ABSTRACT

On the dissertation for the degree of Doctor of Philosophy (PhD)
on educational program "8D01704 – Russian language and literature"
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"The formation of professional competence of future teachers of Russian language and literature through information technologies: educational media projects"

General Description of the Work. The modernization of all institutions in Kazakhstani society, including higher education, alongside processes of globalization and digitalization, imposes new demands on the professional training of future teaching staff. Kazakhstan's current course towards the digitalization of education has highlighted the necessity to revise and update the methods and tools for developing the professional competencies of future teachers in higher education. This dissertation research addresses issues relevant to current trends in the global educational process—globalization, integration, and digitalization—as well as innovations in domestic education. It explores problems related to the formation of professional competencies of future teachers of Russian language and literature in the context of the renewal of professional standards driven by the digitalization of the educational process.

Relevance of the Research Topic. The use of educational media projects aimed at developing both traditional competencies and those included in the updated professional standard appears highly relevant. Under these conditions, updating the methodological system for training future teachers of Russian language and literature, taking into account the above-mentioned trends and innovations, becomes necessary and expedient. There arises a need for the development of innovative programs, methodological recommendations, and teaching kits that incorporate the updated arsenal of methods and technologies aimed at preparing highly qualified specialists who meet the new standards.

Object of the Study: The process of professional training of future teachers of Russian language and literature.

Subject of the Study: The formation of professional competencies of future teachers of Russian language and literature through educational media projects in the context of the digitalization of education.

Research Objective: To develop and substantiate a methodological system for forming professional competencies of future teachers of Russian language and literature under conditions of education digitalization through educational media projects.

Scientific Novelty of the Present Study is Ensured by the Following Results:

1. Based on the latest domestic and international scientific and methodological research, as well as the regulatory state standards, the essence and structure of the professional competence of future teachers of Russian language and literature have

been clarified and refined, particularly in the context of the ongoing digitalization of education.

2. A comprehensive theoretical model has been developed for the formation of professional competence in future teachers of Russian language and literature, utilizing the tools of information technologies and educational media projects. This model encompasses several interconnected components, including a target (goal-oriented) block, a content (curricular) block, an activity-based (practical) block, and an evaluative-resultative block designed to assess outcomes and effectiveness.

3. An innovative methodological system has been proposed for the development of professional competencies in future philologist teachers through the integration of educational media projects. Additionally, the psychological and pedagogical conditions necessary to ensure the system's effectiveness and maximize its impact have been identified and thoroughly described.

Statements Submitted for Defense:

1. The refined content and structure of the professional competence of future teachers of Russian language and literature encompass not only the traditional components—such as subject-specific knowledge, methodological skills, and communication abilities—but also include specific competencies that have emerged as a result of the digitalization of higher education in Kazakhstan. These additional components involve information and communication technologies, project-based skills, and media competence, reflecting the evolving demands of the modern educational environment.

2. The integration of information technologies into the training process for future teachers of Russian language and literature facilitates the development of both traditional competencies—such as deepening subject knowledge, mastering innovative teaching methods and techniques in the field of Russian language and literature, and enhancing communication skills—and specific competencies, including information literacy, media literacy, and the cultivation of project management and implementation skills.

3. The developed and experimentally tested set of educational media projects focused on Russian language and literature takes into account the identified needs and readiness of students to utilize digital tools and capabilities within the educational process. This set of projects contributes significantly to the effective and productive formation of professional competencies in future philology teachers. The proposed methodological system incorporates several distinct stages in the preparation of media projects: a motivational and orientation phase, the process of project planning and goal-setting, the actual creation and development of the media product, and a reflective and evaluative stage aimed at assessing outcomes and encouraging critical self-analysis.

4. The criteria and indicators for assessing the formation of professional competencies in future teachers of Russian language and literature, as a result of the development and implementation of educational media projects, encompass a wide range of aspects. These include the level of mastery of subject content, methodological innovation in the application of educational media projects within the teaching and learning process, an adequate and sufficient proficiency in digital

technologies necessary for creating educational media projects, confident and effective communication skills, creative competence and originality, as well as the ability to engage in self-analysis and self-assessment of one's own professional development and performance.

5. The developed and experimentally tested methodological complex aimed at the formation of professional competencies in future philology teachers through the use of educational media projects under conditions of digital technology integration comprises several essential components. These components include the integration of media project activities into the academic curriculum of specialized disciplines; the provision of motivation and the promotion of students' active and autonomous roles during the process of media project creation; the organization of a phased development of skills and abilities related to working with information technologies and producing media content; the implementation of systematic pedagogical support and consultation throughout students' project activities; and the use of appropriate, clearly defined criteria and evaluation tools for assessing the outcomes of media project activities as well as the degree of formation of professional competencies.

6. The scientifically grounded and methodologically developed recommendations concerning the utilization of educational media projects within the system of higher philological education are specifically addressed to university instructors and educational methodologists. These recommendations offer practical guidance on organizing and managing student media project activities, developing relevant project topics, selecting appropriate tools and methods for evaluation, and ultimately contribute to enhancing the overall effectiveness and quality of professional training for future teachers of Russian language and literature.

The theoretical significance of the study lies in expanding existing theoretical approaches to defining the essence and structure of "professional competence," revealing new aspects of its interpretation in the context of digitalization and globalization of education, and emphasizing the development of media literacy and project technologies. The study demonstrates expanded possibilities for using digital technologies and educational media projects in teacher training. The identified potential for applying digital technologies in specialist training holds theoretical value in a broader humanitarian context.

Practical Significance of the Research Results. The materials of this study, particularly the proposed methodological system for forming professional competencies through digital technologies and media projects, can be applied in teaching humanities disciplines in secondary specialized and higher education institutions. The main provisions of the research may serve as a basis for further interpretation of the concept of "professional competence." The proposed set of educational media projects in Russian language and literature can be used as a theoretical model for developing professional competencies within pedagogical educational programs. The developed scientific-methodological recommendations for using digital technologies in the educational process may be utilized by university instructors, methodologists, and practicing teachers.

Testing and Implementation The main provisions and results of the dissertation were tested at scientific-methodological seminars for PhD candidates and at meetings of the Department of Russian Language and World Literature at Al-Farabi Kazakh National University (from September 2023 to May 2025). Following the research, seven articles have been published, including two indexed in the Scopus and WoS databases, one article in a publication recommended by KOKSNVO, and four publications in international journals and proceedings of international scientific-practical conferences.

Articles Published in Journals Indexed in Scopus:

1. Zhunisbayeva A. S., Begaliyeva S. B. Role of Modern Information Technologies in Professional Training of Philology Teachers (Kazakhstani Experience) // Journal of Siberian Federal University. Humanities and Social Sciences. – 2025. – 18(2). – Pp. 367–377.
2. Begaliyeva, S., Shmakova, E., & Zhunisbayeva, A. (2025). Creation of a Collaborative "School–University" Environment to Support Research Activities in Schools // Education Sciences. – 2025. – 15(1). – 100. DOI: 10.3390/educsci15010100.

Articles in Journals Recommended by KOKSNVO:

1. Zhunisbayeva A. S., Begaliyeva S. B., Fedorchenko L. A. Criteria, Indicators, and Levels of Formation of Teachers' Digital Competence // Vestnik KazNPU named after Abay. Series: Pedagogical Sciences. – 2024. – Vol. 4. – No. 83. – Pp. 219-227.

Conference Proceedings:

1. Zhunisbayeva A. S., Begaliyeva S. B., Abdraimova S. E. The Relevance of Professional Formation of Future Teachers // International Scientific-Practical Conference "Auezov Readings-21: New Kazakhstan – the Future of the Country." – 2023. – Pp. 174-177.
2. Zhunisbayeva A. S., Begaliyeva S. B. Media Projects in the System of Language and Literature Teaching in Kazakhstan // German International Journal of Modern Science. – 2025. – Pp. 72-77.
3. Zhunisbayeva A. S., Begaliyeva S. B. Digital Humanities Capabilities in the Preparation of Scientific Projects // Interaction of Science and Society: Language, Innovation, Culture: Proceedings of the International Forum. – October 14-16, 2024 // Ed. S. B. Begaliyeva, Comp. S. T. Isalieva. – Almaty: Al-Farabi KazNU, 2024. – Pp. 385-388.
4. Zhunisbayeva A. S. Potential of IT in Developing Language Teaching: A Focus on Reading Skills // International Scientific Conference of Students and Young Scientists "Farabi World." – Almaty, Kazakhstan, April 4-6, 2024. – P. 128.

The author of the dissertation actively participated in the International Forum "Interaction of Science and Society: Language, Innovation, Culture," dedicated to the 90th anniversary of Al-Farabi Kazakh National University, presenting the report "Digital Humanities Capabilities in the Preparation of Scientific Projects." She also completed a scientific internship at the Peoples' Friendship University of Russia (RUDN), Moscow. The methodological system for forming professional competencies of future teachers of Russian language and literature through

educational media projects within the framework of education digitalization was tested at Al-Farabi Kazakh National University, as confirmed by official implementation acts of the scientific-methodological results.

Structure of the Study. The dissertation consists of an introduction, three chapters (theoretical, practical, and methodological), a conclusion, a list of references, and appendices.

The Introduction substantiates the relevance of the research, defines its objectives, tasks, and methods, formulates the hypothesis, outlines the research algorithm, and justifies the scientific novelty, theoretical and practical significance. It also formulates the key statements to be defended.

The first theoretical chapter, titled *"Scientific-Theoretical Foundations of Forming Professional Competence of Future Teachers of Russian Language and Literature through Information Technologies,"* reveals the essence of the concept of "professional competence," identifies its key components most significant for Russian language and literature teachers, analyzes the capabilities of digital technologies in the educational process, and examines the pedagogical potential of educational media projects.

The second practical chapter, *"Practical Aspects of Using Educational Media Projects in the Training of Future Teachers of Russian Language and Literature,"* describes the process of developing, implementing, and evaluating the effectiveness of the educational media projects created. It defines the psychological and pedagogical conditions for students' readiness to learn using digital technologies and develops criteria and indicators for the formation of professional competencies in future philology teachers.

The third methodological chapter, *"Experimental Verification of the Effectiveness of the Methodological System for Forming Professional Competence of Future Teachers of Russian Language and Literature through Information Technologies and Educational Media Projects,"* presents the results of the experimental study aimed at a comprehensive and multi-faceted evaluation of the effectiveness of the developed methodological system based on active use of information technologies and educational media projects.

The Conclusion summarizes the findings and results of the conducted research.