**ABSTRACT**
**of the dissertation by Guzal Tadjikhanovna Yussupova**
**«Professional Training of Future Teachers of a Foreign Language in the Context of Digitalization»**
**Submitted in fulfilment of the requirements for the degree of Doctor of Philosophy (PhD) in the educational programme «8D01713 – Foreign language: two foreign languages»**

**Relevance of the research.** Modern education is considered an important factor significantly influencing economic, social, and cultural development. It is a crucial resource for strengthening national competitiveness and responding to the dynamic changes associated with globalization, innovative progress and the development of the information society. One of the main objectives of national education is to train competitive specialists capable of adapting to rapidly changing labor market conditions and successfully working in the digital economy. During the analysis of the problem's relevance, a contradiction was identified between society's needs for developing future teachers' intercultural professional and information competence in a digital context and its theoretical and practical justification in pedagogical science:

– between the need to develop future teachers' intercultural professional and information competence in a digital context and the insufficient level of research on it;

– between the importance of professional training for future foreign language teachers in the context of digitalization and the lack of a methodology for its implementation.

The search for a solution to these contradictions served as the basis for choosing the topic of our research work as «Professional Training of Future Teachers of a Foreign Language in the Context of Digitalization».

The research was conducted within the framework of the state-funded project «AP26100839 Instructional design of an immersive educational environment using gamification in foreign language training of tourism specialists» from 2025 to 2027.

**Object of the research:** the process of training future foreign language teachers in a higher education institution in the context of digitalization.

**Subject of the research:** a method for developing intercultural professional and information competence in future foreign language teachers in the context of the digitalization of foreign education.

**The purpose of the research:** to theoretically and methodologically substantiate and develop a methodology for training future foreign language teachers in the context of digitalization based on the development of intercultural professional and information competence and to prove its effectiveness through experimental work.

The purpose and hypothesis of the study allowed us to formulate the following research **tasks**:

– to identify the essence and content of intercultural professional and information competence and determine its component composition;

– to substantiate trends in foreign language education aimed at developing intercultural professional and information competence;

– to determine the theoretical and methodological foundations of the methodology for the professional training of future foreign language teachers;

– to develop a model for the professional training of future foreign language teachers as the basis for digital activity;

– to present a methodology for developing intercultural professional and information competence of future foreign language teachers in the context of digitalization and to prove its effectiveness through experimental work.

**Research hypothesis:** *if* contextual teaching of intercultural communication in a foreign language is based on professional-communicative, competency-based, and personally-action-oriented approaches;
a digital technology module occupies a central place as a means of training future foreign language teachers, and the educational process is constantly updated, *then* the development of intercultural professional-informational competence of future foreign language teachers will significantly improve, and foreign language teaching will be effective, *since* the model is based on a cognitive-linguacultural methodology.

**The guiding idea of the research:** is that the integration of immersive communication technologies in the professional training of future foreign language teachers creates the basis for the development of a fundamentally new integrative phenomenon-intercultural professional-informational competence, which serves as a system-forming factor in the implementation of the professional concept of teacher training in the context of digitalization of education.

**Methods of the research:**

– theoretical analysis of linguodidactic and methodological literature on the research problem; structuring, summarizing, comparing, refining, and predicting results.

– empirical methods: surveys, observations, diagnostics, pedagogical experiments, and expert assessments;

– statistical data processing methods; graph calculations, and analysis of dynamic changes.

**Research sources:** official documents on continuous pedagogical education (laws, concepts, programs, etc.); curricula, textbooks, and electronic teaching aids reflecting the educational process in the context of digitalization; periodical scientific and methodological publications; teaching experience; international reports and materials (TALIS, CEFR); as well as the author's personal teaching experience accumulated during the research.

**Theoretical and methodological significance of the research.**
Works on the personal-activity approach (L.S. Vygotsky, A.N. Leontiev, A.A. Leontiev, P.Ya. Galperin, V.V. Davydova, S.M. Dzhakupov); research in the field of competency-based education (A.A. Verbitsky, N.A. Kokorina, I.A. Zimnyaya, A.V. Khutorskoy, S.S. Kunanbaeva, S.A. Uzakbaeva, A.N. Zhorabekova, A.M. Shakieva); works in the field of intercultural professional and information competence (M. Bayram, D. K. Deardorff, A. E. Fantini,

I. L. Pluzhnik, P. V. Sysoev, P. K. Elubaeva, U. K. Orynbaeva); research in the field of professional and communicative competence (S. S. Kunanbaeva, K. K. Duisekova, T. Mikhailova, A. K. Markova, S. Dodd, N. Spada, K. Brandl); work in the field of digitalization of foreign language teaching (D.M. Dzhusubalieva, N.U. Nurgalieva, A.T. Chaklikova, T.A. Kulgildinova, Sh.A. Zhubanova, A.I. Artykbaeva, E.V. Tazhigulova, M.G. Sokolova, A.A. Andreev, E.S. Polat, A.Yu. Uvarov, M.V. Kuzminova, Y.N. Afanasyev, Y.V. Kornilov, D. Buckingham, K.A. Hafner, K. Courville, L. Lelu).

**Theoretical and practical significance of the research.**

A significant contribution to scientific research is the clarification of the concept, essence and structure of intercultural professional and information competence as a key element of the professional training of future foreign language teachers. The theoretical significance of the study lies in its coordination and integration of the concepts of digitalization and professional training, as well as information and communication, digital and functional, and innovative and integrative principles and technologies within a single system. This facilitates the effective use of information resources and content in the educational process of teaching foreign languages in the context of digitalization. The study also clarifies the principles of the professional-communicative, competency-based, and personal-activity-based approaches; it is based on regulatory requirements, digital characteristics and trends, as well as the training model, including aspects of foreign language teaching. The work complements modern theories of pedagogical competence of teachers in professional education in the context of English language teaching. The practical significance of the study lies in the potential use of the developed model, diagnostic criteria, and teaching and methodological materials in higher pedagogical education institutions and methodological support systems. These materials include a module for developing intercultural professional and informational competence of future foreign language teachers in the context of digitalization, case studies, lesson planning templates, checklists, and formative assessment rubrics. The developed model and module can be integrated into educational programs for training future foreign language teachers, and the proposed criteria and indicators can be used to diagnose and monitor the development of intercultural professional and informational competence. Furthermore, immersive educational technologies, interactive teaching methods (context-strategic and immersive communicative tasks), a modular competency-based system, and the information and linguodidactic characteristics of digital educational resources for foreign languages can be applied in practice. The educational and methodological complex "Methodology of Teaching Foreign Languages and Professional English in the Context of Digitalization of Education" can be used by foreign language teachers in the educational process.

**Scientific novelty of the research:**

– the essence and content of intercultural professional information competence are clarified, and its relationship with linguistic and methodological competencies, as well as corresponding subcompetencies, is identified.

– based on state educational standards and the professional standard "Teacher," the specifics of developing intercultural professional information competence in future foreign language teachers are theoretically substantiated.

– a model for developing intercultural professional information competence in future foreign language teachers, representing a system of interconnected modules, is developed and theoretically substantiated. The model defines the stages of initial diagnostics, monitoring, and reflection, as well as the expected results of its implementation at the teacher and educational process levels.

– diagnostic criteria for assessing the level of intercultural professional information competence as the basis for the digital activities of future foreign language teachers are systematized and developed a teaching and methodological complex, «Professional English in the Context of Foreign Language Teaching Methods and the Digitalization of Education».

– the effectiveness of the developed model for developing intercultural professional and information competence in future foreign language teachers in the context of digitalization was experimentally confirmed. Specifically, by comparing data from the initial and final questionnaires, calculating scales, analyzing observation sheets, and conducting correlation analysis, positive dynamics were identified across all components of this competence. A methodology for its development was proposed, the effectiveness of which was confirmed through experimental testing.

**Main provisions submitted for defence.**

1. The intercultural professional and information competence of a future teacher is the ability to speak a foreign language, effectively teach, search for, analyze, create, and use information in a modern digital context, and deliver professional learning outcomes. This competence includes the proposed intercultural-cognitive, contextual-accumulative, and interactive-didactic subcompetencies.

2. Future foreign language teachers consciously have the ability to effectively develop lessons using modern digital technologies, critically understand text, and conduct logical analysis. The process of comprehensive preparation of future foreign language teachers for professional work also provides the conditions for enhancing students' cognitive activity by making the content of educational materials visually appealing through teaching methods, pedagogical skills, and digital technologies.

3. This model for developing intercultural professional and information competence in future foreign language teachers combines theoretical and practical aspects of research using the purposeful, conceptual, substantive, procedural, evaluative, and result-based components of speech activity as a foundation, and increases the activity of future foreign language teachers in learning a foreign language as part of their future professional activities.

4. The scientific and theoretical foundation of our proposed methodological system is formed by a) methodological approaches: professional-communicative; competence-based; and personal-action; b) principles: connecting future foreign language teachers with the intercultural theory of professional training, textual

activity, the use of a foreign language in a professionally-oriented digital context, as well as contextual technologies and innovative methods.

5. The implementation of the methodology for developing intercultural professional and information competence includes initial, pragmatic, and advanced stages, as well as experimental testing. These stages are represented by a system of exercises aimed at improving the level of professional skills and developing subcompetencies.

**Approbation of the research.** The findings and results of the dissertation were published in scientific journals and at international scientific, theoretical, and practical conferences. Of these, one article was published in the Scopus database, six articles were published in journals included in the list recommended by the Committee for the Control of Education and Science of the Ministry of Science and Higher Education of the Republic of Kazakhstan, two articles were published in the Russian Science Citation Index (RSCI) materials, and four articles were published in the proceedings of international and international conferences.

**Structure of the dissertation.**

The dissertation consists of an introduction, three main chapters, a conclusion, a list of references, and appendix.