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PRE-SERVICE TEACHERS' PERCEPTIONS OF USING DIGITAL INNOVATIVE TOOLS IN LANGUAGE TEACHING

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Abstract. The research study applied a quantitative methods research design using a questionnaire based on the DigCompEdu framework. The given instrument was adapted from a previous study to meet the needs of the second and third-year learners. The study highlighted the importance of digital competence through the use of innovative tools, and the findings revealed that respondents are eager for further training and support. The examination also identified a correlation between students' learning preferences and the types of digital tools they use, presenting how individual choices can shape tool selection in language teaching.

This descriptive study explores the pre-service teachers' perceptions towards using digital innovative educational tools in developing digital competence and creativity in language classrooms. The survey was prepared in Google Forms and consisted of 13 questions and was conducted among 51 second and third-year students of the English language teacher preparation department at South Kazakhstan Pedagogical University named after O. Zhanibekov to determine their learning preferences, digital tools usage, the level of confidence, and challenges while integration. The results show a strong preference for visual learning methods such as videos and diagrams. Furthermore, the majority of students reported high confidence in using digital tools creatively, but identified barriers including technical difficulties, limited resources, and lack of training. Overall, the findings indicate that future teachers recognize the importance of digital competence for their future careers and are motivated for further structured training. The study highlights the need for teacher education programs in Kazakhstan to strengthen digital pedagogy and align more closely with international standards for 21st-century teaching.

Key words: *digital tools, digital competence, creativity, pre-service teachers, DigCompEdu framework, language teaching, teacher education.*

Introduction

Over the last decade, teacher education has undergone drastic changes due to the rapid emergence and widespread adoption of innovative tools. As a result, future English language teachers are now expected to demonstrate not only strong linguistic and pedagogical skills, but also digital competence and creative teaching strategies before entering professional practice. In today's Kazakhstan education system, teachers are required to move beyond the traditional role of knowledge transmitters and instead deliver lessons at a higher level by integrating diverse innovative tools and interactive platforms. Additionally, educational tools are increasingly valued for their ability to make lessons more engaging, collaborative, and learner-centered, thus fostering higher levels of learner motivation and active participation.

Nowadays, many teacher training programs still lack a strong focus on digital skills. The present study, thereby, examines how future English language teachers in Kazakhstan engage with digital resources and identifies the types of support they need to effectively integrate technology into their professional and pedagogical knowledge. Although the international literature on teacher digital competence has grown considerably, there is still limited evidence in Kazakhstan's academic journals regarding how pre-service English language teachers develop digital competence and to what extent they can apply digital tools creatively in their teaching practice. Addressing this gap is essential, as Kazakhstan's education system is currently undergoing reforms that emphasize innovation, modernization, and alignment with international standards.

The importance of digital competence is also highlighted in internationally recognized qualifications such as the Cambridge English Level 5 Certificate in teaching English to speakers of other languages (CELTA), which subtly acknowledges technology integration as a critical component for making lessons engaging and student-centered. Thus, equipping future English teachers with these competencies is crucial for ensuring that they can design efficient lessons, maintain students' interest, and meet the demands of 21st-century classrooms.

The purpose of the study is to describe the perceptions of pre-service teachers towards using digital tools for academic purposes and to learn whether their learning styles affect their preferences for innovative tools.

The impact and role of innovative tools and creativity in teacher education have been extensively studied in the scientific literature. Mishra P., Koehler M.J. [1] highlight that the Technological Pedagogical Content Knowledge (TPACK) framework emphasizes the interaction between technological, pedagogical, and content knowledge for effective learning. In addition, the framework highlights a lack of basic knowledge about the use of technology, and teachers must consciously integrate it into pedagogy and subject content.

Redecker C. [2] emphasizes the need for effective use of digital resources by teachers when collaborating with students, highlighting the role of the Digital competence Framework for Educators (DigCompEdu) in evaluating and guiding the digital competencies of educators in various areas, including training, certification, and professional collaboration. Aslam R. et al. [3] note that both TPACK and the ISTE Standards are essential frameworks for enhancing teachers' digital capability. While TPACK provides a model for measuring and evaluating teachers' ability to integrate technology into pedagogy and content, the ISTE Standards emphasize the professional and creative use of digital tools in teaching practice. Hence, it is important to note that the platform provides a solid foundation for the development of a systematic approach to digital pedagogy. TPACK and the ISTE Standards are strongly interconnected, as both frameworks assist teachers in developing professional digital competence and in using technological tools creatively in their practice.

Gecu-Parmaksiz Z., Hughes J. [4] emphasize teachers' experiences with digital educational tools such as CoSpaces Edu, Tinkercad, and Scratch, reporting a considerable rise in academic engagement and creative expression. Karoui et al. [5] show that the use of mobile game-based learning tools offers a convenient solution for teacher identity. Chen H. [6] supports the combination of communication methods with technological tools to enhance English learning.

William J.A. et al. [7] report that rural English teachers in Malaysia are open to digital literacy as well; however, the need for professional development still exists. Sim J., Ismail H. [8] indicate that English language teachers find digital tools useful, but also face challenges. Skantz-Åberg E., et al. [9] examine the definitions of professional digital competence, highlighting their conceptual clarity and practical significance. According to the study by Nurzhanova S. et al. [10], "Investigation of future teachers' digital literacy and technology use skills in Kazakhstan" shows that both digital literacy and technology are essential for pre-service teachers, as they enable the purposeful integration of technology into education. Egorov V.V. [11] describes the Information and Communication Technologies in Foreign Language Teaching and Learning course at Karaganda State University (2003) as one of the earliest programmatic attempts in Kazakhstan to develop pre-service English teachers' ICT competence. The course aimed to enhance trainee teachers' ability to integrate technology into language teaching and learning, while also fostering the understanding that information technology is an essential tool in second-language education.

Romero M. [12] emphasizes the importance of collaborative approaches in designing AI-based activities, which increases the role of collective creativity and enhances digital innovation. Rosá A., et al. [13] introduce a platform that uses natural language processing to create ESL activities, demonstrating the potential of AI to support and improve language learning. Yulin N., Danso S.D. [14] explore educators' preparedness for digital innovation, highlighting the critical role of targeted educational initiatives.

Tomczyk Ł., Fedeli L. [15] revise the theoretical frameworks of digital competence among teachers, including TPACK, DigCompEdu, UNESCO, NETS-T, and DigiLit Leicester, to support its development. ISTE [16] notes that the ISTE Standards serve as essential frameworks for educators, equipping them with the competencies necessary to teach and learn using technology-based tools, thereby creating a highly effective and sustainable learning experience.

Materials and methods

The experiment included both multiple-choice and open-ended questions dealing with tool use, self-confidence, learning preferences, frequency of digital tools use, difficulties, and desired support. In addition, quantitative responses were statistically analyzed using descriptive statistics (frequency and percentage) in the SPSS software program version 23.0.

In this study, pre-service English language teachers provided their consent to participate directly through the survey itself, rather than through a separate written or signed form. By completing the survey, the participants agreed to contribute to research aimed at enhancing digital competence and fostering creativity through the use of educational digital tools. They were informed that their responses would remain completely anonymous and confidential, and that the data collected would be used solely for academic and research purposes. The instrument was adapted from a previous work and adapted for this study and implemented in Google Forms. 13 questions were asked of the students. The items on the questionnaire form were based on their preferred learning styles, which might affect their preference for digital tools, the frequency of using digital tools for academic purposes, what type of digital tools work best in teaching language, their levels of confidence in using digital tools, and what kinds of digital tools they use in their practices. All the responses to the questions were in the Likert form, such as (from 1-extremely important to 5-not important at all; 1- highly positive to 5- highly negative; 1 – very confident to 5-very unconfident, etc.). All questions were analyzed separately using descriptive statistics (frequency and percentage).

Convenience sampling was employed to conduct the survey in this study. Golzar et al. [17] note that convenience sampling is a non-probability technique in which participants are selected from the target population based on accessibility and availability. Overall, 51 second-year (13) and third-year (38) students enrolled in the English language teacher training program at South Kazakhstan pedagogical University named after O. Zhanibekov were involved in the survey.

Results and discussion

All the questions were analyzed separately and followed by comments, and compared according to groups (second and third year students). The descriptive statistics for each question are presented in the tables below.

Table 1 – Have you taken any courses specifically focused on digital tools for teaching?

Answers	**2 year students**		**3 year students**	
	Frequency	%	Frequency	%
yes	8	61,5	21	55,3
no	5	38,5	17	44,7
	13	100	38	100

As shown in Table 1, 61.5% of the second-year and 55.3% of the third-year students responded that they had taken courses focused on digital tools for teaching, while 38.5% of the first group and 44.7% of the second group students said that they had not taken any courses to learn digital tools for teaching.

Table 2 – Which of the following best describes how you prefer to learn?

Learning styles	2 year students		3 year students	
	Frequency	%	Frequency	%
Visual (I learn best through seeing, like diagrams, charts, and videos)	7	53,8	20	52,6
Auditory (I learn best through listening, such as lectures or discussions)	3	23,1	7	18,4
Kinesthetic (I learn best through hands-on activities and physical involvement)	3	23,1	4	10,5
Mixed	7	53,8	7	18,4

As illustrated in Table 2, 53.8% of second-year and 52.6% of third-year students reported that they are visual learners, whereas auditory learners accounted for approximately 23.1% of second-year and 18.4% of third-year students. Furthermore, students who learn better through hands-on activities made up around 23.1% in the second year and 10.5% in the third year. Finally, students who preferred a mixed learning style comprised 53.8% of second-year learners and 18.4% of third-year learners.

Table 3 – How often do you use digital tools (e.g., apps, software, online platforms) for academic purposes (e.g., assignments, research)?

Frequency of using digital tools	2 year students		3 year students	
	Frequency	%	Frequency	%
Daily	5	38,5	17	44,7
Several times a week	7	53,8	11	28,9
Once a week	-	-	3	7,9
Rarely	1	7,7	7	18,4

As presented in Table 3, 38.5% of second-year and 44.7% of third-year students reported that they use digital tools daily, while 53.8% of second-year and 28.9% of third-year learners indicated that they use innovative tools several times a week. None of the second-year students reported using digital tools only once a week, however, 7.9% of third-year learners stated doing so. Moreover, 7.7% of second-year and 18.4% of third-year students answered that they use educational tools rarely.

Table 4 – Which method works best for you when learning new digital tools?

Methods	2 year students		3 year students	
	Frequency	%	Frequency	%
Watching video tutorials or demonstrations (Visual)	8	61,5	28	73,7
Listening to explanations or podcasts (Auditory)	-	-	5	13,2
Doing hands-on practice and exploration (Kinesthetic)	5	38,5	5	13,2

As indicated in Table 4, the methods that work best for learning digital tools are as follows: 61.5% of second-year and 73.7% of third-year learners prefer watching video tutorials or demonstrations (Visual). Among auditory learners, none of the second-year students chose listening to explanations or podcasts, while 13.2% of third-year students did. Finally, 38.5% of second-year and 13.2% of third-year learners selected hands-on practice and exploration (Kinesthetic).

Table 5 – How confident are you in your ability to incorporate creativity into your lesson plans using digital tools?

Level of confidence	**2 year students**		**3 year students**	
	Frequency	%	Frequency	%
Very confident	1	7,7	7	18,4
Confident	8	61,5	20	52,6
Neutral	4	30,8	8	21,1
Not Confident	-	-	3	7,9

As outlined in Table 5, regarding the ability to show creativity in lesson plans using digital tools, 7.7% of second-year and 18.4% of third-year learners affirmed that they are very confident. Additionally, 61.5% of second-year and 52.6% of third-year learners indicated confidence in using digital tools. Meanwhile, 30.8% of second-year and 21.1% of third-year students chose a neutral position regarding the use of innovative tools in lesson plans. Finally, none of the second-year students reported lacking confidence in using digital tools, whereas 7.9% of third-year students did.

Table 6 – Which of the following digital tools have you used to enhance creativity in your lessons?

Which of the following digital tools have you used to enhance creativity in your lessons?	**2 year students**		**3 year students**	
	Frequency	%	Frequency	%
Digital Storytelling Tools (e.g., Adobe Spark, Storybird)	1	7,7	5	13,2
Interactive Presentations (e.g., Prezi, Canva)	8	61,5	25	65,8
Collaborative Platforms (e.g., Padlet, Google Docs)	4	30,8	3	7,9
Video Creation/Editing Tools (e.g., iMovie, Adobe Premiere)	-	-	2	5,3

As given in Table 6, 7.7% of second-year and 13.2% of third-year students reported using digital storytelling tools (e.g., Adobe Spark, Storybird) to enhance creativity in lessons. In addition, 61.5% of second-year and 65.8% of third-year learners used interactive presentation tools (e.g., Prezi, Canva). Meanwhile, 30.8% of second-year and 7.9% of third-year learners reported using collaborative platforms (e.g., Padlet, Google Docs). Finally, none of the second-year students reported using video creation/editing tools (e.g., iMovie, Adobe Premiere), whereas 5.3% of third-year students did.

Table 7 – Do you think digital tools enhance your creativity in your teaching approach?

	2 year students		**3 year students**	
	Frequency	%	Frequency	%
Yes	13	100,0	31	81,6
no	-	-	2	5,3
not sure	-	-	5	13,2

As evidenced in Table 7, 100% of second-year and 81.6% of third-year learners conveyed that digital tools help to enhance creativity in their teaching approach. In sharp contrast, none of the second-year students responded negatively, whereas 5.3% of third-year students stated that educational tools do not contribute to developing their creativity in teaching methods. Finally, none of the second-year students chose the “not sure” position, while 13.2% of third-year students were uncertain about the role of digital tools in fostering creativity.

Table 8 – How important do you think digital competence is for a pre-service teacher's future career?

Level of importance	2 year students		3 year students	
	Frequency	%	Frequency	%
Extremely Important	4	30,8	14	36,8
Very Important	6	46,2	17	44,7
Somewhat Important	1	7,7	5	13,2
Not Very Important	1	7,7	1	2,6
Not Important at all	1	7,7	1	2,6

As can be observed in Table 8, 30.8% of second-year and 36.8% of third-year learners reported that digital competence is extremely important for a pre-service teacher's future career. In addition, 46.2% of second-year and 44.7% of third-year learners considered it very important. Meanwhile, 7.7% of second-year and 13.2% of third-year learners stated that it is somewhat important. A total of 7.7% of second-year and 2.6% of third-year students regarded it as not very important. Finally, 7.7% of second-year and 2.6% of third-year learners reported that digital competence is not important at all.

Table 9 – What challenges do you face when using digital tools in education? (Select all that apply)

	2 year students		3 year students	
	Frequency	%	Frequency	%
Lack of access to digital tools	1	7,7	8	21,1
Lack of training/knowledge on how to use the tools effectively	4	30,8	13	34,2
Technical issues (e.g., internet connectivity, software bugs)	6	46,2	12	31,6
Time constraints	1	7,7	3	7,9
Not sure how to integrate them into lessons	1	7,7	2	5,3

As supported in Table 9, regarding the challenges faced when using digital tools in education, 7.7% of second-year and 21.1% of third-year learners reported a lack of access to digital tools. Furthermore, a lack of training or knowledge on how to use the tools effectively was indicated by 30.8% of second-year and 34.2% of third-year learners. In addition, 46.2% of second-year and 31.6% of third-year learners mentioned experiencing technical issues (e.g., internet connectivity, software bugs). Time constraints were reported by 7.7% of second-year and 7.9% of third-year students. Finally, 7.7% of second-year and 5.3% of third-year learners stated that they were not sure how to integrate digital tools into lessons.

Table 10 – What type of digital tool would you like to learn more about to enhance your teaching skills?

	2 year students		3 year students	
	Frequency	%	Frequency	%
Visual: Tools that rely on imagery (e.g., design software, interactive visuals)	2	15,4	19	50,0
Auditory: Tools that incorporate podcasts, voice-over, or sound-based features	3	23,1	9	23,7
Kinesthetic: Tools that involve interaction, creation, or simulation (e.g., AR/VR tools, interactive simulations)	8	61,5	10	26,3

According to Table 10, when asked which type of digital tool they would like to learn more about to enhance their teaching skills, 15.4% of second-year and 50.0% of third-year learners preferred visual tools, which rely on imagery (e.g., design software, interactive visuals). In addition, 23.1% of second-year and 23.7% of third-year students acknowledged auditory tools, which incorporate podcasts, voice-over, or sound-based features. Finally, kinesthetic tools—such as AR/VR applications and interactive simulations were selected by 61.5% of second-year and 26.3% of third-year learners.

Table 11 – How do you prefer to engage with digital tools when teaching others?

	2 year students		**3 year students**	
	Frequency	%	Frequency	%
I prefer to show students how to use the tools through demonstrations (Visual)	4	30,8	18	47,4
I prefer to explain the tools and discuss how to use them (Auditory)	3	23,1	9	23,7
I prefer to have students directly use the tools themselves in practice (Kinesthetic)	6	46,2	11	28,9

As highlighted in Table 11, when asked how they prefer to engage with digital tools when teaching others, 30.8% of second-year and 47.4% of third-year learners chose “I prefer to show students how to use the tools through demonstrations” (Visual). In addition, 23.1% of second-year and 23.7% of third-year students preferred “I prefer to explain the tools and discuss how to use them” (Auditory). Finally, 46.2% of second-year and 28.9% of third-year students reported “I prefer to have students directly use the tools themselves in practice” (Kinesthetic).

Table 12 – How do you perceive the impact of using digital tools on student engagement in your future classroom?

	2 year students		**3 year students**	
	Frequency	%	Frequency	%
Highly Positive Impact	6	46,2	21	55,3
Neutral	2	15,4	6	15,8
Positive Impact	5	38,5	11	28,9

As reflected in Table 12, regarding the perceived impact of using digital tools on student engagement in their future classrooms, 46.2% of second-year and 55.3% of third-year learners reported a highly positive impact. A neutral view was chosen by 15.4% of second-year and 15.8% of third-year learners. Finally, 38.5% of second-year and 28.9% of third-year students indicated a positive impact.

Table 13 – What additional support or resources would help you feel more prepared to use digital tools effectively in your teaching?

	2 year students		**3 year students**	
	Frequency	%	Frequency	%
More hands-on training/workshops	5	38,5	14	36,8
Access to more digital tools/resources	3	23,1	13	34,2
Peer collaboration opportunities	1	7,7	5	13,2
Improved technical support	2	15,4	2	5,3
Guidance from experienced educators	2	15,4	4	10,5

As depicted in Table 13, when asked about additional support or resources that would help them feel more prepared to use digital tools effectively in their teaching, 38.5% of second-year and 36.8% of third-year students selected more hands-on training/workshops. Access to additional digital tools and resources was reported by 23.1% of second-year and 34.2% of third-year learners. Peer collaboration opportunities were chosen by 7.7% of second-year and 13.2% of third-year learners. Furthermore, 15.4% of second-year and 5.3% of third-year students indicated a need for improved technical support. Finally, guidance from experienced educators was preferred by 15.4% of second-year and 10.5% of third-year learners.

In order to determine whether the learning styles of the participants somehow affect their preferences for using digital tools, correlational analysis was computed using Pearson correlation analysis to measure the strength and direction of a linear relationship between two continuous variables.

Table 14 – Correlation between students' preferred learning styles and the type of digital tool they would like to learn more about to develop their teaching skills

	Which of the following best describes how you prefer to learn?	**What type of digital tool would you like to learn more about to enhance your teaching skills?**
Which of the following best describes how you prefer to learn?	1	410**
	-	003
What type of digital tool would you like to learn more about to enhance your teaching skills?	410**	1
	003	-

As shown in Table 14, the analysis found a medium level of correlation between the learning styles of the participants and their perception of using particular digital tools. It means that their preference for digital tools is directly based on their learning preferences.

The survey data support the conclusions of existing literature, demonstrating that pre-service teachers are not only receptive to but also highly enthusiastic about the use of digital tools in their educational practice. This finding reinforces the idea that digital competence is now considered an indispensable part of modern teacher training. Moreover, 52.9% of pre-service English language teachers in the sample reported that they learn best through visual methods, such as videos, charts, diagrams, and other forms of visual representation. This preference for visual learning highlights the importance of incorporating multimedia elements into teacher education curricula and points to the value of integrating innovative applications that can directly respond to these learning styles.

In terms of frequency of use, 22 educators indicated that they use innovative digital tools on a regular, almost daily basis, while three learners reported using them only once a week. These statistics underline the fact that, for the majority of students, digital technology is already embedded into academic routines, thereby emphasizing its importance in both teaching and learning contexts. Furthermore, confidence levels among the participants were relatively high: 28 students considered themselves confident in using digital tools creatively and freely in their teaching practice. Nevertheless, two students admitted that they were not confident, and one respondent described himself/herself as very unconfident, revealing that although most pre-service teachers feel capable, there is still a minority who require further encouragement and structured support.

Despite this positive orientation toward digital competence, several challenges were noted. The primary obstacle, mentioned by 18 learners, involved technical problems such as outdated devices, insufficient infrastructure, and unreliable internet connectivity. These technical limitations hinder the effective and consistent use of digital resources. The second most common challenge was a lack of specialized training, reported by 17 students, which highlights the

continuing gap between technological availability and pedagogical preparedness. Other difficulties included limited access to resources, lack of time, and organizational constraints, all of which were identified in different sections of the survey responses.

When asked about the importance of digital literacy, 23 students stated that it is very important, and 18 considered it extremely important, showing that more than four-fifths of respondents recognize its critical role in their future careers. Only four students reported that they do not consider digital tools to be important, which may suggest either a lack of exposure to their potential or an underdeveloped understanding of how they can be used effectively in educational settings. As students' progress through their training, it is reasonable to assume that these views may evolve as they gain more experience and support.

The vast majority of learners – 44 students, representing 86.3% of the sample—agreed that using educational tools creatively enhances their teaching methods, confirming the role of technology as a catalyst for pedagogical innovation. In addition, 38 students requested further support in the form of structured training, including input sessions, hands-on practice, and practical workshops. This overwhelming demand highlights a clear need for institutional initiatives that provide continuous professional development opportunities for pre-service teachers.

Taken together, the findings clearly demonstrate that while pre-service English language teachers acknowledge the importance of digital competence and are eager to expand their creative use of educational technologies, they continue to experience frustration due to external barriers. These include limited access to modern technological resources, persistent technical difficulties, and insufficient opportunities for training. Therefore, the study points to an urgent requirement for systematic, institutionalized support mechanisms that can ensure consistent development of both confidence and creativity in the use of digital tools. By addressing these needs, teacher education programs will be better equipped to prepare pre-service teachers for the realities of 21st-century classrooms, where digital integration is no longer optional but essential. Overall, the findings indicate that many students believe in the use of digital tools; however, prior studies suggest that they face challenges such as a lack of training, technical problems, and limited access.

Tzaflkou et al. [18] researched the difficulties and opportunities of integrating technology into English language instruction, offering insights into improving English language teaching in numerous educational contexts. Consequently, pre-service teachers' digital skills and digital literacy were identified at a high level. Also, there has been a correlation between teachers' ability to engage in professional development and their ability to develop digital responsibilities in learners. In previous studies, the results reported that teachers' digital competence is at medium levels across most of the six components of DigCompEdu. According to present research, the findings indicate that pre-service teachers recognize the importance of digital competence for their future careers and are eager for further structured training.

Conclusion

The integration of innovative tools into teacher education must go far beyond a simple introduction to technological applications. Rather, it requires the systematic development of in-depth digital competence and the design of creative instructional strategies that align with internationally recognized frameworks such as TPACK, DigCompEdu, and ISTE. These frameworks provide both theoretical and practical guidance, ensuring that technology use is not superficial but instead becomes an integral part of the pedagogical process. To achieve this, training opportunities should be continuous, context-specific, and meaningfully embedded within teaching practice, allowing pre-service teachers to gain confidence through sustained application rather than isolated exposure.

In the context of the 21st century, it is no longer sufficient for future English language teachers to possess only a strong command of linguistic knowledge and subject expertise. The modernization of education and the technologization of classrooms have shifted professional expectations, making digital competence and creativity essential elements of teacher readiness.

Pre-service teachers must therefore learn to use digital tools not merely as supplements, but as central instruments in designing engaging lessons, fostering student participation, and sustaining long-term interest in the learning process. This necessity is further underscored by globally recognized qualifications such as the Cambridge English Level 5 Certificate in Teaching English to Speakers of Other Languages (CELTA), which explicitly highlights digital literacy as a vital component of teacher preparation. In the initial stages of instruction, significant challenges frequently emerge when utilizing technologies such as interactive whiteboards and digital presentation platforms. Reliance on traditional tools – such as the blackboard and basic PowerPoint – often restricts interactivity and lesson creativity. Nonetheless, with structured tutor support and collaborative peer engagement, trainees tend to acquire the skills necessary to employ advanced digital platforms, including Canva, thereby creating visually appealing, interactive, and student-centered learning materials. This trajectory illustrates that digital competence is not an auxiliary skill but an essential component of effective teacher preparation, laying the groundwork for innovative, inclusive, and engaging pedagogical practice in modern classrooms.

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ТІЛДІ ОҚЫТУДА САНДЫҚ ИННОВАЦИЯЛЫҚ ҚҰРАЛДАРДЫ ПАЙДАЛАНУ ТУРАЛЫ БОЛАШАҚ МҰҒАЛІМДЕРДІҢ ТҮСІНІКТЕРІ

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Аңдатпа. Зерттеу жұмысында DigCompEdu құрылымына негізделген сауалнама арқылы сандық әдіс зерттеу дизайны қолданылды. Берілген құрал алдыңғы зерттеуден алынып, екінші және үшінші курс білім алушыларының қажеттіліктеріне сәйкес бейімделді. Зерттеу инновациялық құралдарды пайдалану арқылы сандық құзыреттіліктің маңыздылығын көрсетті, ал алынған нәтижелер қатысушылардың қосымша оқыту мен қолдауға ынталы екенін анықтады. Сондай-ақ, білім алушылардың оқуға деген таңдаулары мен олар пайдаланатын сандық құралдардың түрлері арасында байланыс анықталды, бұл жеке таңдаулардың тіл үйретуде құралдарды таңдауға қалай әсер ететінін көрсетті.

Бұл сипаттамалық зерттеу болашақ мұғалімдердің сандық инновациялық білім беру құралдарын пайдалану арқылы тіл сабақтарында сандық құзыреттілік пен шығармашылықты дамытуға қатысты пікірлерін зерттейді. Сауалнама Google Forms платформасында дайындалып, 13 сұрақтан тұрды және Ө. Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университетінің ағылшын тілі мұғалімдерін дайындайтын екінші және үшінші курс білім алушылары арасында өткізілді. Зерттеудің мақсаты – білім алушылардың оқуға деген таңдаулары, сандық құралдарды пайдалану деңгейі, сенімділік деңгейі және құралдарды енгізуде кездесетін қиындықтарды анықтау болды. Нәтижелер білім алушылардың визуалды оқыту әдістеріне, мысалы, бейнелер мен диаграммаларға ерекше қызығушылық танытатынын көрсетті. Сонымен қатар, білім алушылардың көпшілігі сандық құралдарды шығармашылық тұрғыда пайдалануына жоғары сенім білдіргенімен, техникалық қиындықтар, ресурстардың шектеулігі және жеткілікті оқытудың жоқтығы сияқты кедергілерді атап көрсетті. Жалпы алғанда, нәтижелер болашақ мұғалімдердің сандық құзыреттіліктің кәсіби болашағы үшін маңыздылығын түсінетінін және қосымша құрылымды оқытуға ынталы екенін көрсетті. Зерттеу Қазақстандағы мұғалімдерді даярлау бағдарламаларын сандық педагогиканы күшейтуге және XXI ғасырдағы оқытудың халықаралық стандарттарына сәйкес келтіруге қажеттілігін атап көрсетеді.

Кілт сөздер: *цифрлық құралдар, цифрлық құзыреттілік, шығармашылық, болашақ мұғалімдер, DigCompEdu шеңбері, тіл оқыту, педагогикалық білім беру.*

ПРЕДСТАВЛЕНИЯ БУДУЩИХ УЧИТЕЛЕЙ ОБ ИСПОЛЬЗОВАНИИ ЦИФРОВЫХ ИННОВАЦИОННЫХ ИНСТРУМЕНТОВ В ПРЕПОДАВАНИИ ЯЗЫКА

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Аннотация. В исследовании был применён количественный метод с использованием анкеты, основанной на рамочной модели DigCompEdu. Данный инструмент был адаптирован из предыдущего исследования в соответствии с потребностями студентов второго и третьего курса. В исследовании подчёркивается важность цифровой компетентности при использовании инновационных инструментов, а полученные результаты показали, что респонденты проявляют стремление к дальнейшему обучению и поддержке. Кроме того, было выявлено наличие взаимосвязи между учебными предпочтениями студентов и типами используемых ими цифровых инструментов, что демонстрирует влияние индивидуальных предпочтений на выбор инструментов в процессе обучения языку.

Данное описательное исследование рассматривает отношение будущих учителей к использованию цифровых инновационных образовательных инструментов для развития цифровой компетентности и креативности на занятиях по иностранному языку. Анкетирование было подготовлено в Google Forms и состояло из 13 вопросов. Оно было проведено среди 51 студентов второго и третьего курса кафедры подготовки учителей английского языка Южно-Казахстанского педагогического университета имени О. Жанибекова с целью выявления их учебных предпочтений, особенностей использования цифровых инструментов, уровня уверенности и возникающих трудностей при внедрении. Полученные результаты показали выраженное предпочтение визуальных методов обучения, таких как видеоматериалы и схемы. Кроме того, большинство студентов отметили высокий уровень уверенности в творческом использовании цифровых инструментов, однако указали и на существующие барьеры, включая технические сложности, ограниченность ресурсов и нехватку подготовки. В целом, результаты исследования подтверждают, что будущие учителя понимают значимость цифровой компетентности для своей профессиональной деятельности и стремятся к дальнейшему структурированному обучению. Исследование отмечает необходимость укрепления цифровой педагогики в программах подготовки учителей в Казахстане и их более тесного соответствия международным стандартам обучения XXI века.

Ключевые слова: *цифровые инструменты, цифровая компетентность, креативность, будущие учителя, рамка DigCompEdu, обучение языку, педагогическое образование.*