

## DEVELOPMENT OF PROFESSIONAL COMPETENCIES OF STUDENTS IN TEACHING A FOREIGN LANGUAGE THROUGH INTERACTIVE METHODS

A.E. Askarova<sup>1,\*</sup> , A.O. Spatay<sup>2</sup> , A.B. Danikeeva<sup>3</sup> 

<sup>1</sup>South Kazakhstan Pedagogical University named after Ozbekali Zhanibekov,  
Republic of Kazakhstan, Shymkent

<sup>2</sup>Central Asian Innovation University, Republic of Kazakhstan, Shymkent

<sup>3</sup>M.H. Dulaty Taraz Regional University, Republic of Kazakhstan, Taraz

\*e-mail: [aydana2400@gmail.com](mailto:aydana2400@gmail.com), [spatay.aygul@mail.ru](mailto:spatay.aygul@mail.ru), [aigul.sarko@mail.ru](mailto:aigul.sarko@mail.ru)

*This article deals with the effectiveness of interactive teaching methods in the development of professionally oriented foreign language competence among university students preparing for careers in education. The research examines how student-centered approaches, such as problem-based learning, role-playing, and case studies, contribute to the development of language fluency, communicative competence, and professional application skills. Interactive methods emphasize active engagement, real-world problem-solving, and collaborative learning, which are essential for mastering foreign language use in educational and professional settings. The findings suggest that integrating interactive techniques into foreign language education enhances students' ability to use language effectively in professional contexts, improves motivation, and fosters a deeper understanding of linguistic and cultural nuances. This study highlights the need for modern educational institutions to shift from traditional, passive learning models to dynamic, practice-oriented strategies that better equip future educators for real-world communication.*

**Keywords:** Interactive teaching methods, foreign language competence, professionally oriented learning, communicative approach, problem-based learning, role-playing in education, student-centered learning, language fluency development.

### Introduction

In today's globalized and highly competitive job market, the ability to communicate effectively in a foreign language within a professional context is increasingly recognized as a key competency. This is particularly relevant in fields such as business, medicine, engineering, and international relations, where professionals frequently engage with multinational teams, clients, and stakeholders. Traditional foreign language teaching methods, often focused on rote memorization and grammar drills, have been found insufficient in equipping students with the practical skills needed for professional communication. As a result, there has been a growing shift towards interactive teaching methods, which actively engage learners in real-world communicative situations and enhance their ability to use a foreign language in their professional domain [1].

Interactive teaching methods, such as problem-based learning (PBL), role-playing, case studies, collaborative projects, and digital learning platforms, have proven to be highly effective in fostering professionally oriented foreign language competence. These approaches not only enhance language proficiency but also develop essential soft skills such as teamwork, critical thinking, adaptability, and decision-making – all of which are crucial for professional success [2]. Research indicates that problem-based learning is particularly effective in helping students acquire profession-specific language skills by immersing them in authentic tasks that mirror workplace challenges [3]. Through PBL, students engage in discussions, analyze case studies, and develop solutions to real-world problems, thereby strengthening their ability to communicate effectively in professional settings.

Similarly, communicative language teaching (CLT) has gained prominence as an effective strategy for professional language training. Unlike traditional methods that emphasize passive

knowledge acquisition, CLT encourages students to interact, negotiate meaning, and practice the language in dynamic, meaningful contexts. This approach aligns with the needs of professionals who must engage in spontaneous discussions, deliver presentations, and participate in negotiations in a foreign language [4]. Moreover, the integration of technology into language learning, such as the use of virtual simulations, online discussion forums, and AI-based language tutors, has further enhanced the effectiveness of interactive methods by providing learners with immersive, real-time practice opportunities [5].

Interdisciplinary approaches have also been explored as a means of improving professionally oriented foreign language competence. By integrating language learning with subject-specific content, these approaches enable students to acquire the specialized vocabulary, discourse strategies, and cultural competencies required for their fields. Research has demonstrated that students who engage in interdisciplinary language learning exhibit greater retention of professional terminology and improved ability to apply language skills in industry-specific scenarios [6].

Despite the evident benefits of interactive teaching methods, challenges remain in their implementation. Factors such as institutional constraints, lack of teacher training, and resistance to pedagogical change can hinder the adoption of interactive strategies [7]. Additionally, the effectiveness of these methods varies across different fields and learner populations, necessitating further research into best practices for tailoring interactive approaches to specific professional domains [8].

This paper aims to explore the impact of interactive teaching methods on the formation of professionally oriented foreign language competence. It will examine the theoretical foundations of interactive language teaching, analyze empirical studies on the subject, and evaluate the practical implications for educators and learners. By shedding light on the advantages and challenges of interactive approaches, this study seeks to contribute to the ongoing discourse on optimizing foreign language education for professional purposes.

## **Materials and Methods**

### **Research Design**

This study employs a quasi-experimental pre-test and post-test design to assess the impact of interactive teaching methods on the development of professionally oriented foreign language competence among university students. A quantitative approach is used to measure students' progress in professional foreign language skills.

### **Participants**

The study involved 30 first-year university students. These students, regardless of their specific academic programs, are expected to develop foreign language competence to effectively communicate in educational settings. Participants had intermediate-level proficiency in the target foreign language and sought to enhance their ability to use the language in professional teaching contexts.

### **Materials**

The study utilized various instructional materials and assessment tools to evaluate the role of interactive teaching methods in language learning.

Interactive teaching techniques for the experimental group included problem-based learning, where students worked on educational scenarios such as lesson planning in a foreign language, classroom discussions, and pedagogical problem-solving tasks. Role-playing exercises were conducted, including simulated lessons, parent-teacher meetings, and student counseling in the target language. Case studies focusing on classroom management challenges, language acquisition theories, and intercultural communication were analyzed, with students presenting solutions in the foreign language.

Traditional teaching methods for the control group included grammar-translation exercises, teacher-centered lectures, and vocabulary memorization drills.

Assessment tools included a pre-test and post-test evaluating writing, speaking, listening, and the use of professional pedagogical terminology. Student feedback surveys gathered qualitative data on engagement, motivation, and perceived improvement in professional language competence. Instructor observations recorded student participation, fluency development, and the ability to apply language skills in teaching contexts.

### **Methodology**

The research involves two groups: an experimental group that implemented interactive teaching methods in their English lessons and a control group that continued with traditional teaching methods.

A pre-test was administered at the beginning of the study to assess students' baseline proficiency. The experimental group was exposed to interactive teaching methods, while the control group followed traditional teaching methods. A post-test was conducted at the end of the study to measure improvements. Student surveys provided insights into engagement levels and the effectiveness of interactive methods. Instructor observations recorded qualitative data on student progress in language use for pedagogical purposes.

A paired t-test was used to compare pre-test and post-test results, determining the statistical significance of improvements in professionally oriented foreign language competence. The analysis was conducted using SPSS software.

### **The Importance of Professionally Oriented Foreign Language Competence**

In the modern educational landscape, future teachers must possess a high level of foreign language competence to effectively communicate in multilingual environments. This competence extends beyond general language proficiency, requiring specialized skills for professional communication, classroom management, lesson planning, and interaction with students, parents, and colleagues. The development of such competence is essential for teachers in bilingual and international education settings, where effective language use directly impacts learning outcomes and student engagement [9].

Traditional foreign language teaching methods, which rely heavily on grammar translation, rote memorization, and passive learning, often fail to equip students with the necessary practical skills for professional communication. Instead, interactive teaching methods have emerged as effective alternatives, fostering deeper engagement, higher retention, and improved linguistic performance. These methods emphasize active student participation, real-life communication, and contextualized learning, making them particularly effective for preparing future educators [10].

### **Interactive Teaching Methods in Foreign Language Learning**

Interactive teaching methods create a dynamic and engaging learning environment that enhances students' ability to use language effectively in professional settings. Key approaches include:

**Problem-Based Learning (PBL):** This method encourages students to solve real-world problems in a foreign language, fostering critical thinking, collaboration, and practical application of language skills. In the context of pedagogical education, students may work on lesson planning, classroom management issues, or student behavioral case studies, discussing and presenting their solutions in the target language. This method aligns with research emphasizing the role of contextualized learning in developing professional competence [3].

**Role-Playing and Simulations:** These activities allow students to assume roles relevant to their future profession, such as teaching a lesson, conducting a parent-teacher meeting, or managing classroom interactions in a foreign language. Role-playing helps develop fluency, confidence, and the ability to adapt to different communicative situations, which are crucial for teachers [6], [3].

**Case Study Analysis:** By analyzing and discussing real-life teaching scenarios, students apply their language skills in a professional context. Case studies encourage critical thinking, discussion, and decision-making, helping students use the language more naturally and confidently in educational settings [4].

**Collaborative and Digital Learning Tools:** The integration of online discussion forums, virtual classrooms, and AI-driven language tutors enhances interactivity. Digital platforms allow students to practice language skills in real-time communication, feedback-based learning, and cross-cultural exchanges, further reinforcing professionally oriented language competence [2].

### **Comparison of Interactive and Traditional Methods**

The effectiveness of interactive methods was demonstrated through this study's research findings. The experimental group (EG), which implemented interactive teaching strategies, showed a significant improvement in foreign language competence, while the control group (CG), which followed traditional methods, exhibited only minor progress.

**Advantages of Interactive Methods:**

Encourages active student engagement and participation.  
 Promotes better retention of professional vocabulary and language structures.  
 Enhances real-life communication skills needed for teaching.  
 Develops critical thinking and problem-solving skills in professional contexts.  
 Provides a student-centered approach to language learning.

**Limitations of Traditional Methods:**

Relies heavily on rote memorization without contextual application.  
 Offers limited opportunities for real-life communication practice.  
 Often results in low student engagement and motivation.  
 Does not effectively prepare students for professional language use in their careers.

**Challenges and Considerations in Implementing Interactive Methods**

Despite the clear benefits, several challenges arise in implementing interactive teaching methods in foreign language education for future teachers. Institutional barriers, such as rigid curricula and limited teacher training in interactive pedagogy, can hinder adoption. Additionally, student resistance to active learning, particularly among those accustomed to traditional methods, may require gradual adaptation and support.

However, addressing these challenges through teacher training programs, curriculum reform, and integrating technology-enhanced learning solutions can help institutions transition toward more effective, student-centered approaches in foreign language education.

**Findings**

The study aimed to examine the impact of interactive teaching methods on the formation of professionally oriented foreign language competence among university students preparing to become teachers. The research involved two groups: an experimental group (EG) that utilized interactive teaching methods and a control group (CG) that followed traditional teaching methods. A pre-test and post-test assessment were conducted to measure progress.

The findings indicate that the experimental group showed a significant improvement in their foreign language competence, while the control group demonstrated only marginal progress. The summary of statistical analysis, including mean scores, mean improvement, and t-test results, has been provided in the displayed table.

**Pre-Test and Post-Test Questions****Section 1: Grammar and Vocabulary (Multiple Choice & Fill in the Blanks)**

1. Choose the correct word to complete the sentence:

A teacher should always \_\_\_\_\_ their students with constructive feedback.

- a) provide
- b) gives
- c) providing
- d) gave

2. Which sentence is grammatically correct?

- a) The students was preparing for their exams.
- b) The students were preparing for their exams.
- c) The students is preparing for their exams.
- d) The students are preparing their exams.

3. Fill in the blank with the correct form of the word: Classroom \_\_\_\_\_ (manage) is an essential skill for every teacher.

4. Identify the error in the sentence and correct it: Every student must submits their assignments before the deadline.

**Section 2: Reading Comprehension (Short Passage & Questions)**

Read the following passage and answer the questions: "Effective teaching requires not only knowledge of the subject but also the ability to engage students through interactive activities."

Teachers who integrate group discussions, problem-solving tasks, and role-playing exercises create a more engaging learning environment."

What is the main idea of the passage?

- a) Teaching is only about delivering subject knowledge.
- b) Interactive activities help create an engaging learning environment.
- c) Teachers should avoid using role-playing exercises.
- d) Classroom management is not necessary for teaching.

What are two examples of interactive activities mentioned in the text?

Section 3: Listening Comprehension (Audio-Based Questions)

**Objective: Assess students' understanding of spoken language in an academic setting.**

According to the lecture, what is the most effective way to maintain classroom discipline?

- a) Strict punishment
- b) Positive reinforcement and clear expectations
- c) Ignoring disruptive behavior
- d) Reducing student participation

What should a teacher do if students are not paying attention?

- a) Shout to regain their focus
- b) Engage them with interactive activities
- c) Remove them from the classroom
- d) Stop teaching immediately

**Section 4: Speaking Task (Oral Interview / Role-Playing)**

Role-Playing Scenario:

Imagine you are a teacher in a parent-teacher meeting. Introduce yourself and explain a student's academic progress.

Oral Interview Question:

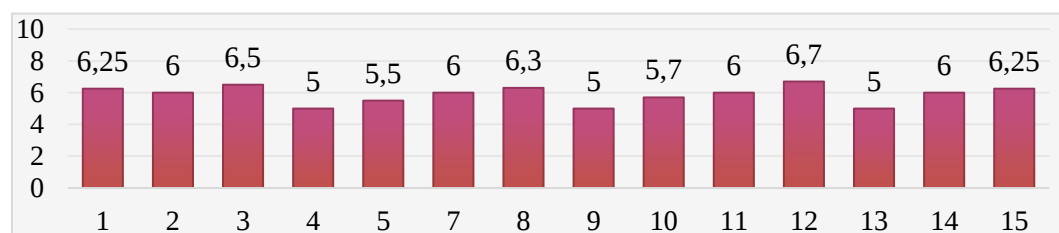
What are three important qualities of an effective teacher, and how can they influence student learning?

**Section 5: Writing Task (Short Essay / Email Composition)**

Write a short email (80–100 words) to a school principal, requesting additional classroom materials for your students.

Essay Task (150–200 words): What are the benefits of interactive teaching methods in language learning? Provide specific examples.

**Results and discussion**



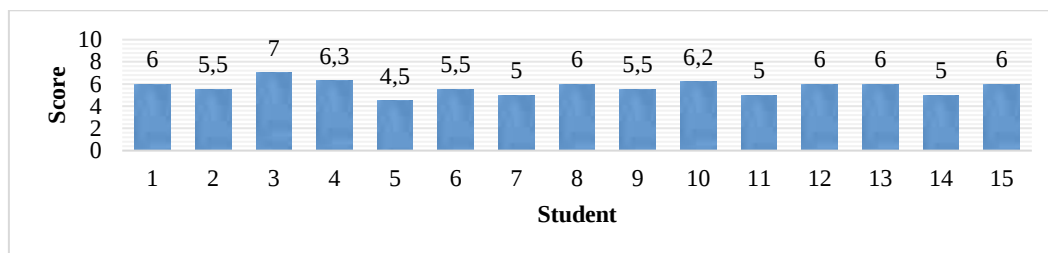
**Figure 1** – Pre-Test scores of Experimental Group

The bar chart displays the pre-test scores of students in the Experimental Group (EG) before the application of interactive teaching methods. The scores are measured on a 10-point scale, where 10 represents the highest proficiency and 0 represents no proficiency.

Analysis of the Data:

Students scored between 6.7 and 5.0, indicating a moderate level of foreign language competence before intervention. The highest score recorded is 6.7, while the lowest score is 5.0, showing that although there are individual differences, the overall proficiency level is fairly uniform. The distribution of scores suggests that most students had an intermediate grasp of the foreign language, but improvements were necessary for professional competence.

This pre-test evaluation establishes a baseline for measuring the impact of interactive teaching methods, which will be compared against the post-test results to determine their effectiveness.



**Figure 2** – Pre-Test scores of Control Group

The bar chart illustrates the pre-test scores of students in the Control Group before the use of traditional teaching methods. The scores are measured on a 10-point scale, with 10 indicating the highest proficiency and 0 indicating no proficiency.

The students' scores range from 4.5 to 7.0, reflecting a moderate level of foreign language competence at the start of the study. The highest score recorded is 7.0, while the lowest is 4.5, showing some variation in initial language proficiency among students. Most students scored within a similar range, indicating that the group had a relatively uniform starting level.

This pre-test assessment establishes the initial language abilities of the control group. The results will be compared with their post-test scores to evaluate the impact of traditional teaching methods on their foreign language learning progress.

#### **Four-Week Interactive Learning Program in the Experimental Group**

##### **Week 1: Introduction to Interactive Learning and Task Assignment**

During the first week, students were introduced to the objectives of interactive learning and how it differs from traditional methods. The instructor provided an overview of problem-based learning (PBL), role-playing, case studies, and peer collaboration. Students were assigned specific professional roles, such as teachers or school administrators, to simulate real-world educational scenarios. Initial language proficiency assessments were conducted to establish baseline competence levels. Small groups were formed for collaborative work, ensuring peer-to-peer interaction and knowledge exchange.

##### **Week 2: Interactive Activities and Practical Application**

The second week focused on active participation in interactive exercises that required students to apply their foreign language skills in professional contexts. Problem-solving tasks: Students worked in groups to analyze real-life classroom challenges and presented solutions in a foreign language. Role-playing exercises: Participants conducted mock classroom sessions, simulated parent-teacher meetings, and engaged in educational discussions using professional terminology. Case study discussions: Students examined real-world case studies related to teaching methodologies and classroom management, enhancing their ability to communicate fluently in an academic setting.

##### **Week 3: Implementation of Peer-Teaching and Lesson Delivery**

The third week centered on peer-teaching activities and lesson presentations, allowing students to take on the role of educators. Each student was required to prepare and deliver a short lesson in the foreign language, incorporating interactive strategies such as group discussions, question-answer techniques, and storytelling. Feedback sessions followed, where peers and instructors provided constructive evaluations of language use, fluency, clarity, and effectiveness in delivering educational content. Students engaged in collaborative revisions, refining their presentations based on feedback to improve overall language proficiency.

##### **Week 4: Project Completion, Final Presentations, and Assessment**

The final week was dedicated to project completion, where students showcased their acquired skills in a structured presentation. Students delivered final teaching demonstrations, incorporating all interactive techniques learned throughout the four weeks. An assessment was conducted using a post-test evaluation, measuring improvements in speaking, writing, comprehension, and professional

vocabulary use. A reflection session allowed students to discuss challenges, learning outcomes, and personal growth experienced during the interactive learning phase.

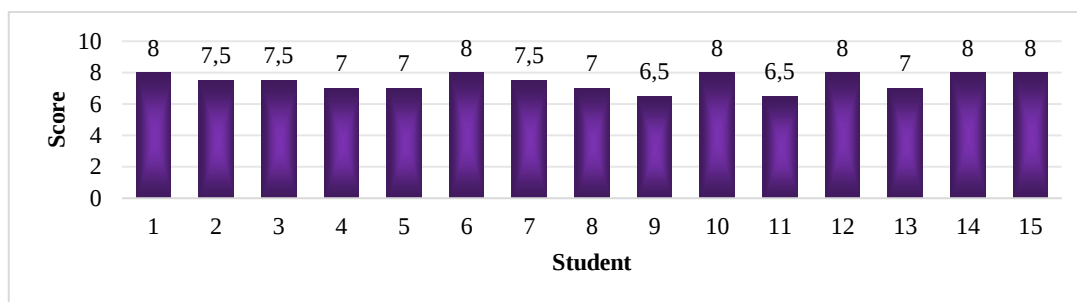
### **Traditional Teaching Approach in the Control Group**

The Control Group followed a traditional teaching approach, emphasizing lecture-based instruction, grammar exercises, and structured written assignments. Unlike the Experimental Group, which engaged in interactive learning activities, the Control Group relied on teacher-centered methods, where students primarily absorbed information rather than actively engaging in communication-based exercises.

Lessons focused on grammatical rules, vocabulary memorization, and translation exercises, with limited opportunities for collaborative learning or real-world language application. Students worked individually on reading comprehension tasks, structured writing exercises, and multiple-choice grammar drills, reinforcing their understanding of sentence structures and linguistic accuracy.

Speaking and listening practice were minimal, as most of the language instruction was text-based. Classroom interactions were largely passive, with students following predefined dialogues or responding to instructor-led questions. While these methods helped strengthen grammatical proficiency, they did not provide enough practice for spontaneous conversation, problem-solving in a foreign language, or professional communication scenarios.

Assessments consisted of written tests, vocabulary quizzes, and reading comprehension exercises, which measured students' ability to recognize grammatical patterns and translate texts accurately. However, these methods did not effectively develop students' ability to think critically in a foreign language or use it fluently in professional settings.

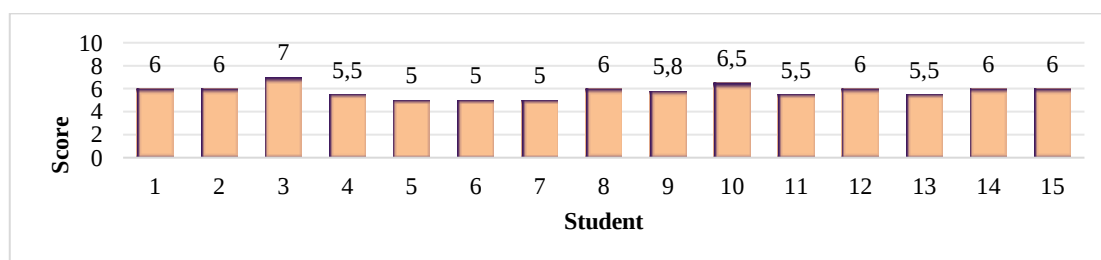


**Figure 3** – Post-Test scores of Experimental Group

The post-test results indicate a significant improvement in students' foreign language competence compared to their pre-test performance. The majority of students scored between 6.5 and 8.0, with some reaching the highest observed scores of 8.0. This demonstrates the positive impact of interactive teaching methods on language learning.

Compared to the pre-test results, students show more consistent performance at higher proficiency levels. The lowest post-test score is noticeably higher than the lowest pre-test score, indicating overall progress across all students. The relatively uniform distribution of scores suggests that most students benefited from the interactive learning approach, leading to enhanced professional language skills.

These findings highlight the effectiveness of interactive teaching methods, such as problem-based learning, role-playing, and case study discussions, in fostering professional foreign language competence.



**Figure 4** – Post-Test scores of Control group

The post-test results show only minor improvements in the foreign language competence of students in the Control Group. The majority of students scored between 5.0 and 7.0, with the highest recorded score at 7.0 and the lowest at 5.0. While some students showed slight progress compared to their pre-test scores, the overall distribution of results remains relatively unchanged, indicating that the impact of traditional teaching methods on language development was limited.

A comparison with pre-test results reveals that most students in the Control Group exhibited little to no substantial improvement, suggesting that conventional instructional methods, such as lecture-based learning, grammar drills, and vocabulary memorization, were not highly effective in enhancing students' professional foreign language competence.

### **Comparison with the Experimental Group**

When comparing these results with the Experimental Group, which implemented interactive teaching methods, a clear contrast is observed. The Experimental Group demonstrated significant gains in language proficiency, with most students improving their scores by a full point or more on the 10-point scale. In contrast, the Control Group's improvement was marginal, indicating that passive learning strategies did not significantly contribute to language development.

These findings reinforce the idea that traditional teaching approaches alone may not be sufficient for students preparing to become educators in multilingual and professional environments. Interactive and student-centered learning strategies, such as problem-solving, role-playing, and collaborative discussions, appear to be far more effective in developing the necessary skills for real-world communication.

### **Implications for Foreign Language Education**

Given the limited progress in the Control Group, it is essential to re-evaluate traditional teaching methodologies in foreign language education, particularly for students training to become teachers. Implementing a blended approach that integrates interactive and communicative learning techniques alongside traditional instruction may lead to more substantial improvements in students' foreign language competence.

### **Conclusion**

The study explored the Impact of Interactive Teaching Methods on the Formation of Professionally Oriented Foreign Language Competence by comparing the performance of students in the Experimental Group and the Control Group through a series of pre-test and post-test assessments. The findings, as illustrated in the charts provided, clearly demonstrate the effectiveness of interactive teaching methods over traditional approaches.

Key Observations from the Results:

Pre-Test Scores:

The Experimental Group showed moderate proficiency, with pre-test scores ranging between 5.0 and 6.7. This indicated a need for improvement in professional language competence. The Control Group also exhibited similar pre-test performance, with scores ranging from 4.5 to 7.0, reflecting comparable starting levels for both groups.

Post-Test Scores:

The Experimental Group's post-test scores significantly improved, with most students scoring between 6.5 and 8.0. This upward trend highlights the positive impact of interactive methods, which included problem-based learning, role-playing, and case studies. In contrast, the Control Group's post-test scores showed minimal change, remaining in the range of 5.0 to 7.0. The traditional teaching approach focused heavily on grammar and translation, offering limited opportunities for real-world language use.

The visual data clearly depicts the higher level of progress in the Experimental Group. Students who participated in interactive activities demonstrated better fluency, confidence in speaking, and ability to apply language skills in professional contexts. The Control Group's progress was constrained by the passive nature of traditional methods, which did not effectively enhance their communicative competence.

Implications:

The results emphasize the need for modern, student-centered approaches in foreign language education. The Experimental Group's success validates the effectiveness of interactive methods in developing professionally oriented competence, particularly for students preparing for real-world teaching scenarios. The Control Group's limited progress highlights the insufficiency of traditional methods alone.

#### Recommendations:

**Integration of Interactive Strategies:** Incorporating interactive activities such as problem-solving, peer-teaching, and simulations should become a standard practice in foreign language curricula.

**Balanced Approach:** While traditional methods provide a solid foundation in grammar, combining them with interactive techniques ensures a more holistic development of language skills. **Focus on Real-World Application:** Emphasizing practical use of language in professional contexts prepares students better for their future careers.

The findings from this study underscore the importance of interactive teaching methods in enhancing professional language competence. The charts illustrate the clear advantage of active learning, engaging students in meaningful communication and real-life application of their foreign language skills. This approach fosters greater motivation, confidence, and overall proficiency, making it a superior alternative to traditional teaching methods.

#### LITERATURE:

1. Celce-Murcia, M. Teaching English as a second or foreign language (4th ed., pp. 12-34). Heinle & Heinle. – 2021.
2. Hall, J.K. Methods for teaching foreign languages: Creating a community of learners in the classroom (pp. 24-58). Prentice Hall. – 2001.
3. Mukasheva B., Irgatoglu A., Anatolievna G., Karbozova G. Facilitating the Formation of Foreign Language Professionally-oriented Competence through Problem-based Learning Technology of Non-linguistic Specialty Students. Novitas-ROYAL (Research on Youth and Language). – 2024 (1). – P. 112–128. <https://doi.org/10.5281/zenodo.10990367>.
4. Gorbanyova Oksana. Interactive Technologies in Teaching a Foreign Language at Higher Educational Establishment. International Letters of Social and Humanistic Sciences. – 2016. – Vol. 71 – P. 54-59. [https://www.ssoar.info/ssoar/bitstream/handle/document/55711/ssoar-ilshs-2016-71-gorbanyova-Interactive\\_technologies\\_in\\_teaching\\_a.pdf;jsessionid=777F4F55EF3B4A68E55CC38493093D91?sequence=1](https://www.ssoar.info/ssoar/bitstream/handle/document/55711/ssoar-ilshs-2016-71-gorbanyova-Interactive_technologies_in_teaching_a.pdf;jsessionid=777F4F55EF3B4A68E55CC38493093D91?sequence=1)
5. Omelyanenko Tatiana. Professionally Oriented Foreign Language: Interdisciplinary Teaching. – 2020. – P. 485-491. <https://www.europeanproceedings.com/article/10.15405/epsbs.2020.12.02.65>.
6. Isakova A. Communicative Approach to Interactive Foreign Language Lesson at University. SHS Web of Conferences, 50, 01071. – 2018. <https://doi.org/10.1051/shsconf/20185001071>
7. Д.Т. Түлекенова, Т.А. Күлгілдинова. Бастауыш мектептегі шетел тілі мұғалімінің кәсібилігін анықтайтын компетенциясының құрылымы мен мазмұны. Қазақ ұлттық қыздар педагогикалық университетінің Хабаршысы. – №3 (79). – 2019. – 216-221 бб.
8. Г.Қ. Нұрғалиева. Интерактивті оқыту технологиялары арқылы болашақ мұғалімдердің кәсіби құзыреттілігін қалыптастыру. – ҚазҰПУ Хабаршысы. – №1(45). – 2012. – 123-127 бб.
9. Р. Мұхпұлова, Г. Мұстафаева, Ә. Базылғаламова. Шетел тілін оқытуда оқыту стратегияларымен бірге CLIL әдісін қолдану (Жаратылыстану факультетінің студенттеріне). Қазақ ұлттық қыздар педагогикалық университетінің Хабаршысы. – №3 (79). – 2019. – 166-174 бб.
10. Н.Ж. Шаймерденова. Жоғары оқу орындарында шетел тілін оқыту әдістемесі. – Алматы: Қазақ университеті. – 2008. – 150 б.

#### REFERENCES:

1. Celce-Murcia, M. Teaching English as a second or foreign language (4th ed., pp. 12-34). Heinle & Heinle. – 2021.

2. Hall, J.K. Methods for teaching foreign languages: Creating a community of learners in the classroom (pp. 24-58). Prentice Hall. – 2001.
3. Mukasheva B., Irgatoglu A., Anatolievna G., Karbozova G. Facilitating the Formation of Foreign Language Professionally-oriented Competence through Problem-based Learning Technology of Non-linguistic Specialty Students. Novitas-ROYAL (Research on Youth and Language). – 2024 (1). – P. 112–128. <https://doi.org/10.5281/zenodo.10990367>.
4. Gorbanyova Oksana. Interactive Technologies in Teaching a Foreign Language at Higher Educational Establishment. International Letters of Social and Humanistic Sciences. – 2016. – Vol. 71 – P. 54-59. [https://www.ssoar.info/ssoar/bitstream/handle/document/55711/ssoar-ilshs-2016-71-gorbanyova-Interactive\\_technologies\\_in\\_teaching\\_a.pdf;jsessionid=777F4F55EF3B4A68E55CC38493093D91?sequence=1](https://www.ssoar.info/ssoar/bitstream/handle/document/55711/ssoar-ilshs-2016-71-gorbanyova-Interactive_technologies_in_teaching_a.pdf;jsessionid=777F4F55EF3B4A68E55CC38493093D91?sequence=1)
5. Omelyanenko Tatiana. Professionally Oriented Foreign Language: Interdisciplinary Teaching. – 2020. – P. 485-491. <https://www.europeanproceedings.com/article/10.15405/epsbs.2020.12.02.65>.
7. Isakova A. Communicative Approach to Interactive Foreign Language Lesson at University. SHS Web of Conferences, 50, 01071. – 2018. Tulekenova D.T., Kulgildinova T.A. (2019). Bastauysh mekteptegi shetel tili mugalimining kasibiligin aniqtaityn kompetenciyasynyn qurilmy men mazmuny [Structure and content of competencies determining the professionalism of a foreign language teacher in primary school]. Qazaq ulttyq qyzdar pedagogikalyq universitetininh Khabarshysy – Bulletin of Kazakh National Women's Teacher Training University, No. 3 (79), pp. 216-221.
8. Nurgalieva G.Q. (2012). Interaktivti oqytu tehnologiyalary arqyly bolashaq mugalimderdin kasibi quzirettiligini qalyptastyru [Formation of future teachers' professional competence through interactive teaching technologies]. QazYPU Khabarshysy – Bulletin of Kazakh National Pedagogical University, No. 1 (45), pp. 123-127.
9. Mukhpulova R., Mustafaeva G., Bazylgalamova A. (2019). Shetel tilin oqytuda oqytu strategiylarymen birge CLIL adisin qoldanu (Zharatylystanu fakultetinin studentterine) [Application of CLIL method together with teaching strategies in foreign language teaching (For students of the Faculty of Natural Sciences)]. Qazaq ulttyq qyzdar pedagogikalyq universitetininh Khabarshysy – Bulletin of Kazakh National Women's Teacher Training University, No. 3 (79), pp. 166-174.
10. Shaimerdenova N.Zh. (2008). Zhogary oku oryndarynda shetel tilin oqytu adistemesi [Methodology of teaching foreign languages in higher education institutions]. Almaty: Qazaq universiteti, 150 p.

## ИНТЕРАКТИВТІ ӘДІСТЕР АРҚЫЛЫ ШЕТЕЛ ТІЛІН ОҚЫТУДА СТУДЕНТТЕРДІҢ КӘСІБИ ҚҰЗЫРЕТТІЛІКТЕРІН ДАМУ

Асқарова А.Е.<sup>1,\*</sup>, Спатай А.О.<sup>2</sup>, Даникеева А.Б.<sup>3</sup>

<sup>1</sup>Өзбекәлі Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университеті,  
Қазақстан Республикасы, Шымкент қ.

<sup>2</sup>Орталық Азия инновациялық университеті, Қазақстан Республикасы, Шымкент қ.

<sup>3</sup>М.Х. Дулати атындағы Тараз өңірлік университеті, Қазақстан Республикасы, Тараз қ.

\*e-mail: [aydana2400@gmail.com](mailto:aydana2400@gmail.com), [spatay.aygul@mail.ru](mailto:spatay.aygul@mail.ru), [aigul.sarko@mail.ru](mailto:aigul.sarko@mail.ru).

Бұл зерттеу интерактивті оқыту әдістерінің тиімділігін зерттей отырып, олардың кәсіби бағытталған шет тілі құзыреттілігін дамытуға ықпалын қарастырады. Зерттеу барысында студентке бағытталған тәсілдердің, соның ішінде проблемалық оқыту, рөлдік ойындар және кейстік талдау, тілдік дағдыларды дамытуға, коммуникативтік құзыреттілікті арттыруға және кәсіби ортада шет тілін қолдануға қалай әсер ететіні талданады. Интерактивті оқыту әдістері белсенді қатысуды,

шынайы жағдайларда шешім қабылдауды және бірлескен жұмысты ынталандырады, бұл шет тілін кәсіби салада меңгерудің негізгі факторлары болып табылады. Зерттеу нәтижелері көрсеткендей, шет тілін оқытуда интерактивті әдістерді енгізу студенттердің кәсіби ортада тілді тиімді пайдалану қабілетін жетілдіреді, мотивацияны арттырады және тілдік әрі мәдени ерекшеліктерді тереңірек түсінуге ықпал етеді. Осы зерттеу білім беру мекемелерінің дәстүрлі пассивті оқыту моделінен заманауи, практикалық бағыттағы стратегияларға көшу қажеттілігін атап көрсетеді, бұл болашақ педагогтарды кәсіби қарым-қатынасқа барыныша тиімді дайындайды.

**Кілт сөздер:** Интерактивті оқыту әдістері, шет тілі құзыреттілігі, кәсіби бағытталған оқыту, коммуникативтік тәсіл, проблемалық оқыту, білім берудегі рөлдік ойындар, студентке бағытталған оқыту, тілдік дағдыларды дамыту.

## РАЗВИТИЕ ПРОФЕССИОНАЛЬНЫХ КОМПЕТЕНЦИЙ СТУДЕНТОВ В ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ С ПОМОЩЬЮ ИНТЕРАКТИВНЫХ МЕТОДОВ

Асқарова А.Е.<sup>1,\*</sup>, Спатай А.О.<sup>2</sup>, Даникеева А.Б.<sup>3</sup>

<sup>1</sup>Южно-Казахстанский педагогический университет имени Өзбекәлі Жәнібеков,  
Республика Казахстан, г. Шымкент

<sup>2</sup>Центрально-Азиатский инновационный университет,  
Республика Казахстан, г. Шымкент

<sup>3</sup>Таразский региональный университет им. М.Х. Дулати,  
Казахстан Республикасы, г. Тараз

\*e-mail: [aydana2400@gmail.com](mailto:aydana2400@gmail.com), [spatay.aygul@mail.ru](mailto:spatay.aygul@mail.ru), [aigul.sarko@mail.ru](mailto:aigul.sarko@mail.ru).

В данном исследовании рассматривается эффективность интерактивных методов обучения в развитии профессионально-ориентированной иноязычной компетенции среди студентов, готовящихся к педагогической деятельности. Исследование анализирует, каким образом студентоцентрированные подходы, такие как проблемно-ориентированное обучение, ролевые игры и анализ кейсов, способствуют развитию языковой беглости, коммуникативной компетенции и профессионального применения иностранного языка. Интерактивные методы акцентируют активное вовлечение студентов, решение реальных задач и групповое взаимодействие, что играет ключевую роль в овладении иностранным языком в профессиональной среде. Полученные данные подтверждают, что интеграция интерактивных технологий в обучение иностранным языкам способствует развитию навыков профессионального общения, повышению мотивации и более глубокому пониманию языковых и культурных особенностей. В исследовании подчеркивается важность перехода образовательных учреждений от традиционных методов пассивного обучения к активным, практико-ориентированным стратегиям, которые позволяют будущим педагогам успешно использовать язык в профессиональной деятельности.

**Ключевые слова:** Интерактивные методы обучения, иноязычная компетенция, профессионально-ориентированное обучение, коммуникативный подход, проблемно-ориентированное обучение, ролевые игры в образовании, студентоцентрированное обучение, развитие языковой беглости.