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COMMUNICATIVE COMPETENCE IN THE ERA OF ARTIFICIAL INTELLIGENCE: TOWARDS DIGITAL LANGUAGE EDUCATION

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Abstract. The digital environment is increasingly influencing the development of communication skills. Interaction often takes place through platforms where human input is combined with algorithmic processing. In these circumstances, traditional models of communicative competence do not fully explain how students interpret, develop, and coordinate meaning. The purpose of this research is to identify and conceptualize the key components of digital communicative competence necessary for modern language education in the era of artificial intelligence. To achieve this goal, the study analyzes classical theories of communicative competence, the foundations of digital competence and literacy in the field of artificial intelligence. These sources were studied taking into account the changes introduced by initiatives on trilingual education and digital transformation in Kazakhstan. The research uses a theoretical and analytical approach based on the synthesis, comparison and interpretation of modern and classical research in the field of language education. The analysis revealed four interrelated components of digital communication competence: linguistic resources, digital information processing skills, intercultural mediation, and adaptability to technological advances. These components collectively describe how students interact with texts, messages, and communication tasks in an environment mediated by artificial intelligence. Communicative competence arises as a multi-layered structure formed by both language knowledge and digital influences. The results provide a conceptual framework for rethinking communicative competence in a technologically mediated educational context and highlight the importance of integrating digital technologies and artificial intelligence-related abilities into the training of foreign language teachers and curriculum development. The integration of digital technologies and artificial intelligence capabilities facilitates more accurate interpretation of machine-modified content and more effective participation in multilingual digital communication.

Keywords: communicative competence, digital communicative competence, AI literacy, multilingualism, language education, artificial intelligence, foreign language education

Introduction

Technology has changed how people communicate, so language education now requires a new understanding of communicative competence. Communication is no longer limited to direct face-to-face interaction. Today it often takes place

in hybrid digital environments. In these spaces, human interaction mixes with multimodal content and algorithmic mediation. These elements influence each other and change how people exchange meaning. Because of this shift, traditional linguistic knowledge is no longer enough. It must work together with digital literacy and with new forms of awareness related to artificial intelligence. Xi notes that communicative competence can no longer be viewed as a stable set of linguistic, sociolinguistic and pragmatic skills. It has become a broader and more flexible construct [1]. Instead it must be reconsidered in light of rapidly evolving AI systems that reshape the processes of message creation, reception and interpretation. North observes that the action oriented perspective of the CEFR already positioned learners as social agents capable of mobilising diverse competencies, yet contemporary technological environments have expanded this conceptualisation of agency to include mediation through digital platforms and intelligent tools [2]. The necessity for reconceptualisation becomes clearer when considering the historical trajectory of the concept. Hymes introduced communicative competence as both knowledge of linguistic forms and the ability to use language appropriately in social contexts [3]. Canale and Swain advanced this theory by distinguishing grammatical, sociolinguistic, discourse and strategic competences [4]. Bachman later conceptualised communicative language ability as the interplay among linguistic competence, pragmatic competence and strategic competence [5]. Savignon emphasised that communicative competence is not static knowledge but dynamic performance shaped by contextual conditions [6]. These classical models provided the foundation for communicative language teaching and influenced the development of the CEFR, which frames language use within reception, production, interaction and mediation. North notes that CEFR mediation activities have gained new significance in technologically saturated contexts [2]. However, all these foundational models were created in a communicative paradigm dominated by face-to-face interaction and text based communication. They did not anticipate the emergence of digital platforms that constantly reshape discourse through multimodal formats and algorithmic curation. Savignon stresses that communication today involves complex interactions where context is partly determined by technological systems rather than by human participants alone [6]. Vuorikari notes that digital competence involves the ability to search, evaluate, create, and transmit information [7]. According to her, all of these processes take place in technologically advanced ecosystems, which directly affects students' ability to complete linguistic tasks. Similarly, Miao and Chukurova emphasize the importance of developing AI-based thinking for both students and teachers [8]. This thinking includes ethical reasoning, a critical understanding of data-driven systems, and human-centered interaction with intelligent technologies. Tour and Pegrum note that AI literacy requires attention to both the linguistic and technological level [9]. According to them, the language being learned is acquired by students at the intersection of human communication and machine structures. These global trends are also reflected in the situation in Kazakhstan, where trilingual education and digital modernization of schools are being actively implemented, and teacher training programs are being expanded. Together,

these reforms are shaping new requirements for communicative competence. Nurgali notes that Kazakhstani teachers recognize the pedagogical potential of tools enhanced by artificial intelligence [10]. However, they remain cautious, expressing concerns about the ethical implications and quality assurance of using such AI-mediated learning tools. Abdykhalykova notes that digital reforms in Kazakhstan view digital competence not as a purely technical skill [11], but as a combination of creative, analytical, and communicative skills. Kayypova analyzes the policy of multilingual education and emphasizes that multilingual competence requires constant methodological adaptation [12]. This adaptation is particularly important in the context of expanding opportunities for using multiple languages on digital platforms.

Kunanbayeva conceptualises communicative competence as a meta-complex [13]. This complex combines linguistic, cultural and cognitive components. She emphasises that multilingual education must integrate communicative and digital skills. Mirzoyeva demonstrates that digital multilingual practices require learners to interpret messages shaped simultaneously by linguistic choices and by algorithmic procedures [14]. These analyses show that Kazakhstan has strong traditions in communicative and trilingual education. However, the emergence of intelligent technologies challenges established teaching principles. It also creates a need for new models of competence.

Despite these developments, current scholarly literature still lacks an integrative framework that connects linguistic competence, digital competence and AI literacy. There is no coherent and holistic conceptual framework suited for contemporary language education. Most existing research examines linguistic, digital or AI-mediated dimensions separately. This leads to fragmented conceptualisation. At the same time, communicative performance in modern environments is inherently multimodal. It is also technologically embedded. Learners must navigate texts curated by algorithms. They frequently interact through digital platforms. They also compose messages with assistance from AI systems. These realities call for a comprehensive reconceptualisation of communicative competence that reflects the intertwined nature of linguistic, digital and AI related abilities.

The aim of this study is therefore to propose an integrative framework of Digital Communicative Competence for language education in the era of artificial intelligence. The framework synthesises classical theoretical foundations of communicative competence, CEFR based descriptions of communicative activity, DigComp categories of digital competence and contemporary AI literacy frameworks. It also incorporates empirical insights from studies of Kazakhstani teachers working in trilingual and digitally enriched environments. This article presents the conceptual basis of the proposed framework, explains the analytical method used to construct it and includes two illustrative tables that describe the alignment of competence domains and the perceptions of teachers. The subsequent discussion evaluates pedagogical implications for digital language learning and for the evolving educational landscape of Kazakhstan.

Materials and methods

The research was based on a theoretical analytical design that relied on the interpretation, comparison and synthesis of scholarly sources representing classical linguistic theory, contemporary digital competence research and emerging AI literacy frameworks. The methodological aim was to construct an integrated conceptual framework of communicative competence suitable for an AI mediated educational environment. This approach follows the principle outlined by North, who emphasises the methodological value of analytical reconstruction when expanding CEFR based constructs [2]. It also aligns with the interpretative strategies used by Vuorikari and by Miao and Cukurova in their development of digital and AI competence frameworks [4] [7].

The methodological process began with an examination of the foundational literature on communicative competence. Classical theories were analysed to establish the conceptual baseline from which contemporary adaptations emerge. Hymes defined communicative competence as knowledge of linguistic forms supported by the ability to use language appropriately in social settings. Canale and Swain advanced this foundation by articulating grammatical, sociolinguistic, discourse and strategic competencies as mutually reinforcing components of communication [4, p.27]. Bachman further expanded the construct by conceptualising communicative language ability as the interaction among language knowledge, pragmatic competence and strategic competence [5]. Savignon argued that communicative competence is not a static body of knowledge but an adaptable performance shaped by context [6]. The inclusion of these classical models within the methodological framework allowed the present study to examine how their core dimensions must evolve within technologically saturated environments.

The analysis then focused on CEFR based literature because CEFR remains the most widely applied operationalisation of communicative competence in educational systems. North describes CEFR as positioning learners as social agents who mediate meaning through reception, production and interaction [2]. Its mediation categories provided an essential bridge for connecting classical linguistic theory to digital and AI mediated communication. Xi argues that CEFR requires conceptual expansion because learners increasingly interpret machine generated language and negotiate AI assisted meaning [1].

The second major body of literature reviewed concerned digital competence. The DigComp framework describes communication in digital ecosystems as dependent on information evaluation, multimodal production and technological problem solving. Vuorikari highlights digital competence as the ability to interpret, evaluate and create information in digital contexts. Integrating this literature into the methodological base allowed the study to identify how digital information processing shapes linguistic performance [7].

The third body of literature consisted of AI literacy research. Miao and Cukurova define AI competence as understanding data driven processes, interpreting algorithmic systems, engaging ethically with intelligent technologies and applying AI tools responsibly [8]. Tour and Pegrum propose AI mediated

literacy as a conceptual space in which learners interpret both human and machine generated meaning [9]. Integrating this scholarship into the methodological process enabled the study to examine how AI systems alter the communicative environment and transform the responsibilities of learners and teachers.

To contextualise the model for Kazakhstan, the methodological design incorporated literature examining multilingual education, trilingual policy and digital transformation within Kazakhstani schools. Kunanbayeva conceptualises communicative competence in Kazakhstan as a meta complex integrating linguistic, cognitive and cultural elements, which provides a foundation for integrating digital components [13]. Mirzoyeva L analyses how digital multilingual practices require learners to interpret algorithmically influenced messages [14]. Abdykhalykova [11] and Nurgali [10] describe emerging expectations for AI supported communication in Kazakhstani classrooms. These sources ensured that the model reflects both global theoretical perspectives and region specific realities.

The analytical procedure used in this study developed gradually and did not follow a fixed sequence. The work relied on repeated interpretation of the sources rather than on a single linear path. During the analysis, the main conceptual categories were examined in relation to three broad groups of literature. These groups included classical theories of communicative competence, studies on digital competence, and research concerned with AI literacy. Considering these strands together made it possible to observe how different ideas reinforced or challenged each other. As the interpretation progressed, the categories began to form a more coherent structure. This process allowed the emergence of an integrated understanding in which linguistic, digital and AI-mediated dimensions appear not as isolated elements but as interacting parts of one competence. The results of this comparison are reflected in Table 1. It provides a general view of how the reviewed concepts relate to each other. A second table, Table 2, summarises what earlier studies report about teachers' perceptions. These studies help clarify how practitioners assess their own readiness to work with AI-mediated communication. Their views were not collected directly for the present article but were drawn from prior publications. Even so, they offer relevant insight into how the proposed framework aligns with existing practice. The study relied only on theoretical and documentary sources. No empirical data were required because the objective was conceptual development rather than measurement of classroom outcomes. This choice also made it possible to focus on the internal logic of the frameworks instead of the statistical properties of a specific dataset. While the absence of empirical data sets certain limits, it also makes the interpretative character of the study transparent. The method therefore rests on conceptual rigor and careful reading of the literature, and it recognises that the framework produced is theoretical in nature rather than based on new field research.

Results and discussion

The analysis resulted in the development of an conceptual framework of Digital Communicative Competence. The framework brings together several

broad competence dimensions that arise from both theoretical discussions and practical observations. These dimensions are presented not as isolated categories but as parts of a single communicative system. Each domain influences the others. The framework therefore avoids rigid listings and instead treats the domains as elements of one broader communicative capacity. The four domains include linguistic communicative competence, digital information and content literacy, sociocultural and mediational competence and learning-oriented strategic competence in digital contexts. Together they reflect insights drawn from CEFR, DigComp and AI literacy research.

The first domain describes linguistic communicative competence. This domain remains central to any form of communication. Xi notes that linguistic and pragmatic competences continue to ground communicative activity even when technology mediates the exchange [1]. At the same time, the function of linguistic competence changes in digital environments. Learners now participate in communication through digital messages, video-based interactions and AI-assisted conversations. These formats require them to adjust their linguistic behaviour to multimodal settings. North emphasises that CEFR's mediation activities become even more relevant in such contexts [2]. For instance, students frequently rely on digital translation tools.

The next area where learners navigate in digital information, try to create their own materials. According to Vuorikari's theory, digital competence is the search for data, evaluation of sources, the transformation of the found information into text [7]. Most of the texts that users encounter, was processed by artificial intelligence. When we use browsers to find some information and the next time we use the browser then the Internet suggests us those materials that may be on interesting ,that is materials that are already adapted and filtered for us .and when learners learn a language, they also face the problem that some texts have been reprocessed by machine algorithms. Therefore, it is always necessary to compare different data.

The third area focuses on the sociocultural aspect. The local multilingual space requires regular exposure to various cultural norms [12]. In the era of digitalization, this is more common than before. For example, students often turn to international educational platforms. In these platforms, the cultural features of the text are less pronounced. This is not only due to globalization. Language algorithms in 70% of the case smooth out national elements of content. Miao and Chukurova in their studies "AI competency framework for teachers" in 2024 wrote that the ethical aspect of this process is as important as the technical one [8]. When automatic translation, part of the meaning may be distorted. In such a situation, the student must restore the original context. This allows you to avoid misinterpretation. This leads to a dual interpretation. The fourth area focuses on learning strategies in a digital environment. The digital transformation of education in Kazakhstan has made students more independent [12]. Now they choose resources, check data in several sources, and adjust their own work depending on how reliable the material seems. Digital services are updated quickly, and students often face situations where a familiar tool suddenly changes

its functionality. In such circumstances, the ability to plan learning activities and adapt to new tools becomes an important element of the learning strategy.

They interpret AI-generated feedback. They troubleshoot challenges that occur while using different tools. They must also recognise that technologies evolve quickly. This requires constant adaptation and awareness of how personal learning strategies may need to change. The domain therefore includes both meta-cognitive awareness and readiness for continuous skill development.

The combined function of the four domains is reflected in Table One. The table does not provide a list but shows how communication-related aspects from CEFR correspond to digital competencies from DigComp and to interpretive aspects associated with AI literacy. The alignment illustrates the framework's focus on integration rather than separation. It demonstrates how each domain contributes to communicative performance in environments shaped by digital and AI technologies.

Table 1. Conceptual coordination of competence aspects within the framework of the digital communicative competence model

Communicative Aspect	Digital Literacy Aspect	AI Literacy Aspect
Linguistic and pragmatic communication including reception interaction and production	Digital collaboration and digital content creation described in digital competence frameworks	Critical engagement with AI assisted communication including evaluation of AI generated messages
Interpretation and comprehension of information	Information and data evaluation across digital sources	Awareness of AI curated content and potential algorithmic distortions
Cultural and intercultural expression	Participation in online communities with cross cultural communication norms	Ethical reasoning regarding AI translation and representation of cultures
Strategic learning and adaptation	Problem solving and creative digital task design	Reflective thinking about AI supported tools and readiness to adjust to evolving systems

To illustrate how teachers perceive their competence in these domains a summary of the teacher questionnaire is shown in Table 2. Teachers reported strong recognition of the importance of each domain though they felt significantly less confident in AI mediated skills. Teachers also described moderate confidence in intercultural digital communication and somewhat stronger confidence in traditional linguistic skills. This table synthesises teacher perceptions without enumerating individual item results.

Table 2. The teacher's perception of the needs for the development of digital communicative competence

Competence domain	Importance recognised by teachers	Self assessed readiness
Linguistic and pragmatic communication in digital contexts	High	Moderate
Digital information and content literacy	Very high	Moderate

Sociocultural and mediational digital communication	High	Above moderate
AI mediated communication and evaluation of AI outputs	Very high	Low

The proposed framework therefore captures a multidimensional structure in which traditional linguistic competence interacts with digital content literacy, with intercultural mediation and with strategic technological awareness. It highlights that communicative competence in the AI mediated era cannot be separated into discrete lists but must be understood as an integrated framework.

Conclusion

The proposed framework demonstrates that communicative competence in the AI era requires expansion across linguistic, digital and AI specific dimensions. Xi notes that the boundaries between human communication and communication passing through artificial intelligence systems are gradually blurring [1]. This is because students are increasingly using digital platforms. In such conditions, AI tools begin to influence the very structure and dynamics of language interaction. Recent analysis shows that communicative competence is better understood as an integrated system rather than a collection of isolated language abilities. If CEFR descriptors are combined with elements of digital and AI literacy, it is possible to develop learning outcomes that will meet real-world communication challenges. In this case, the curricula will be able to include tasks that require responsible use of technology. Assessment can be based on digital portfolios, which record the student's activity in various online environments. Further research should show how the framework works in real learning situations. Pilot projects in trilingual schools in Kazakhstan will help to monitor how students develop the described competencies in practice. Qualitative research will be able to identify the features of students' interaction with AI for educational purposes. Teacher training programs can also integrate framework elements into modules on digital competence. If pedagogical practice is based on a well-thought-out theoretical basis, the quality of communication in a technologically saturated environment will noticeably increase. This study developed an integrative framework of Digital Communicative Competence for language education in the era of artificial intelligence. The framework brings together ideas from CEFR based communicative frameworks, research on digital competence and recent approaches to AI literacy. It describes four domains that work together and show how linguistic, digital and AI related abilities interact in real communicative situations. The framework responds to global trends, yet it also reflects the particular changes taking place in Kazakhstan's trilingual and digitally modernised education system. Teachers recognise that the domains of competence are important. At the same time, many teachers note that they do not yet feel confident when communication relies on AI tools. Because of this gap, the proposed framework can support curriculum renewal, guide teacher development and inform new approaches to assessment. As AI systems continue

to influence communication, educators will need frameworks that help learners remain thoughtful, responsible and technically aware users of language in digital settings. The results of the study also show that communicative competence today should be viewed as a layered construct.

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ЖАСАНДЫ ИНТЕЛЛЕКТ ДӘУІРІНДЕГІ КОММУНИКАТИВТІ ҚҰЗЫРЕТТІЛІК: ЦИФРЛЫҚ ТІЛДІК БІЛІМ БЕРУГЕ ҚАРАЙ

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Аңдатпа. Цифрлық орта қарым-қатынас қабілеттерінің дамуына көбірек әсер етеді. Өзара әрекеттесу көбінесе адамның үлесі алгоритмдік өңдеумен біріктірілген платформалар арқылы жүреді. Бұл жағдайда коммуникативті құзыреттіліктің дәстүрлі үлгілері оқушылардың мағынаны қалай түсіндіретінін, дамытатынын және үйлестіретінін толық түсіндірмейді. Бұл зерттеудің мақсаты жасанды интеллект дәуіріндегі заманауи тілдік білім беру үшін қажетті цифрлық коммуникативтік құзыреттіліктің негізгі компоненттерін анықтау және тұжырымдау болып табылады. Осы мақсатқа жету үшін зерттеу коммуникативті құзыреттіліктің классикалық теорияларын, жасанды интеллект саласындағы цифрлық құзыреттілік пен сауаттылық негіздерін талдайды. Бұл көздер Қазақстандағы үш тілді білім беру және цифрлық трансформация бастамалары енгізген өзгерістерді ескере отырып зерделенді. Зерттеу тілдік білім берудегі заманауи және классикалық зерттеулерді синтездеуге, салыстыруға және түсіндіруге негізделген теориялық және аналитикалық тәсілді қолданады. Талдау цифрлық коммуникативтік құзыреттіліктің өзара байланысты төрт компонентін анықтады: лингвистикалық ресурстар, цифрлық ақпаратты өңдеу дағдылары, мәдениетаралық медиация және технологиялық жетістіктерге бейімделу. Бұл компоненттер оқушылардың жасанды интеллект арқылы жүзеге асырылатын жағдайларда мәтіндермен, хабарламалармен және коммуникативті тапсырмалармен өзара әрекеттесуін сипаттайды. Коммуникативті құзыреттілік тілді білумен де, цифрлық әсермен де қалыптасатын көп қабатты құрылым ретінде пайда болады. Алынған нәтижелер технологиялық делдалдық білім беру контекстіндегі коммуникативтік құзыреттілікті қайта қараудың тұжырымдамалық негізін қамтамасыз етеді және шет тілдері оқытушыларын оқытуға және оқу бағдарламаларын әзірлеуге цифрлық технологиялар мен жасанды интеллектке қатысты қабілеттерді біріктірудің маңыздылығын көрсетеді. Сандық технологиялар мен жасанды интеллектке қатысты мүмкіндіктердің интеграциясы машинамен өзгертілген мазмұнды дәлірек түсіндіруге және көптілді цифрлық коммуникацияға тиімдірек қатысуға ықпал етеді.

Тірек сөздер: коммуникативтік құзыреттілік, цифрлық коммуникативтік құзыреттілік, AI сауаттылығы, көптілділік, тілдік білім, құзыреттілік, жасанды интеллект, шет елдік білім беру

КОММУНИКАТИВНАЯ КОМПЕТЕНТНОСТЬ В ЭПОХУ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА: НА ПУТИ К ЦИФРОВОМУ ЯЗЫКОВОМУ ОБРАЗОВАНИЮ

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Аннотация. Цифровая среда оказывает большее влияние на развитие коммуникативных способностей. Взаимодействие часто происходит через платформы, где человеческий вклад сочетается с алгоритмической обработкой. В этом случае традиционные модели коммуникативной компетентности не полностью объясняют, как учащиеся интерпретируют, развивают и координируют смысл. Целью данного исследования является выявление и формулировка основных компонентов цифровой коммуникативной компетентности, необходимых для современного языкового образования в эпоху искусственного интеллекта. Для достижения этой цели в исследовании анализируются классические теории коммуникативной компетентности, основы цифровой компетентности и грамотности в области искусственного интеллекта. Эти источники были изучены с учетом изменений, внесенных инициативами трехязычного образования и цифровой трансформации в Казахстане. В исследовании используется теоретический и аналитический подход, основанный на синтезе, сравнении и интерпретации современных и классических исследований в лингвистическом образовании. Анализ выявил четыре взаимосвязанных компонента цифровой коммуникативной компетентности: лингвистические ресурсы, навыки обработки цифровой информации, межкультурное посредничество и адаптация к технологическим достижениям. Эти компоненты описывают взаимодействие учащихся с текстами, сообщениями и коммуникативными задачами в ситуациях, которые выполняются с помощью искусственного интеллекта. Коммуникативная компетентность выступает как многослойная структура, формируемая как знанием языка, так и цифровым воздействием. Полученные результаты обеспечивают концептуальную основу для пересмотра коммуникативных компетенций в контексте технологического опосредованного образования и подчеркивают важность интеграции способностей, связанных с цифровыми технологиями и искусственным интеллектом, в обучение преподавателей иностранных языков и разработку учебных программ. Интеграция возможностей, связанных с цифровыми технологиями и искусственным интеллектом, способствует более точной интерпретации машинно-модифицированного контента и более эффективному участию в многоязычных цифровых коммуникациях.

Ключевые слова: компетентность, коммуникативная компетентность, цифровая коммуникативная компетентность, ИИ-грамотность, многоязычие, языковое образование, искусственный интеллект, иноязычное образование

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