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FORMATION OF LINGUO-PROFESSIONAL COMPETENCE IN FUTURE FOREIGN LANGUAGE TEACHERS THROUGH AN INTEGRATIVE PROFESSIONAL MODULE

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Abstract. The article examines the formation of linguo-professional competence of future FL teachers through an integrative professional module supported by digital tools and situation- modeling technologies. The relevance of the study is determined by the increasing demands for the preparation of future foreign language teachers capable of effectively working in digital and intercultural educational environments. Linguo-professional competence is defined as a multidimensional construct integrating linguo-communicative, methodical, operational-regulatory, and analytical-digital subcompetencies. The proposed integrative professional module is based on external and internal interdisciplinary integration. External integration combines professional training disciplines as well as digital educational tools. Internal integration aligns learning objectives, content, activities, competencies, and pedagogical technologies. Situation-modeling and digital tools are used to create practice-oriented learning environments simulating professional teaching context. An experimental study involving 60 bachelor students compared traditional instruction with training based in the integrative professional module. The results demonstrate a significant increase in the formation of linguo-professional competence in the experimental group. The findings indicate that the integrative professional module enhances professional communication, methodical readiness, digital and reflective abilities of future FL teachers. The current study concludes that the integration of digital tools and situation-modeling technologies provides effective conditions for the systematic formation of linguo-professional competence, enhancing the professional training of future foreign language teachers, and can be applied to modern foreign language education.

Keywords. linguo-professional competence, integrative professional module, future FL teachers, digital tools, situation-modeling technologies, interdisciplinary integration, professional training, digital pedagogy

Introduction

The new millennium has intensified international cooperation and global engagement in education, raising expectations for the cultural and professional level of foreign language teachers and highlighting the need to improve their training. Current trends in higher education development, including language

education, are global in scope. Kazakhstan's accession to the Bologna Process has further increased attention to competence-based vocational education and the study of competence as a key educational outcome. Modern teacher education emphasizes the integrative development of the future teacher's personality, positioning the comprehensive growth of professional competence as a key goal of higher education. In Kazakhstan, the adoption of a competence-based approach places the purposeful formation of professional competencies at the core of teacher training.

In the context of the rapid introduction of digital and educational innovations, the content and peculiarities of the professional activities of foreign language teachers are becoming significantly more complex. Modern teachers must be prepared not only to transfer knowledge, but also to actively participate in innovative processes, respond flexibly to changes and design as well as implement new teaching practices. This requires a rethinking of the values underlying the teaching profession and a greater focus on the metacommunicative, digital, and intercultural aspects of professional competence. These trends highlight the need to find new methodological foundations and effective tools for training future FL teachers who are able to function successfully in the context of digital transformation and the increasingly complex communicative environment of modern higher education.

Scientific literature treats professional competence as a set of interrelated knowledge, abilities, skills, and methods of activity required for solving professional tasks. V.A.Slastenin describes it as the unity of a teacher's theoretical and practical readiness to perform pedagogical activities, viewed through a level-based approach [1]; O.Daminov and co-authors similarly link its development to the quality and effectiveness of teacher training [2].

A teacher's readiness for self-development and continuous updating of methods is another essential aspect of professional competence, particularly given the rapid pace of innovation in the professional environment. O.P. Kazakova likewise highlights a set of fundamental competencies determining professional readiness, including mastery of the linguistic, cultural, psychological, and methodical aspects of language teaching, and the ability to apply relevant teaching principles and instructional tools. This range of skills also includes evaluating and adapting methodical materials, creating original teaching resources, and demonstrating methodical reflection [3].

K.S.Makhmuryan believes that the structural organization of a FL teacher's professional competence comprises a number of interdependent aspects that collectively foster the development of professional thinking and pedagogical attributes. In her opinion, the professional competence of a FL teacher is "a synthesis, an inseparable unity of content and structural aspects, a set of knowledge, skills, abilities, and aptitudes realized through psychological, pedagogical, methodical, communicative, philological, cultural, informational, social, and managerial competencies" [4].

Within this context, the Professional Standard “Teacher” of the Republic of Kazakhstan plays a key role in setting qualification requirements for the content and structure of FL teachers’ professional competencies, allowing the competency model of a graduate to be correlated with real tasks of educational practice [5]. A curriculum’s effectiveness is thus determined by how fully it aligns with the standard and integrates theoretical training with pedagogical practice, modern methods and digital technologies while also fostering students’ reflective skills, self-development, and professional mobility.

Since professional competencies are directly linked to activity within a particular field, each area of teacher training has its own structural profile, and alignment with the Professional Standard “Teacher” remains a prerequisite for program effectiveness. Table 1 summarizes the key directions for updating foreign language teacher training in line with the Standard: the shift from knowledge transmission to competency development, the active use of digital and inclusive practices, the strengthening of practice-oriented and research-based training, and the expansion of intercultural and soft skills components.

Table 1. Updating the content of the professional-pedagogical activities of FL teachers in the context of innovative developments in higher education

Updating approaches to teacher training	Changes in the content of the professional- pedagogical activities of FL teachers
Competency-based approach	Shift from knowledge transfer to the formation of general and professional competencies; focus on solving practical pedagogical tasks.
Digital transformation of teacher training	Use of digital and multimodal teaching tools, online platforms, electronic journals, development of digital didactics.
Development of inclusive and differentiated training	Adaptation of programs, materials, and forms of work to the educational needs of different categories of students, including learners with special educational needs.
Practice-oriented and activity-based training model	Increasing the role of practice: lesson planning, case studies, analysis of pedagogical situations.
Project and research technologies	Inclusion of diagnostics, data analysis, experimental and project activities in the teaching FL.
Development of soft skills	Strengthening the communicative, design, and organizational aspects of a teacher’s work.
Internationalization of teacher training	Expanding the intercultural content of education, using international methodical guides, participating in international programs.
Individual career growth	Increasing teachers’ independence in choosing methods, approaches, professional development sphere.

The conceptualization of professional competence in FL teacher training has been widely discussed internationally: Shulman introduced pedagogical content knowledge as the integration of subject knowledge and pedagogical reasoning [6], while Tardif defined competence as the mobilization of resources in context-dependent situations [7]. Within FL education specifically, Canale and Swain’s

model of grammatical, sociolinguistic, discourse, and strategic competence [8] was later expanded by Byram into intercultural communicative competence [9], and reinforced by the plurilingual, action-oriented perspective of the European Framework [10] and by Richards' emphasis on classroom decision-making as part of teacher competence [11].

The digital and reflective dimensions of teacher competence have received comparable attention: Mishra and Koehler's TPACK model frames technological pedagogical content knowledge as an intersection of technology, pedagogy, and content [12], further operationalized by Redecker's DigCompEdu framework [13], while Schön's work on reflective practice underscores its role as a mechanism for professional growth [14].

Contemporary international research thus views the professional competence of foreign language teachers as a context-sensitive, reflective, and digitally mediated construct. Building on this perspective, the present study conceptualizes linguo-professional competence of a future FL teacher as a multidimensional, integral personal and professional quality that combines linguistic knowledge, methodological and communicative skills, pedagogical abilities, and value-motivational orientations, demonstrated through the capacity to perform professional tasks and respond flexibly to emerging challenges. Its key indicator is readiness for flexible, responsible action in complex and unpredictable pedagogical situations, which distinguishes true competence from a mere collection of skills.

The psychological dimension of linguo-professional competence reflects the stable relationship between the individual and professional activity in foreign language education. Its structure integrates cognitive, linguistic, professional, activity-oriented, and personal elements, enabling future FL teachers to apply their knowledge and prior experience effectively in diverse pedagogical contexts. The formation of this competence requires an interdisciplinary approach that links linguistic theory with methodical practice and engages students in project-based, research, and digital learning activities. This approach produces a cohesive model that combines knowledge, skills, and personal qualities, preparing future teachers for responsible professional action. Moreover, its structural and functional features reveal both personal and activity-based dimensions, allowing the identification of key subcompetencies of linguo-professional competence, presented in Table 2.

Table 2. Professional tasks and subcompetencies of linguo-professional competence of future FL teachers

Professional tasks of a FL Teacher (Professional Standard)	Linguo-professional competence of a FL teacher
Planning and implementation of the FL educational process; conducting ongoing and final assessment of students' knowledge	<i>Methodical subcompetence</i> : mastery of FL teaching methods, ability to design lessons; ability to use modern pedagogical technologies; ability to develop assessment tasks; mastery of formative and summative assessment.

Structuring of language and speech-communication material taking into account learning objectives; integration of intercultural content into FL lessons	<i>Linguo-communicative subcompetence</i> : comprehensive knowledge in the field of foreign languages and intercultural communication; mastery of linguistic, speech, and discursive means; ability to effectively develop and integrate all types of language skills and communicative activities in a professional-pedagogical and intercultural context.
Organization of educational activities in a FL class	<i>Regulatory-operational subcompetence</i> : ability to effectively organize the educational process with continuous pedagogical reflection and strategic decision-making; mastery of pedagogical design and planning techniques; the ability to structure, implement, and adjust educational activities in accordance with differentiated, personality-centered, and inclusive approaches; readiness for continuous professional development and reflection.
Considering the individual characteristics of learners; including learners with special needs	
Self-education and professional development	
Diagnostics of the education process	
Use of digital tools in FL teaching	<i>Analytical-digital subcompetence</i> : the ability to effectively use digital tools, interactive exercises, and online resources to solve professional, pedagogical, and research assignments; ability to adapt digital learning content and individual characteristics of learners.

Materials and methods

The study employed a combination of theoretical and empirical research methods to develop and evaluate an integrative professional module aimed at forming the linguo-professional competence of future foreign language teachers.

The theoretical methods included the analysis, synthesis, comparison, systematization, and generalization of scholarly literature on foreign language teacher education, linguo-professional competence, professionally oriented language teaching, interdisciplinary integration, and digital learning. These methods were used to clarify the conceptual foundations of linguo-professional competence and to identify the pedagogical principles underlying the design of the integrative professional module.

Pedagogical modeling was employed to design the structure and content of the module and to establish the relationships between its interdisciplinary components, learning objectives, content, activities, sub-competencies, learning technologies, and assessment procedures. The modeling process resulted in an external and internal integration framework that connected language, methodological, communicative, research, and digital components of professional teacher preparation.

The empirical stage involved a pedagogical experiment aimed at evaluating the effectiveness of the course “Communicative Specialized Practicum” in the formation of linguo-professional competence of future foreign language teachers. The study included diagnostic assessment at the initial stage and assessment of learning outcomes after the implementation of the course. Pedagogical

observation was used to monitor students' participation in professionally oriented communicative tasks, classroom interaction, project work, and other practice-oriented activities. In addition, students' learning products and performance in professional communication tasks were analyzed to identify changes in their ability to apply foreign language knowledge in pedagogical contexts.

The study also employed a questionnaire to obtain additional evidence of students' perceptions of their professional communicative development and their engagement with the module. Quantitative data were processed using descriptive statistical procedures to identify changes in students' performance before and after the implementation of the module. The choice of methods was informed by earlier findings on a similar practicum-based course, which showed that practice-oriented tasks and communicative activities created favorable conditions for developing professional communication skills, teaching strategies, and communicative confidence among future foreign language teachers [15].

The integrative professional module designed to form the linguo-professional competence of future foreign language teachers represents a structured, multi-level approach to teacher preparation. It is designed to integrate interconnected components of professional training by combining linguistic knowledge, methodological competence, professional communication, and project-based learning within a coherent educational process. The module establishes links between foreign language instruction and professional teacher preparation, enabling students to apply linguistic knowledge in professionally oriented, pedagogical, research, and project-based contexts.

External integration occurs through the alignment of several interconnected educational domains:

- Professionally-oriented foreign language
- Foreign language teaching methods
- Communicative specialized practicum
- Academic writing and research in FL education
- Digital educational technologies

These domains create a cohesive professional and communicative environment, where the foreign language functions both as a subject of study and as a practical tool for professional tasks, pedagogical reasoning, and the design of learning activities.

Internal integration takes place across multiple levels:

- *Learning objectives*: linguistic, professional, and meta-professional goals.
- *Content*: language knowledge, pedagogical meanings, and specialized professional terminology.
- *Activities*: educational exercises, project-based assignments, research tasks, communicative interactions, and reflective practices.

- *Sub-competencies*: methodical, linguo-communicative, operational-regulatory, analytical-digital.
- *Learning technologies*: project-based learning, problem-based learning, case studies, task-based learning, and digital pedagogical tools.

This structure produces a unified cognitive-operational framework for teacher preparation, embedding language instruction naturally into the broader professional formation of future FL teachers.

Table 3. Interdisciplinary external structure of the Integrative Professional Module

Discipline	Role in the module	Key content focus	Contribution to linguo-professional competence
Professionally-Oriented Foreign Language	Core language foundation	Professional vocabulary, discourse, terminology, professional texts	Ability to use a foreign language as a tool of professional communication
Foreign Language Teaching Methods	Methodical basis	Teaching strategies, lesson planning, classroom techniques	Readiness to design and conduct FL lessons
Academic Writing and Research in FL Education	Research and academic literacy	Academic discourse, research skills, academic genres	Ability to produce research papers, reports, and reflective analyses
Communicative specialized practicum	Cultural and communicative dimension	Cultural awareness, intercultural interaction, communication strategies	Formation of intercultural communicative abilities
Digital Educational Technologies	Technological integration	EdTech tools, blended and multimodal learning, online platforms	Ability to integrate digital tools into language teaching

This interdisciplinary structure ensures the coherence of the integrative professional module and creates a unified educational environment in which linguistic, methodical, communicative, technological and research components function as a single system supporting the formation of linguo-professional competence.

The linguo-professional competence targeted by this module encompasses:

- communicative skills in professionally-oriented foreign language contexts;
- methodical readiness for language teaching;
- professional pedagogical understanding;
- mastery of professional terminology and conceptual fields;
- project-based activity experience;
- reflective and metacommunicative maturity;
- the ability to integrate knowledge across different disciplines;
- preparedness for innovative educational practice.

Within the module, linguo-professional competence is organized into interrelated aspects:

Linguistic: language system, discourse, pragmatics, terminology, professional language use;

Pedagogical: methodological culture and instructional strategies for foreign language teaching;

Thesaurus-professional: mastery of the professional concept sphere, specialized terminology, and conceptual structures;

Communicative: management of interaction, reflection, and strategic communication;

Digital-technological: digital tools, blended and multimodal learning approaches, and EdTech skills.

Table 4. Levels of internal integration within the Integrative Professional Module

Level of integration	Description	Implementation within the module	Expected pedagogical effect
Learning objectives integration	Alignment of linguistic, professional and meta-professional goals	Combination of language mastery, teaching skills, research and reflective abilities	Holistic development of future FL teachers
Content integration	Connection of language knowledge, pedagogical meanings and professional terminology	Use of professional texts, case studies, research articles, and teaching materials	Formation of a professional conceptual and terminological base
Activity integration	Combination of different types of learning activities	Educational, communicative, research, reflective and project-based tasks	Formation of practical teaching and communication skills
Competence integration	Coordination of sub-competencies	Linguo-communicative, methodical, analytical- digital subcompetencies developed simultaneously	Formation of linguo-professional competence as an integrated outcome
Technology integration	Use of modern pedagogical technologies	Project-based learning, problem-based learning, task-based learning, case method, digital tools	Readiness for innovative and technology-enhanced teaching
Assessment integration	Alignment of learning outcomes with evaluation methods	Continuous assessment, project evaluation, peer and self-assessment	Formation of reflective and self-regulated learning skills

Together, external and internal integration ensure the coherence of the integrative professional module and support the systematic formation of linguo-professional competence in future foreign language teachers. The development of this integrative professional module draws on a combination of approaches, including competence-based, professional-conceptual, communicative, activity-oriented, project-based, and interdisciplinary methodologies.

Research design

The purpose of the pedagogical experiment was to examine the effectiveness of digital tools and situation-modeling technologies in the formation of linguo-professional competence in future foreign language teachers. The research hypothesis was based on the assumption that linguo-professional competence can be developed more effectively when professionally oriented communication situations are systematically modeled in the teaching process and linked to authentic pedagogical and intercultural contexts.

The pedagogical experiment was conducted at the Faculty of Foreign Language Teacher Training of Ablai Khan University. The participants were 60 undergraduate students who were divided into an experimental group (EG, $n = 30$) and a control group (CG, $n = 30$). The control group received instruction through traditional teaching methods, whereas the experimental group participated in foreign language courses incorporating digital tools and situation-modeling tasks within an integrative professional module. The formative stage lasted one academic semester.

The learning environment developed for the experimental group incorporated three main types of simulated professional situations. Instructional and pedagogical scenarios focused on classroom interaction and the delivery of short lesson segments in a foreign language. Professional communicative scenarios addressed teacher–student interaction, classroom communication strategies, and typical communicative challenges arising during instruction. Intercultural communicative scenarios involved the discussion of cultural differences, prevention of intercultural misunderstandings, and adaptation of speech behavior to relevant sociocultural contexts.

Each simulated situation was implemented through a four-stage procedure. First, students analyzed the professional context and identified the communicative objectives of the situation. Second, appropriate linguistic and communicative strategies were modeled. Third, students performed the communicative task in a simulated professional or teaching context. Finally, the performance was followed by reflection, peer feedback, and self-assessment. This sequence was intended to provide a gradual transition from contextual analysis and language preparation to independent professional communication.

The intervention integrated project-based learning, situation modeling, digital tasks, interdisciplinary assignments, and reflective activities. Digital platforms and tools were used to support collaborative work, multimedia interaction, task design, feedback, and reflection. Situation-modeling tasks enabled students to rehearse professional communication and pedagogical actions in contexts corresponding to their prospective professional activities.

Diagnostic and Formative Procedures

To assess the development of linguo-professional competence, diagnostic

procedures were aligned with four sub-competencies: methodical, linguo-communicative, operational-regulatory, and analytical-digital. The assessment combined performance-based and practice-oriented tasks reflecting typical professional activities of future foreign language teachers. The same general diagnostic criteria were applied at the initial and final stages of the experiment to enable comparison of the results. The diagnostic and formative procedures are summarized in Table 5.

Table 5. Diagnostic and Formative procedures for the formation of Linguo-professional competence

Sub-competences	Diagnostic procedures	Formative tasks using digital tools and situation modeling
Methodical	Lesson planning, micro-teaching, case analysis	Lesson-planning tasks using digital platforms; analysis of pedagogical cases; simulated lesson segments
Linguo-communicative	Professional speaking tasks, discourse analysis, role-play	Professional role-play in digital environments; analysis of speech strategies; simulated teacher–student interaction
Operational-regulatory	Classroom-management tasks; organization of project activities	Project-task simulation; role distribution; classroom-management scenarios in digital environments
Analytical-digital	Digital task design; analysis of online teaching tools	Creation and evaluation of interactive assignments and quizzes; analysis of digital teaching resources

At the ascertaining stage, the initial level of linguo-professional competence was determined using the diagnostic procedures described above. The assessment distinguished three levels of competence development: minimal, sufficient, and advanced. The initial assessment was conducted before the implementation of the integrative professional module in order to establish the starting conditions of the experimental and control groups.

The results indicated generally comparable initial distributions across the two groups. In the experimental group, 34% of students demonstrated a minimal level, 46% a sufficient level, and 20% an advanced level. In the control group, the corresponding proportions were 32%, 44%, and 24%.

During the formative stage, students in the experimental group participated in the integrative professional module. The module systematically incorporated professionally oriented communication situations, digital learning tasks, project-based assignments, interdisciplinary activities, and reflective practices. The control group continued to receive instruction through the traditional instructional approach without the systematic integration of the proposed situation-modeling framework.

The formative activities were organized around authentic or simulated professional contexts. For example, students designed lesson fragments,

participated in simulated teacher–student interactions, organized collaborative projects, analyzed professional discourse, and created digital language-teaching tasks. These activities required students to integrate foreign language knowledge with methodological, organizational, analytical, and digital skills.

The use of situation modeling provided students with opportunities to rehearse professional actions before performing them in real or more complex pedagogical contexts. Digital tools supported the creation of interactive and collaborative environments in which students could perform tasks, receive feedback, revise their performance, and reflect on their communicative and professional decisions.

At the final stage of the experiment, the same diagnostic framework as at the ascertaining stage was applied to both groups in order to identify changes in the distribution of students across the three levels of linguo-professional competence and to compare the outcomes of the experimental and control groups.

Results and Discussion

This section compares the initial and final levels of linguo-professional competence in the experimental and control groups in order to evaluate the effectiveness of the integrative professional module. As shown in Table 6, both groups demonstrated positive changes in the distribution of linguo-professional competence levels, with a more pronounced descriptive shift observed in the experimental group.

Table 6. Distribution of Students Across Levels of Linguo-Professional Competence Before and After the Intervention (%)

Level	Experimental Group (n = 30), Pre	Experimental Group (n = 30), Post	Control Group (n = 30), Pre	Control Group (n = 30), Post
Advanced	20	60	24	40
Sufficient	46	30	44	42
Minimal	34	10	32	18

At the initial stage, the groups had similar distributions. In the experimental group, 33.3% of students demonstrated a minimal level, 46.7% a sufficient level, and 20.0% an advanced level. The corresponding figures in the control group were 33.3%, 43.3%, and 23.3%. The baseline chi-square test showed no statistically significant difference between the groups, $\chi^2(2, N = 60) = 0.11, p = .94$, indicating comparable initial distributions.

Following the intervention, the proportion of students at the advanced level in the experimental group increased from 20.0% to 60.0%, while the minimal level decreased from 33.3% to 10.0%. In the control group, the advanced level increased from 23.3% to 40.0%, and the minimal level decreased from 33.3% to 16.7%. Thus, the increase in the advanced-level category was descriptively

greater in the experimental group (+40.0 percentage points) than in the control group (+16.7 percentage points).

However, the final between-group difference did not reach statistical significance. The chi-square test yielded $\chi^2(2, N = 60) = 2.43, p = .30$, while the Mann–Whitney U test also showed no statistically significant difference ($U = 357, z = -1.52, p = .13$). Therefore, the results should be interpreted as descriptive evidence of a more pronounced positive shift in the experimental group rather than as statistically confirmed evidence of superior intervention effectiveness.

The observed shift may be related to the integrated use of situation modeling, professionally oriented tasks, digital tools, project-based learning, and reflection. These activities enabled students to combine foreign-language communication with methodological decision-making, classroom interaction, and digital task performance within simulated professional contexts.

The findings nevertheless require cautious interpretation because of the relatively small sample ($N = 60$) and the one-semester intervention period. Further studies with larger samples and longer intervention periods are needed to examine the stability and reproducibility of the observed trends.

Conclusion

The research confirmed the hypothesis that systematic implementation of digital tools and situation modeling technologies significantly enhances the formation of linguo-professional competence of future foreign language teachers. The convergence of quantitative growth, qualitative redistribution of competence levels, and a marked difference between the groups provides convincing evidence of the effectiveness of the proposed training model. The formation of the linguo-professional competence of future FL teachers is effectively realized within the framework of an integrative professional module based on the principle of external and internal integration of disciplines. The experimental results confirm that the integrative professional module creates favourable conditions for the comprehensive formation of linguo-professional competence in future foreign language teachers.

The analysis of the collected data demonstrated that students in the experimental group not only achieved higher overall competence scores but also showed improved practical application of linguistic knowledge in professional contexts. Additionally, the integration of digital tools and situation modeling fostered greater student engagement, collaboration, and critical thinking skills. These findings suggest that the proposed training approach can serve as an effective pedagogical framework for preparing future foreign language teachers, ensuring that they acquire both the theoretical knowledge and practical skills necessary for successful professional activity. Prospects for further research may include the following: integration of AI-assisted pedagogical modeling; development of diagnostic instruments for competence profiling.

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БОЛАШАҚ ШЕТЕЛ ТІЛДЕРІ МҰҒАЛІМДЕРІНІҢ ЛИНГВО-КӘСІБИ ҚҰЗЫРЕТТІЛІГІН ИНТЕГРАТИВТІ КӘСІБИ МОДУЛЬ АРҚЫЛЫ ҚАЛЫПТАСТЫРУ

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Аңдатпа. Мақалада болашақ шетел тілдері мұғалімдерінің лингво-кәсіби құзыреттілігін цифрлық құралдар мен жағдаяттарды модельдеу технологияларымен қолдау көрсетілген интегративті кәсіби модуль арқылы қалыптастыру мәселесі қарастырылады. Зерттеудің өзектілігі цифрлық және мәдениетаралық білім беру ортасында тиімді жұмыс істей алатын мұғалімдерді даярлауға қойылатын талаптардың артуымен айқындалды. Лингво-кәсіби құзыреттілік лингвистикалық, әдістемелік, коммуникативтік, операциялдық-регулятивтік және аналитикалық-цифрлық компоненттерді біріктіретін көпөлшемді құрылым ретінде

анықталады. Ұсынылған интегративті кәсіби модуль сыртқы және ішкі пәнаралық интеграцияға негізделген. Сыртқы интеграция кәсіби даярлық пәндерін және цифрлық білім беру технологияларын біріктіреді. Ішкі интеграция оқу мақсаттарын, мазмұнды, әрқете түрлерін, құзыреттерді және педагогикалық технологияларды үйлестіреді. Жағдаяттарды модельдеу және цифрлық құралдар кәсіби оқыту жағдайларын модельдейтін практикаға бағытталған білім беру ортасын құру үшін қолданылады. 60 бакалавриат студентін қамтыған эксперименттік зерттеуде дәстүрлі оқыту интегративті модуль негізіндегі оқытумен салыстырылады. Нәтижелер эксперименттік топта лингво-кәсіби құзыреттілікті қалыптасу деңгейінің айтарлықтай артқанын көрсетеді. Зерттере нәтижелері интегративті кәсіби модульдің болашақ шетел тілі мұғалімдерінің кәсіби коммуникациясын, әдістемелік дайындығын, цифрлық құзыреттілігін және рефлексивтік қабілеттерін дамытуға ықпал ететінін дәлелдейді. Зерттеу цифрлық құралдар мен жағдаяттарды модельдеу технологияларын ықпалдастыру лингво-кәсіби құзыреттілікті жүйелі қалыптастыру үшін тиімді жағдайлар жасайтынын және қазіргі шетел тілін оқыту жүйесінде қолдануға болатынын қорытындылайды.

Тірек сөздер: лингво-кәсіби құзыреттілік, интегративті кәсіби модуль, болашақ шетел тілі мұғалімдері, кәсіби даярлау, цифрлық құралдар, жағдаяттарды модельдеу технологиялары, пәнаралық интеграция, цифрлық педагогика

ФОРМИРОВАНИЕ ЛИНГВО-ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНЦИИ БУДУЩИХ УЧИТЕЛЕЙ ИНОСТРАННЫХ ЯЗЫКОВ ПОСРЕДСТВОМ ИНТЕГРАТИВНОГО ПРОФЕССИОНАЛЬНОГО МОДУЛЯ

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Аннотация. В статье рассматривается формирование лингво-профессиональной компетенции будущего учителя иностранного языка через интегративный профессиональный модуль, поддерживаемый цифровыми инструментами и технологиями моделирования ситуаций. Актуальность исследования обусловлена возрастающими требованиями к подготовке учителей иностранного языка, способных эффективно работать в цифровой и межкультурной образовательной среде. Лингво-профессиональная компетенция определяется как многомерная конструкция, интегрирующая лингво-коммуникативный, методический, операционно-регулятивный и аналитико-цифровой субкомпетенции. Предлагаемый интегративный профессиональный модуль основан на внешней и

внутренней междисциплинарной интеграции. Внешняя интеграция объединяет дисциплины профессиональной подготовки и цифровые образовательные технологии. Внутренняя интеграция согласует цели обучения, содержание, виды деятельности, компетенции и педагогические технологии. Технологии моделирования ситуаций и цифровые инструменты используются для создания практико-ориентированной образовательной среды, моделирующей профессиональный педагогический контекст. Экспериментальное исследование с участием 60 студентов бакалавриата включало сравнение традиционного обучения с обучением на основе интегративного профессионального модуля. Результаты показали повышение уровня сформированности лингво-профессиональной компетенции в экспериментальной группе. Полученные данные свидетельствуют о том, что интегративный профессиональный модуль способствует формированию профессиональной коммуникации, методической подготовки, цифровой компетенции и рефлексивных способностей будущих учителей иностранного языка. Исследование демонстрирует, что интеграция цифровых инструментов и приемов моделирования ситуаций обеспечивает условия для системного формирования лингво-профессиональной компетенции и может эффективно применяться в современной системе обучения иностранным языкам.

Ключевые слова: лингво-профессиональная компетенция, интегративный профессиональный модуль, будущие учителя ИЯ, профессиональная подготовка, цифровые инструменты, технологии моделирования ситуаций, междисциплинарная интеграция, цифровая педагогика

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