NAVIGATING THE DIGITAL LANDSCAPE: CONCEPTUAL-METHODOLOGICAL FRAMEWORKS FOR CULTIVATING PROFESSIONALLY-BASED COMPETENCE IN FUTURE FOREIGN LANGUAGE TEACHERS

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This paper proposes the development of a methodological model aimed at shaping the "professionally-based competence" of future foreign language teachers by means of Internet resources. Drawing inspiration from communicative, personality-centered, organizational-technological principles, and competency-based, professionally-oriented, and activity-based approaches, as well as the concepts of informatization and globalization in foreign language education, our model seeks to provide a comprehensive guide for language educators. Embracing the intercultural competence, and technology integration models, this framework emphasizes innovative strategies and technologies such as project-based learning, technology-enhanced learning, and collaborative activities. The study underscores the importance of blended learning environments, necessitating adaptability to virtual classrooms. Additionally, the framework advocates for continuous professional development, ethical technology use, and the formation of professional learning communities. Through these multifaceted approaches, future language teachers will be equipped with the necessary knowledge and professionally-based skills to navigate the digital landscape effectively, delivering culturally sensitive and impactful language education.

Keywords: *professional development, technology-enhanced learning, professional learning communities, communicative principle, personality-centered principle, organizational-technological principle, competency-based approach, professionally-oriented approach, activity-based approach, informatization in foreign language education.*

Introduction

With the world becoming more interconnected and technology advancing at a rapid pace, foreign language education is leading the way in revolutionary transformation. Future foreign language teachers' competences must change as a result of the enormous opportunities and challenges brought about by the digital ecosystem. This work aims to investigate and suggest conceptual-methodological model designed to foster these educators' "professionally-based competence" by thoughtfully integrating Internet resources.

The fundamental goal of this work is to create a comprehensive model that equips future foreign language teachers with the professional skills and knowledge required to handle the complexities of the digital age. By combining theoretical foundations with practical applications, the goal is to bridge the gap between traditional and innovative techniques, ensuring the effective use of language education under contemporary conditions.

The significance of this study dwells in its response to the shifting requirements of teaching foreign languages in a digitally driven environment. As the world becomes more interconnected, language educators must be able to not only teach language professional skills but also traverse the complexity of many cultures and effortlessly integrate technological resources into their teaching methods.

The theoretical significance is informed by communicative, personality-centered, organizational-technological principles, as well as competency-based, professionally-oriented, and activity-based approaches. This synthesis offers the foundation for an accurate approach that meets the dynamic needs of language educators in a rapidly changing digital environment.

The integration of Internet resources in foreign language professional education is not without challenges. The relevance of this study lies in its exploration of these challenges and the proposal of solutions to ensure that future language teachers are adequately prepared to overcome obstacles, fostering an enriched learning experience for students.

Through the development of a conceptual-methodological model, this research aims to form the "professionally-based competence" of future foreign language teachers. The hypothesis posits that by embracing innovative strategies, incorporating intercultural competence models, and advocating for continuous professional development, future language teachers can not only adapt to the digital age but thrive in delivering culturally sensitive and impactful language education.

Materials and methods

As language education undergoes a profound transformation, it is imperative to devise a systematic approach that not only integrates traditional methods but also embraces the opportunities and challenges posed by digital tools. This introduction sets the stage for an in-depth examination of the multifaceted framework that combines communicative, personality-centered, organizational-technological principles; competency-based, professionally-oriented, and activity-based approaches.

This study used a combination of both quantitative and qualitative methods to achieve a thorough investigation of the materials and data. The qualitative part entailed a thorough evaluation of several resources, including academic literature, educational theories, and existing frameworks pertaining to language instruction, digital resources, and teachers' professional competence. This qualitative investigation served as the basis for creating the conceptual-methodological model provided in this study.

Quantitative data was collected via surveys and tests presented to a sample of future foreign language teachers in training. The questionnaires assessed their familiarity with digital resources, perceived levels of competence, and preferences for particular methodological methods. In addition, a series of activities were created to develop and evaluate their actual application of the suggested model.

Main part

In this article, we delve into the core principles of our methodological model, emphasizing its adaptability to diverse learning environments and the ever-changing landscape of language education. By elucidating the role of specific approaches, principles and technological integration, we strive to provide a nuanced understanding of the components that constitute the foundation of our framework. Moreover, the incorporation of competency-based, activity-based and professionally-oriented approaches reflects our commitment to preparing future language teachers not only as language instructors but as dynamic and reflective professionals poised to meet the demands of the 21st-century educational landscape.

The term "model" can have various meanings depending on the context, and the term "methodological model" specifically refers to a systematic framework or set of principles used to guide a particular research or study [1, p. 61].

In a broad sense, a "model" refers to a representation or simulation of a system, process, or concept. It can be a physical, conceptual, or mathematical representation designed to help understand, analyze, or predict real-world phenomena. In education, a "model" often refers to an exemplar or representation used to demonstrate a concept, process, or behavior. For instance, a teacher might use a mathematical model to illustrate a complex problem-solving technique or a historical event to model critical thinking [2, p. 42].

A "methodological model" specifically pertains to a structured and systematic framework or set of procedures employed in research, inquiry, or academic study. It outlines the methods, techniques, and approaches used to conduct research, gather data, and draw conclusions [3, p. 61]. In education, a "methodological model" specifically pertains to a structured framework guiding the methods and procedures used in research, curriculum development, or teaching strategies. It provides educators with a systematic approach to designing instructional methods and evaluating their effectiveness.

In academic and research contexts, a "methodological model" guides researchers in selecting appropriate research methods, data collection techniques, and data analysis procedures. It ensures that the study is conducted in a rigorous and systematic manner, promoting reliability and validity. Within curriculum development, a methodological model outlines the systematic process for designing, implementing, and evaluating educational programs. It involves defining learning objectives, selecting instructional methods, and assessing outcomes to enhance the overall educational experience.

When applied to teaching and learning, a "methodological model" guides educators in selecting appropriate pedagogical approaches, assessment methods, and classroom management techniques. This ensures a systematic and effective delivery of content while considering diverse learning styles.

"Methodological models" in education often encapsulate best practices and evidence-based approaches. Educators use these models to enhance the quality of instruction, improve student learning outcomes, and contribute to the ongoing improvement of educational systems.

S.S. Kunanbayeva describes the key commonly accepted qualities of "modeling" as a method of scientific cognition [4, p. 75]:

1. Modeling is a theoretical tool for understanding complicated objects and phenomena.

2. Modeling involves reflecting or substituting real objects, processes, and phenomena with symbolic analogs.

3. Analogs capture the interrelated systemic qualities of the actual thing.

4. Modeling produces a model that extracts new information about an object based on set aims.

5. The model is structured as a series of modules, each representing a crucial part of its operation.

As we navigate through the intricacies of informatization and globalization in education, we unravel the transformative impact of technology on language education. Our exploration extends beyond mere technological integration, emphasizing the ethical use of technology and the importance of continuous professional development.

The methodological model of the formation of the "professionally-based competence" of foreign language teachers by means of Internet resources consists of many fundamental components:

- Prerequisites emphasize the importance of forming the "professionally-based competence" of foreign language teachers;

- The educational environment shapes *the target block*, which determines the selection of techniques, principles, content, forms, and means resulting from the chosen approach, all of which contribute to meeting the educational process goals;

- *The subject-content block* includes features specific to the content and subject matter taught, particularly in the field of foreign language training;

- *The conceptual-methodological block* combines methodological approaches and didactic principles that are critical for forming foreign language teachers' professionally-based competence.

- *The procedural-technological block* includes the educational process's content, forms, tools, and procedures for effectively forming the "professionally-based competence" in measuring the outcomes of foreign language teaching.

- *The evaluation-resulting block* focuses on the development of the "professionally-based competence" of future foreign language teachers, including criteria, indicators, and levels of the competence formation [5, p. 220].

Here are the main parts of our conceptual-methodological model for the formation of the "professionally-based competence" of future foreign language teachers:

Communicative Principle

The first part of our methodological model revolves around the communicative principle. In a world increasingly characterized by diverse communication channels, language educators must equip students with the ability to effectively express themselves in real-life situations. We delve into the communicative principle, advocating for interactive and authentic language use. By fostering an environment where students engage meaningfully with the language, educators contribute to the development of proficient communicators who can navigate linguistic nuances and cultural contexts with ease.

Personality-centered principle

Building upon the communicative principle, our model places a distinct emphasis on personality-centered principle. Recognizing the uniqueness of each learner, we explore strategies that tailor language instruction to individual needs and preferences. In doing so, future language teachers can create inclusive and personalized learning environments that cater to diverse learning styles and cultural backgrounds. The integration of personality-centered approaches ensures that language education is not a one-size-fits-all model but a dynamic, adaptive process that fosters student engagement and promotes a sense of ownership over the learning journey.

Organizational-technological principle

The principle of our model involves organizational-technological principle. Acknowledging the ubiquity of technology in modern education, we advocate for the strategic use of digital tools, in our case various Internet resources to enhance organizational aspects of language teaching. From lesson planning to assessment, technology offers efficiencies that enable educators to focus more on personalized interactions with students. Our exploration extends beyond mere tool integration, emphasizing the need for language teachers to be adept in leveraging technology for organizational efficiency while maintaining a student-centric principle.

The foundation of our methodological system lies in the unwavering commitment to nurturing language educators equipped with a comprehensive skill set. At the heart of this commitment is the integration of competency-based, professionally-oriented and activity-based approaches.

Competency-based approach

The competency-based approach, as stressed by E.F. Zeer, is evident in the writings of famous Russian psychologists such as V.V. Davydov, P.Ya. Galperin, V.D. Shadrikov, P.M. Erdniev, I.S. Yakimanskaya, and others. E.F. Zeer, who attributes the competency-based approach to the fundamental semantic concepts of educational modernization, defines its essence as a primary focus on educational goals - vectors that include learning ability, self-determination, self-actualization, socialization, and individual development [6, p. 348].

The competency-based approach assumes that the educational process is appropriately organized in the conditions of transition from a post-industrial to an information society, and that such pedagogical technologies are used, with an emphasis on methods that stimulate learning through action, experience exchange, creative problem solving, and so on. Thus, the competency-based approach reinforces the practical emphasis of education, the subject-professional element [7, p. 359].

Within the competency-based approach, future language teachers undergo a transformative journey that goes beyond rote memorization of linguistic principles. Instead, the emphasis is on the acquisition and application of competences that extend into foreign language education, curriculum development, and effective classroom management. This approach recognizes the dynamic nature of language education, encouraging educators to evolve alongside emerging educational paradigms.

Professionally-based approach

Professionally-oriented approach elevates language teaching beyond the confines of a mere instructional role. Language educators, guided by this perspective, are envisioned as dynamic professionals who engage in ongoing professional development, contribute to the scholarly discourse of language education, and actively seek innovative ways to enhance the learning experience. The fusion of competency-based and professionally-oriented approaches positions future language teachers as integral contributors to the broader educational landscape.

Activity-based approach

Moreover, our model incorporates the activity-based approach as an integral component within the competency-based and professionally-oriented approaches. This approach underscores the importance of incorporating interactive and engaging activities into language instruction. Activities are designed not only to reinforce linguistic concepts but also to develop critical thinking, problem-solving, and communication skills in students [8, p. 40]. By seamlessly integrating activities into the language learning process, future language teachers cultivate a dynamic and participatory classroom environment that resonates with diverse learning styles.

In response to the digital age, our framework incorporates the concepts of informatization and globalization in education. The transformative impact of technology on language education, emphasizing not only its role as a facilitator of learning but also the ethical considerations surrounding its use. From virtual classrooms to online collaboration tools, language educators must navigate the evolving landscape while ensuring responsible and inclusive practices. Additionally, we delve into the globalized nature of education, highlighting the importance of preparing students to thrive in a world where cultural awareness and intercultural competence are paramount. As language educators embrace technology, it is imperative to emphasize ethical considerations in its use. The ethical use of technology in language education, promoting digital citizenship, data privacy, and responsible online behavior. Simultaneously, the framework places a strong emphasis on continuous professional development, recognizing that the field of language education is dynamic and requires educators to stay abreast of emerging trends. By fostering a commitment to lifelong learning, language teachers can adapt their practices to meet the evolving needs of students and the educational landscape.

Through a comprehensive exploration of communicative, personality-centered, organizational-technological principles, competency-based, professionally-oriented and activity-based approaches, our model weaves together a tapestry of methodologies that resonates with the demands of the digital age.

Incorporating professionalism into various facets of specialist development reveals three integral dimensions of professional competence. Specialized competence encompasses proficiency in professional activities, requiring the practical application of specialized knowledge. Socio-professional competence involves mastering the methods of professional communication, collaborative work, and building partnerships within the professional community. Meanwhile, individual professional competence is characterized by methods of self-expression and personal development [9, p. 83].

D. M. Dzhusubaliyeva emphasizes the direct impact of modern Internet technologies on cognitive processes, which promote better thinking, memory augmentation, and the development of creative and critical thinking. This underlines the need of understanding fundamental concepts such as "information space" and "information and educational environment." These phrases encompass the present didactic principles and requirements for teaching in the information and educational milieu, shedding light on the general direction and characteristics of today's educational processes [10, p. 342].

Results and discussion

As we traverse the contours of those approaches and principles, we emphasize the critical role of meaningful communication, use of Internet resources and uderstanding cultural nuances in foreign language learning, fostering an environment where students not only acquire necessary abilitites but also professionally-based skills.

Our investigation into the creation of a methodological model centered on specific approaches and principles has yielded promising results to the formation of the "professionally-based competence" of future foreign language teachers. Teachers are able to expose to innovative methodology demonstrated enhanced language proficiency and a greater ability to foster interactive learning environments. The discussion emphasizes the importance of integrating certain principles and approaches in teacher training programs, highlighting its impact on student engagement and language acquisition by means of Internet resources. By tailoring teaching strategies to individual and technoloby-enhanced learning styles and preferences, educators exhibited increased adaptability and rapport with diverse student populations. Our research underscores the significance of our methodological model in shaping the "professionally-based competence" of future foreign language teachers. The integration of Internet resources in lesson planning, classroom management, and assessment processes has streamlined teaching practices. The discussion delves into the specific technologies employed, addressing both the opportunities and challenges associated with their implementation. Moreover, the incorporation of the competency-based, professionally-oriented and

activity-based approaches in our methodological model has led to a comprehensive skill set among language educators. Results indicate a strong correlation between targeted competency development, professionally-based skills and effective language instruction. The discussion explores the alignment of this training with the demands of the profession, emphasizing the need for a dynamic and adaptable skill set. Our study lays the foundation for a robust methodological model for the formation of the "professionally-based competence" of future foreign language teachers by means of Internet resources. The integration of communicative, personality-centered, organizational-technological principles, competency-based, activity-based and professionally-oriented approaches, along with the concepts of informatization and globalization, offers a comprehensive model for preparing educators to meet the evolving demands of language education in the 21st century.

Conclusion

In conclusion, as we navigate the digital landscape, our framework provides a roadmap for cultivating the "professionally-based competence" of future foreign language teachers, empowering them to not only meet but exceed the demands of a globalized and digitized educational future. Through the conscientious application of this methodology, language educators become architects of transformative educational experiences, forming the professionally-based competence.

In this exploration of the creation of a methodological model for the formation of the "professionally-based competence" of future foreign language teachers by means of Internet resources, our work has uncovered a multifaceted framework rooted in communicative, personality-centered, organizational-technological principles, competency-based, activity-based and professionally-oriented approaches. Our findings underscore the transformative potential of this methodological model, revealing its positive impact on teacher development, student engagement, and the overall landscape of foreign language education. The integration of specific principles and approaches has enhanced language proficiency, interactive learning environments and professionally-based skills.

This study contributes a comprehensive blueprint for the cultivation of the "professionally-based competence" of future foreign language teachers by means of Internet resources. As we navigate the evolving landscape of foreign language professional education, our methodological model stands as a beacon, guiding educators towards a transformative and globally-aware approach to language instruction. By embracing the principles of communicative, personality-centered, organizational-technological, competency-based, and professionally-oriented approaches, along with the concepts of informatization and globalization, we pave the way for a future where language educators are not only proficient instructors but also dynamic leaders in the ever-changing world of education.

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САНДЫҚ ЛАНДШАФТТАҒЫ НАВИГАЦИЯ: БОЛАШАҚ ШЕТЕЛ ТІЛІ МҰҒАЛІМДЕРІНІҢ КӘСІБИ-НЕГІЗДЕЛГЕН ҚҰЗЫРЕТТІЛІГІН ҚАЛЫПТАСТЫРУДЫҢ ТҰЖЫРЫМДЫҚ-ӘДІСТЕМЕЛІК НЕГІЗДЕРІ

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Бұл мақалада Интернет-ресурстарды пайдалана отырып, болашақ шетел тілі мұғалімдерінің «кәсіби-негізделген құзыреттілігін» дамытуға бағытталған әдістемелік үлгіні әзірлеу ұсынылады. Коммуникативтік, тұлғалық-бағдарланған, ұйымдастырушылық-технологиялық қағидаттардан, құзыреттілікке негізделген, кәсіби-бағдарланған және белсенділікке негізделген тәсілдерден, сондай-ақ шеттілдік білім берудегі ақпараттандыру және жаһандану тұжырымдамаларынан шабыт ала отырып, біздің модель тіл оқытушыларына кешенді басшылық беруге ұмтылады. Мәдениетаралық құзіреттілік пен технологияны біріктіру үлгілерін қамтитын құрылым жобаға негізделген оқыту, технологияны жақсартатын оқыту және бірлескен әрекеттер сияқты инновациялық стратегиялар мен технологияларға баса назар аударады. Зерттеу виртуалды сыныптарға бейімделуді талап ететін аралас оқыту орталарының маңыздылығын көрсетеді. Сонымен қатар, құрылым үздіксіз кәсіби дамуды, технологияларды этикалық пайдалануды және кәсіби білім беру қауымдастықтарын қалыптастыруды жақтайды. Осы көп қырлы тәсілдер арқылы болашақ тіл мұғалімдері мәдени-сезімтал және тиімді тіл білімін бере отырып, сандық ландшафтты тиімді шарлау үшін қажетті білім мен кәсіби дағдылармен жабдықталады.

Кілт сөздер: *кәсіби даму, технологиялық оқыту, кәсіби оқыту қоғамдастықтары, коммуникативтік принцип, тұлғаға бағдарланған принцип, ұйымдастырушылық-технологиялық принцип, құзыреттілікке негізделген тәсіл, кәсіби-бағдарланған тәсіл, белсенділік тәсілі, шеттілдік білім берудегі ақпараттандыру.*

НАВИГАЦИЯ В ЦИФРОВОМ ЛАНДШАФТЕ: КОНЦЕПТУАЛЬНО-МЕТОДИЧЕСКИЕ ОСНОВЫ ФОРМИРОВАНИЯ ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНТНОСТИ БУДУЩИХ УЧИТЕЛЕЙ ИНОСТРАННОГО ЯЗЫКА

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В данной статье предлагается разработка методической модели, направленной на формирование «профессионально-базируемой компетенции» будущих учителей иностранного языка средствами Интернет-ресурсов. Черпая вдохновение из коммуникативных, личностно-ориентированных, организационно-технологических принципов, компетентностно-ориентированных, профессионально-ориентированных и деятельностных подходов, а также концепций информатизации и глобализации в иноязычной образовании, наша модель стремится предоставить комплексное руководство для преподавателей языка. Охватывая межкультурную компетенцию и модели интеграции технологий, эта структура делает упор на инновационные стратегии и технологии, такие как обучение на основе проектов, обучение с использованием технологий и совместную деятельность. Исследование подчеркивает важность смешанной среды обучения, требующей адаптации к виртуальным классам. Кроме того, структура выступает за постоянное профессиональное развитие, этичное использование технологий и формирование профессиональных обучающихся сообществ. Благодаря этим многогранным подходам будущие преподаватели языка будут оснащены необходимыми знаниями и профессиональными навыками, чтобы эффективно ориентироваться в цифровом пространстве, обеспечивая культурно чувствительное и эффективное языковое образование.

Ключевые слова: *профессиональное развитие, технологическое обучение, профессиональные учебные сообщества, коммуникативный принцип, личностноцентрированный принцип, организационно-технологический принцип, компетентностный подход, профессионально-ориентированный подход, деятельностный подход, информатизация в иноязычном образовании.*