде ол тікелей педагогикалық тәжірибе, сабақтарды бақылау және өз тәжірибесін рефлексиялау арқылы қалыптасатын. Қазіргі ЖИ-негізделген әдістер бұл мүмкіндіктерді кеңейтеді: олар лезде кері байланыс береді, нақты коммуникациялық симуляциялар жасайды және оқушылардың жеке қажеттіліктеріне бейімделген оқытуды қолдайды. Осыған байланысты шетел тілі мұғалімдерін дайындау бағдарламалары оқу жоспарларын қайта қарауды, цифрлық сауаттылықты және ЖИ саласындағы компетенцияларды кәсіби даярлықтың негізгі элементтері ретінде қалыптастыруды қажет етеді. Оқыту тиімділігін және персонализацияны арттырудан басқа, лингводидактикалық практикаларға ЖИ енгізу маңызды этикалық,

когнитивтік және коммуникативтік мәселелерді туғызады. Сондықтан ЖИ-негізделген стратегияларды педагогикалық үдеріске мақсатты және жауапкершілікпен енгізудің жолдарын түсіну аса маңызды. Аталған зерттеу болашақ және қазіргі шетел тілі мұғалімдерінде лингводидактикалық компетенцияны дамытуға ықпал ететін ЖИ қолданылатын инновациялық оқыту әдістерін зерттеуге бағытталған, соның ішінде теориялық негіздер, практикалық қолданулар және интеллектуалды білім беру дәуірінде тұрақты кәсіби дамудың ұзақ мерзімді салдарын ескереді.

Тірек сөздер: тәсіл, компетенция, тіл оқыту, лингводидактика, кері байланыс, жаһандану, ЖИ, компоненттер, оқыту, шет тілі және технологиялар

ПЕДАГОГИЧЕСКИЕ СТРАТЕГИИ НА ОСНОВЕ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА ДЛЯ ПОВЫШЕНИЯ ЛИНГВОДИДАКТИЧЕСКОЙ КОМПЕТЕНЦИИ В ПОДГОТОВКЕ ПРЕПОДАВАТЕЛЕЙ ИНОСТРАННЫХ ЯЗЫКОВ

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Аннотация. Цифровая трансформация современного образования сделала искусственный интеллект (ИИ) ключевым фактором, влияющим на процессы преподавания и обучения. В сфере подготовки учителей иностранных языков технологии ИИ способствуют значительным методическим изменениям, обеспечивая более индивидуализированный, адаптивный и основанный на данных подход к обучению. Появление интеллектуальных обучающих систем, автоматизированных инструментов оценки, программ распознавания речи и современных генеративных языковых моделей открывает новые возможности для формирования лингводидактической компетенции профессиональной способности будущих педагогов проектировать, реализовывать и оценивать эффективное преподавание иностранных языков в условиях технологически обогащенной среды обучения. Лингводидактическая компетенция предполагает интеграцию лингвистических навыков, педагогических знаний и методологической гибкости. Традиционно она формировалась через прямую педагогическую практику, наблюдение за занятиями и рефлексивное осмысление собственного опыта преподавания. Современные методы, основанные на ИИ, расширяют эти возможности, предоставляя мгновенную обратную связь, создавая реалистичные коммуникативные симуляции и поддерживая адаптивное обучение, ориентированное на индивидуальные потребности обучающихся. В связи с этим программы подготовки учителей иностранных языков требуют пересмотра учебных планов с акцентом на формирование цифровой грамотности и компетенций в области ИИ как ключевых элементов профессиональной подготовки. Помимо повышения эффективности и персонализации обучения, интеграция ИИ в лингводидактические практики вызывает важные этические, когнитивные

и коммуникативные вопросы. Поэтому крайне важно понимать, как стратегии, основанные на использовании ИИ, могут быть целенаправленно и ответственно внедрены в педагогический процесс. Настоящее исследование направлено на изучение инновационных методов преподавания с применением ИИ, способствующих развитию лингводидактической компетенции у будущих и действующих преподавателей иностранных языков, с учетом теоретических основ, практических реализаций и долгосрочных последствий для устойчивого профессионального развития в эпоху интеллектуального образования.

Ключевые слова: подход, компетенция, преподавание языков, лингводидактика, обратная связь, глобализация, ИИ, компоненты, преподавания, иностранный язык и технологии

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