

Atzhanova T., <sup>1\*</sup>  Shayakhmetova D. <sup>1</sup> 

<sup>1</sup> Abai Kazakh National Pedagogical University, Almaty, Kazakhstan

## LINGUODIDACTIC COMPETENCE IN THE PROFESSIONAL ACTIVITY OF FOREIGN LANGUAGE TEACHERS: STRUCTURE AND COMPONENTS

### Abstract

This paper discusses the notion of linguodidactic competence within the framework of foreign language teachers' professional development, underlining its dynamic and multicomponential character. In the context of modern education, linguodidactic competence integrates language proficiency with interdisciplinary knowledge, methodological skills, and cultural awareness. The research singles out the following subcompetencies: instructional design competence, cross-cultural competence, meta-communicative competence, reflective practice competence, and lifelong development competence. These sub-competencies answer the professional standards and constitute the necessary conditions to build an effective, inclusive, and adaptive practice of teaching in a turbulent educational world. The paper develops an argument on continuous development in linguodidactic competence in view of integrating digital technologies into education and making it open. By developing these competencies, the teacher will be more capable of promoting linguistic and cultural development in students for the purpose of global communication and preparing them for life in a global society.

**Keywords:** linguodidactic competence, teaching of foreign languages, teacher professionalism, digital technologies, global communication skills.

Т.Д.Атжанова, <sup>1\*</sup>  Д.Б.Шаяхметова <sup>1</sup> 

<sup>1</sup> Абай атындағы Қазақ Ұлттық Педагогикалық Университеті, Алматы қ., Қазақстан

## ШЕТЕЛ ТІЛІ ПӘНІНІҢ МҰҒАЛІМДЕРІНІҢ ЛИНГВОДИДАКТИКАЛЫҚ ҚҰЗЫРЕТТІЛІГІ: ҚҰРЫЛЫМЫ ЖӘНЕ ҚҰРАМДАРЫ

### Аңдатпа

Бұл мақалада шетел тілі мұғалімдерінің біліктілігін арттыру шеңберіндегі лингводидактикалық құзыреттілік концепциясы талқыланып, оның динамикалық және көпкомпонентті сипатына тоқталады. Қазіргі білім беру жағдайында лингводидактикалық құзыреттілік тілді меңгеруді пәнаралық біліммен, әдістемелік дағдылармен және мәдени санамен біріктіреді. Зерттеу келесі қосалқы компоненттерді анықтайды: оқу үрдісін жобалау құзыреттілігі, мәдениетаралық құзыреттілік, метакоммуникативтік құзыреттілік, рефлексиялық тәжірибе құзыреттілігі және үздіксіз даму құзыреттілігі. Бұл қосалқы құзыреттіліктер кәсіби стандарттарға сәйкес келеді және турбулентті білім беру әлемінде тиімді, инклюзивті және жауапты оқыту тәжірибесін құрудың алғы шарттарын білдіреді. Мақалада білім берудегі цифрлық технологияларды интеграциялауды және оның ашықтығын қамтамасыз етуді ескере отырып, лингводидактикалық құзыреттілікті үздіксіз дамыту туралы аргумент әзірленген. Осы құзыреттіліктерді дамыта отырып, мұғалім жаһандық қарым-қатынас және оларды жаһандық қоғамдағы өмірге дайындау мақсатында оқушылардың тілдік және мәдени дамуына жақсы ықпал ете алады.

**Түйін сөздер:** лингводидактикалық құзыреттілік, шетел тілдерін оқыту, мұғалімнің кәсіби шеберлігі, цифрлық технологиялар, ғаламдық коммуникациялық дағдылар.

Атжанова Т.Д.,<sup>1\*</sup>  Шаяхметова Д.Б.<sup>1</sup> 

<sup>1</sup> *Казахский Национальный Педагогический Университет имени Абая, г. Алматы, Казахстан*

## ЛИНГВОДИДАКТИЧЕСКАЯ КОМПЕТЕНЦИЯ В ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ ПРЕПОДАВАТЕЛЕЙ ИНОСТРАННЫХ ЯЗЫКОВ: СТРУКТУРА И КОМПОНЕНТЫ

### Аннотация

В данной статье обсуждается понятие лингводидактической компетенции в рамках профессионального развития преподавателей иностранных языков, подчеркивая ее динамичный и многокомпонентный характер. В контексте современного образования лингводидактическая компетенция объединяет языковую компетенцию с междисциплинарными знаниями, методическими навыками и культурной осведомленностью. В исследовании выделяются следующие субкомпетенции: компетенция учебного проектирования, кросс-культурная компетенция, метакоммуникативная компетенция, компетенция рефлексивной практики и компетенция непрерывного развития. Эти субкомпетенции отвечают профессиональным стандартам и представляют собой необходимые условия для построения эффективной, инклюзивной и адаптивной практики преподавания в бурном образовательном мире. В статье разрабатывается аргумент о непрерывном развитии лингводидактической компетенции с учетом интеграции цифровых технологий в образование и обеспечения его открытости. Развивая эти компетенции, преподаватель будет более способен содействовать языковому и культурному развитию студентов с целью глобальной коммуникации и подготовки их к жизни в глобальном обществе.

**Ключевые слова:** лингводидактическая компетенция, преподавание иностранных языков, профессионализм учителя, цифровые технологии, навыки глобальной коммуникации.

**Introduction.** Among the main goals of Kazakhstani higher education in conditions of globalization is international competitiveness. Reaching this goal requires highly qualified specialists who have perfect foreign language proficiency related to their future profession.

Higher education institutions are under increasing pressure to prepare pre-service teachers with the professional competence required by modern educational systems. It involves the provision of future educators with necessary knowledge, skills, and attitudes that will make them able to effectively meet diverse students' needs, integrate innovative teaching methodologies, and enhance overall outcomes of education [1].

Thus, the increasing demand for more intensive training in English for professional purposes has emerged as a critical priority for Kazakhstani higher education. The modern higher education system puts new demands on the quality of professional training and the personal qualities of specialists. A teacher is already not just a transmitter of knowledge but a facilitator of the learning process, fostering students' ability to work independently. With the development of so many digital educational resources, the teacher has to choose the most effective material for the individual needs of the students and the goals of the educational process.

The training of future foreign language teachers involves mastering a range of specialized professional competences, while the key systemic factor in a teacher's professional preparation is a methodical expertise that is based on pedagogical and psychological knowledge and skills.

Since foreign language teaching is the focus, the fundamental components are the linguistic and methodical aspects. According to many researchers, these aspects form the foundation of linguodidactic competence, which determines the effectiveness of a teacher's professional activity. Thus, linguodidactic competence can be regarded as the most essential component for effective teaching practice.

Linguodidactic competence includes a teacher's ability to organize efficiently the process of teaching foreign languages, joining methodological, linguistic, and cultural knowledge in an organic way. Despite significant attention to professional competencies in pedagogy, the structure and content of linguodidactic competence require further research, especially in relation to its sub-competencies, which provide for a holistic approach to teaching.

Linguodidactic competence represents the core aspect that assures quality in education given by foreign language teachers according to modern requirements imposed by globalization, digitization, and intercultural communication.

*The objective* of this research is to perform an analysis of structural components making up the linguodidactic competence of a foreign language teacher and to describe main competencies constituting the aforementioned.

*Research Tasks:*

1. To establish the status of linguodidactic competence in the structure of professional competence of future foreign language teachers.
2. To establish the main structural components of linguodidactic competence.

Linguodidactic competence is the core factor that determines the quality of education provided by a foreign language teacher in accordance with modern requirements of globalization, digitization, and intercultural communication.

*Basic provisions:* Linguodidactic competence is the core of professional competence in foreign language teaching. It encompasses linguistic knowledge, pedagogical skill, cultural awareness, and methodological know-how, which make a teacher capable of organizing and conducting the process of learning a language comprehensively and efficiently. This competence enables teachers to answer the diversified needs of students linguistically and culturally and stands at the heart of achieving high-quality education in the globalization and digitalization context.

The structure of linguodidactic competence is dynamic and in constant evolution. Within the modern transformation of education, this competence must be different in order to meet the emerging challenges. These are the integration of digital technologies, the trend toward an interdisciplinary approach to teaching, and the growing need for intercultural communication. Because the needs and technologies in education change, it is important that foreign language teachers work out their competencies with regard to these changes so that their teaching remains effective.

Linguodidactic competence also requires an interdisciplinary approach. It integrates knowledge from various subject areas, making language education more practical and aligned with other fields of study. This approach enriches the teaching and learning process, as it helps teachers connect language instruction with real-world applications. Cross-cultural competence is another essential dimension of linguodidactic competence. A teacher has to be capable of participating in and valuing various cultural standpoints, thus enhancing intercultural understanding and creating a respectful learning environment for all students. The structure of linguodidactic competence is made up of a few important subcompetencies that contribute to a teacher's professional effectiveness, including instructional design competence, cross-cultural competence, meta-communicative competence, reflective practice competence, and lifelong development competence. Instructional design competence is about planning and delivering programs of learning relevant to needs and purposes of the learners. Cross-cultural competence means taking into consideration and dealing constructively with cultural differences to establish a comfortable, inclusive learning environment. Meta-communicative competence implies the abilities of the teacher to adequately adapt communication strategies to enable clarity and interaction. Reflective practice competence refers to the process of self-assessment and continuous improvement in one's practice as a teacher. Competence in lifelong development puts into focus the very important aspect of continuous learning and professional growth for teachers.

These sub-competencies are in line with the professional standards for teachers, concerning the competencies of curricula design, cultural diversity, students' communication, and continuous professional development. These sub-competencies will eventually help the student teachers to be more responsive to the linguistic and cultural development of their students and have a more holistic and enriching learning experience.

The growing role of digital technologies in education also puts pressure on foreign language teachers to integrate these tools into their teaching practices. That is, flexibility in instructional design and the ability to use digital resources for enhancing learning experiences have to be developed by teachers. The evolving educational landscape, marked by digitalization and a shift to open educational spaces, continuously calls for teachers to adapt and innovate in their approach to teaching.

Linguistic competence in didactics gives one proof of the wider need to be a professionally rounded foreign language teacher: Well, a teacher should master not only the language being taught but also show an ability to engage students meaningfully, integrate cultural knowledge, and apply interdisciplinary experience. This holistic approach toward teachers will get them ready for meeting the various challenges of a modern educational environment.

In the context of Kazakhstan, the development of linguodidactic competence is necessary to prepare teachers who can respond to both local and global challenges in education. In the context of increasing international competitiveness, the development of highly qualified, culturally sensitive, and technologically competent foreign language teachers becomes a priority in Kazakhstan. It is they who will contribute to raising the educational standard in the country and who will help students be successful in an interdependent, globalizing world.

Although the research on linguodidactic competence is immense, further research is needed for the elaboration of its structure and content. Since education is constantly in evolution, there should also be continuous research on the competencies required for language teaching to keep them up-to-date and complete. Because the educational landscape is under constant change, the structure of linguodidactic competence also needs to change to deal with new challenges and opportunities.

**Materials and Methods.** To accomplish the research goals, a mixed-methods approach was utilized, integrating content analysis, systematic review, and critical evaluation. Content analysis was applied to peer-reviewed journal articles and book chapters, examining both Kazakhstani and international studies on the development of linguodidactic competence. A systematic review was also performed using established scientific research databases, focusing on the most up-to-date and pertinent studies related to the research theme. Furthermore, a critical review of publications by scholars and methodologists in academic journals was conducted to assess the findings on linguodidactic competence.

**Results and Discussion.** Modern approaches in linguodidactics are focused on the holistic and fundamental education of a person. In the context of the development of science in the 21st century, the emphasis is being placed on an interdisciplinary approach that unites knowledge from different fields.

Integration of language and subject content is one of the leading trends in foreign language teaching nowadays. This approach enables teachers to build one educational process in which a foreign language is not taught as a separate subject, but is combined with other disciplines; hence, learning is to become more practical and efficient.

Implementation of an interdisciplinary approach to teaching foreign languages requires a teacher not only to possess language but also to be able to integrate language with the content of other disciplines, thus creating conditions for the holistic assimilation of educational material. In this context, linguodidactic competence receives a particular role, including knowledge of the patterns of language and culture acquisition and the capability to model the educational process in accordance with interdisciplinary links. Then it forms the foundation for the professional training of a foreign language teacher, which allows one to effectively organize training at the crossroads of language and subject-content tuition. Literature review testifies to the absence of cohesion among researchers both on the issue of the essence and tasks of linguodidactic training of a foreign language teacher, as well as in relation to its structure. According to such researchers as K.E. Bezukladnikov, E.Yu. Varlamova, E.S. Glazyrina, A.V. Zadorozhnaya, V.I. Kosheleva, I.A. Lobyreva, M.Yu. Mikhailova, I.I. Mikhalevskaya, N.S. Rubina, O.V. Sukhikh, E.G. Tareva, A.M. Tevelevich, Yu.V. Tkacheva, Ya.V. Following Shulga and others, linguodidactic competence is understood as a complex, multifaceted and dynamically developing ability of a teacher. E.Yu. Varlamova defines the main subcompetencies of this competence: language competence, speech competence, sociocultural competence, didactic competence, and personal competence.

Rubina N. identified the following structure of Linguodidactic Competence :

1. *Motivational-Volitional Component* (Personal interest and a commitment to professional development);

2. *Behavioral-Orientational Component* (Practical focus and readiness to perform professional tasks);

3. *Evaluative-Reflective Component* (The ability to analyze and assess one's own teaching activities);

4. *Informational Component* (Knowledge essential for teaching a foreign language);

5. *Practical-Operational Component* (Skills, abilities, and experience in applying them in various professional contexts) [2].

Another Russian scholar Glazyrina E.S. identifies several key components:

1. *Linguodidactic knowledge* (including linguistic, communicative, methodological and didactic knowledge).

2. *Skills of linguodidactic activity.*

3. *Professionally important personal qualities of the student.*

4. *Experience of linguodidactic activity* [3].

Linguodidactic competence is in close interaction with other competences included in the component composition of professional competence of a foreign language teacher: psychological and pedagogical, subject linguistic and philological, methodological, foreign language communicative, and professional communicative—all of them are closely connected with each other: each competence or its element interacts with the others and contributes to their implementation in one form or another [4].

In our work we will take as a basis the direction given by E.G.Tareva, who views the linguodidactic competence of a foreign language teacher as "specific qualities (abilities and readiness) of the personality of a foreign language teacher, intended for the implementation of educational strategies using a foreign language at the interdisciplinary and interscientific levels, with the aim of developing intercultural communicative competence in students and highlighting sociocultural competence, competence of linguodidactic self-development and methodological competence among its main components [5]. Thus, the linguodidactic competence of a foreign language teacher is one of the most important aspects of professionalism in the conditions of modern foreign language education.

It is significant in the context of globalization and integration of knowledge that the teacher be able to carry out educational strategy implementation using a foreign language at interdisciplinary and interscientific levels. This is the highest level of linguodidactic training by a teacher that can ensure the development of intercultural communicative competence in students. In the modern context of open education, when learning will be provided in different forms and on different platforms, the linguodidactic competence of a teacher becomes the foundation for the construction of a successful educational environment that allows students to develop both linguistically and culturally. However, despite this research, the already existing structure of linguodidactic competence, as it was represented by scientists, needs additions and clarifications regarding the demands of the contemporary educational environment. In particular, it is necessary to consider such new challenges as the use of digital technologies and transition to an open educational space, which requires rethinking and expanding the structure of competence in the context of foreign language education.

Based on the research, in the structure of *linguodidactic competence*, we can identify the following subcompetencies:

1. *Instructional Design Competence:*

Ability to design, organize, and deliver effective educational programs and teaching strategies that correspond to the needs of learners and educational goals.

2. *Cross-Cultural Competence:*

The ability to understand, appreciate, and efficiently interact with diverse cultural approaches, which contributes to providing an inclusive and supportive learning environment.

3. *Meta-Communicative Competence:*

Competence to evaluate and adapt various communication techniques in a critical manner so as to bring clarity, interaction, and understanding in the process of learning a language.

4. *Reflective Practice Competence:*

To reflect on one's personal experiences and feedback for self-assessment in continuous improvement of teaching practices.

*5. Lifelong Development Competence:*

A proactive attitude toward professional development, continuous learning, and adaptation to innovative educational trends and methodologies.

Let us consider each of the subcompetencies according to a teacher's professional standard: the Instructional Design Competence is at the level of the professional standard requirement, which supposes the teacher's ability to develop curricula, specify educational objectives, choose adequate teaching methods and means of their achieving. This involves planning of the educational process with considering the individual characteristics of students.

Cross-cultural competence reflects the need to take into account the cultural diversity of students, conditions for the development of tolerance, mutual respect and interaction in a multicultural environment. Supports the goals of education and socialization of students, enshrined in the standard.

Meta-communicative competence can be regarded as the ability of the teacher to identify and enhance new ways of interacting with students, being critical of their own strategic choices in communication and adapting those to the context of the educational process. This fits the requirements of the standard for professional skills enhancement.

Reflective Practice Competence ensures compliance with the requirements of the standard related to the ability to analyze one's activities, identify areas for growth and improvement, and use the acquired knowledge to improve the effectiveness of professional activities.

The competence of Lifelong Development means readiness of the teacher for continuous professional growth, learning of new techniques and technologies what is in full accordance with the standard requirements for teachers, who must be open to novelties and challenges in education. [6].

All these subcompetencies together form a holistic approach to the implementation of the professional standard of a teacher and ensure high efficiency of educational activities.

The structure of *the first core subcompetence* of linguodidactic competence of pre-service teachers in pedagogical education is determined by the ability to design and organize educational materials, activities, and assessments to effectively promote learning. This competence is based on instructional design principles aimed at systematic and goal-oriented learning experiences. Planning the content must be done in congruence with specific learning outcomes and cognitive processes [7]. Merrill M.D. reinforces the need to have instructional designs with authentic problems to facilitate active learning; such will ensure more profound engagement with the course material [8]. Reiser R. A., and Dempsey J. V. further argue that as technology and educational methods evolve, teachers must develop flexible and adaptive instructional strategies to meet diverse learner needs, underscoring the necessity of instructional design competence in contemporary education [9].

The structure of Instructional Design Competence is defined by the matter of creating effective, learner-centered teaching plans and strategies that promote language acquisition. This involves the ability to plan lessons, choose appropriate teaching materials, and apply various teaching methods to meet the learning needs of students. Instructional design competence also means integrating theoretical knowledge with practical teaching skills, which should be in line with the curriculum standards and the needs of students individually [10].

The structure of the second component, *Cross-Cultural Competence*, is defined by those aspects of a foreign language teacher's ability to cope with and facilitate understanding between different cultural perspectives in the context of language learning.

This involves the teacher's skill in recognizing cultural similarities and differences, promoting awareness of cultural norms and values, and encouraging students to critically engage with cultural diversity. It also encompasses cross-cultural competence, which should help students develop the ability to communicate effectively and respectfully across a variety of cultural settings, a necessary condition for global citizenship and intercultural understanding [11].

*Meta-Communicative Competence* of foreign language pre-service teachers means the ability of the future teacher to notice and change their communicative strategies according to different teaching contexts and situations, raise consciousness about how language could function in these situations, as well as teach students to function communicatively.

Key elements of this competence are: self-reflection, whereby teachers reflect on their use of language to inform their teaching; contextual awareness, in which the use of language is tailored according to audience, purpose, and culture; metacognitive awareness, in which teachers understand how language is acquired and, accordingly, adapt their approaches to best meet the needs of learners [12]. It also covers the teaching of strategies for effective communication, such as clarification and paraphrasing. This competence is extremely important to enhance teaching effectiveness, ensuring students are engaged and enhancing students' capabilities for reflection on improving their communicative skills [13].

*The Reflective Practice Competence* of pre-service teachers of foreign languages implies the ability critically to re-evaluate one's teaching practices, estimate their conditions, and make necessary transformations in the interests of enhancing professional practice in teaching and learning outcomes.

This is crucial for professional development, in that it allows teachers to be resilient to challenges and respond to various needs expressed by students. The main elements are self-assessment, where teachers recognize strengths and weaknesses [13], and critical reflection on teaching decisions, interactions, and strategies for enhancing student engagement [14]. Reflective practice promotes continuous professional growth, whereby the teacher stays abreast of the latest trends and methodologies in education. This, in turn, leads to better teaching, targeted student learning, and constant improvement in the art of teaching.

*Professional Development Competence* is the capability of a pre-service foreign language teacher to learn continuously and develop throughout his or her career, including knowledge and skills necessary to pursue development opportunities, to integrate new pedagogical strategies into practice, and to keep up with recent research and trends in language teaching.

Key elements of this competence include lifelong learning, whereby teachers are engaged in seeking information on developments in teaching methods and educational technologies; reflective practice in evaluating and improving teaching methods [13]; collaboration and networking with colleagues to share ideas and best practices [15]; adapting to changes in education due to trends or technological developments [16]; and self-directed learning, whereby teachers take responsibility for their professional development by seeking opportunities for improvement [17]. This competence is crucial for improving teaching quality, promoting lifelong learning, and fostering professional growth, ultimately contributing to teachers' effectiveness and career advancement. In a nutshell, linguodidactic competence lies at the heart of modern educational practice for professional development as a foreign language teacher. It is the ability to integrate interdisciplinary knowledge and to teach foreign languages effectively, linking language proficiency with expertise from other subject areas. The development of linguodidactic competence ensures a comprehensive learning environment that promotes both linguistic and cultural development in students.

The structure of linguodidactic competence should be dynamic with respect to the changes and problems that appear in modern education, which will help in solving urgent tasks of a modern teacher-as a facilitator of language acquisition and intercultural communication.

**Conclusion.** Development of linguodidactic competence is a cornerstone of effective foreign language teaching in the contemporary educational context. As discussed throughout this paper, linguodidactic competence is not a flat construct but, rather, a complex ability that involves the integration of linguistic knowledge, methodological skills, cultural awareness, and interdisciplinary approaches. The embedding of diverse subcompetencies, such as instructional design competence, cross-cultural competence, meta-communicative competence, reflective practice competence, and lifelong development competence, forms a broad framework that enhances the quality of foreign language education. The findings emphasize linguodidactic competence in preparing future foreign

language teachers so that they can answer the challenges of a rapidly changing global educational environment.

Teachers with these kinds of competencies are more able to design effective learning experiences, motivate students from diverse cultural backgrounds, adjust communication strategies, critically reflect upon their teaching practices, and pursue continuous professional development. This holistic approach will, therefore, support the students' linguistic growth, their cultural growth, and hence their broader intercultural communication skills. The integration of digital technologies, the emphasis on intercultural competence, and a move toward open educational spaces all make it imperative that the structure of linguodidactic competence change with the modern challenge. The ongoing development of this competence will enable teachers to effectively navigate the complexities of contemporary education and provide students with the skills they need to thrive in an interconnected, globalized world.

In such a way, linguodidactic competence is still the core of teacher professionalism in foreign language teaching; further elaboration will definitely play a significant role in the future of language teaching and learning in Kazakhstan and elsewhere.

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Azimkhan S.,<sup>1</sup> Abildinova G.,<sup>1</sup> Karymsakova A.<sup>1</sup>

<sup>1</sup>L.N.Gumilyov Eurasian National University, Astana, Kazakhstan

## FORMATION OF DIGITAL COMPETENCIES IN FUTURE COMPUTER SCIENCE TEACHERS USING TECHNOLOGIES OF INTERNET OF THINGS

### Abstract

In order for future teachers to effectively utilize IoT technology in the classroom, it is essential for them to develop IT competencies. This includes having the knowledge and skills to integrate IoT devices and platforms into their teaching practices, as well as the ability to analyze and interpret data collected from these devices. The formation of IT competencies using IoT for future teachers is crucial in preparing them to navigate the ever-evolving landscape of technology in education. Teachers must be able to perceive technology as an important element of their present and future lives and recognize its essential role in the development of their countries. Furthermore, teachers need to understand that the way students learn in the 21st century is different from traditional methods, and they must adapt their teaching practices to accommodate technology and harness its potential in enhancing student learning. One of the challenges in the field of education in the era of the industrial revolution 4 is the use of internet technology in learning, which is part of 21st century learning. This study made an effort to give a broad overview of current trends and unresolved issues in using IoT-based teaching and learning and its applications in diverse fields. The investigation performs a bibliometric analysis to focus on peer-reviewed research articles published in well-known publications databases. The findings of this study should also act as a strong incentive for universities and colleges to use IoT-based teaching and learning technology for improved academic achievement.

**Keywords:** internet of Things, education, modern trends, digital competencies.