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DIAGNOSING THE PROFESSIONAL-COMMUNICATIVE
COMPETENCE OF FOREIGN PHILOLOGY STUDENTS THROUGH
DIGITAL INSTRUMENTS

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Abstract. This article focuses on diagnosing the professional-communicative competence (PCC) in the field of “6B02302-Foreign Philology” in the context of digital transformation in learning foreign languages.

The research objective was to operationalize the assessment of sub-competence (pragmatic-discursive, strategic-professional) and to evaluate the formative potential of digital instruments in the process of philological training.

The methodological framework included a three-point diagnostic scale, implemented through performance-based tasks, questionnaires and observation of students’ activity within digital platforms such as Grammarly, Language Tool, Moodle, Google Docs and so on. The results indicated that 54% of students demonstrated a medium level of PCC, 28% achieved a high level and 18% remained at a low level. The strategic-professional sub-competence showed the highest performance (M=2.7), confirming the effectiveness of digital instruments in formation students’ planning, self-regulation and professional communication adaptability. The findings validate the methodological value of digital diagnostics as an effective means of monitoring and enhancing the communicative preparation of future philologist.

The findings substantiate the conclusion that learning foreign languages through digital instruments serve as a powerful means of competence formation,

yet their pedagogical potential is fully realized only under conditions of systematic methodological integration.

The scientific novelty of the research lies in the development of a diagnostic model for PCC assessment through digital instruments in learning foreign languages, while the practical value consists in the possibility of applying its results for curriculum modernization, the implementation of blended learning strategies and the introduction of adaptive digital environments in philological education. The study outlines perspectives for further research, including longitudinal tracking of competence development and the use of artificial intelligence-driven platforms for personalized learning.

Keywords: professional-communicative competence, foreign philology students, digital environment, diagnostics, education digitalization, educational technologies, digital instruments, learning foreign languages, linguistic-editorial competence

Introduction

The modern higher education system is undergoing an active stage of digital transformation, encompassing both the content and forms of education, as well as approaches to the formation of students' professional competencies. This is especially important for the training of specialists in the humanitarian field in learning foreign languages, in particular, future philologists, whose professional activities are directly related to language, speech, communication and culture.

Foreign language professional-communicative competence occupies one of the key places in the structure of future philologist's professional training. It involves not only knowledge of norms and styles of speech, but also the ability to build a productive dialogue in various socio-cultural and professional contexts, express thoughts competently in oral and written form, interpret texts, adapt statements to the characteristics of the audience. However, in the context of digitalization of education, when most of the interaction is transferred to the online format, these skills acquire new forms and require rethinking the methods of their formation and evaluation. The digital educational environment creates both new opportunities and certain challenges. On the one hand, it expands access to diverse resources, stimulates students' independence and critical thinking, and activates multimodal forms of communication. On the other hand, it can contribute to fragmented perception, a decrease in the quality of live communication practice and insufficient formation of communicative empathy. All this makes the task of diagnosing the level of learning foreign language professional-communicative competence formation especially significant.

In this regard, there is a need to formulate and implement diagnostic approaches and instruments that will take into account the specifics of the digital educational environment and at the same time provide a reliable assessment of the degree to which students have acquired the necessary professional skills in learning foreign languages. The present study is aimed at analyzing

existing diagnostic methods, identifying their potential and limitations, as well as developing practical recommendations for assessing the foreign language professional-communicative competence of future philologists in the context of digitalization of education.

Methods and materials

Theoretical and empirical methods, as well as various scientific approaches reflecting current trends in education and digitalization, were used to study the level of formation of professional-communicative competence of future philologists in the digital educational environment.

The theoretical foundation of this study draws upon the conceptual and methodological works of leading Russian, Kazakh and international scholars and scientists. Among the most important sources are the works of S.S. Kunanbayeva [1], whose research provides an integrated vision of the modernization of foreign language education within Kazakhstan's higher education system. In her monograph *Contemporary Foreign Language education: Methodology and Theory* S.S. Kunanbayeva outline the theoretical parameters of professional and intercultural competence, emphasizing the role of cross-cultural communication in forming a modern educational paradigm [2, pp.45-62].

Literature review

Concept and structure of professional-communicative competence

In modern language didactics and the theory of professional education, the category of communicative competence is considered one of the key concepts determining the success of a specialist's professional activity. Its interpretation in the works of foreign and domestic researchers has both common and differentiated characteristics. According to L.F.Bachman, communicative of language ability is understood as a combination of organizational and pragmatic competence that ensure the successful use of language in professional and sociocultural communication [3, p.84]. In the scholar's model, special attention is paid to the interrelation between the structural (organizational) aspect of language and the pragmatic one, which is related to use of linguistic means in specific communicative situations. Thus, L.F.Bachman views communicative ability as a multidimensional construct that includes the language system and the mechanisms of its application in real contexts, including professional ones.

Continuing the development of the idea of the functional orientation of competence, M.Byram introduces the concept of intercultural communicative competence, emphasizing an individual's ability to interact effectively and appropriately with representatives of other cultures, relying on linguistic, socio-linguistic and sociocultural knowledge and skills [4, pp.32-34]. M.Byram's approach is significant for the professional training of philologists, as it highlights the intercultural component of communication as well as the need for cultural adaptation in communicative acts.

According to Garcia Laborda J., Concha Diaz V. and Jechimer Ramirez E.

(2020), the development of digital competence in pre-service language teachers should involve not only technical but also communicative and pedagogical dimensions. Their study shows that students often lack the ability to integrate digital tools into real teaching practice, which aligns with our findings on the challenges faced by philology students when using Moodle, Google Docs and Grammarly. This supports the idea that systematic methodological guidance is essential for forming professional-communicative competence in digital environments [5].

Similar views are reflected in the works of Russian scholars V.V.Safonova defines communicative competence as an individual's ability to engage in foreign language and intercultural interaction, grounded in the mastery of linguistic, speech, sociocultural and strategic knowledge and skills required for successful professional communication [6, pp.45-47]. In her framework, the integration of linguistic, sociocultural and strategic components is explicitly emphasized, which makes this definition closely aligned with Byram's model. For philologists, this implies not only mastering linguistic norms but also being able to act within a cultural context while recognizing the communicative conventions of different communities.

I.I.Khaleeva conceptualizes professional-communicative competence as an integrative personal quality that ensures readiness and ability to communicate adequately and effectively in the professional sphere, grounded in the mastery of norms and strategies of speech behavior [7, pp.112-118]. Unlike V.V.Safonova, I.I.Khaleeva highlights the activity-based and normative dimensions of communication, stressing the significance of speech behavior strategies for successful professional interaction [6, 7].

N.N.Gavrilenko advances this discussion by defining professional-communicative competence as a specialist's preparedness for effective interaction in the professional environment, based on a synthesis of knowledge, skills, abilities and experience that enable the successful performance of professional activities through language and communication [8, pp.56-60]. Thus, N.N.Gavrilenko's approach specifies competence in an applied dimension, linking it not only to readiness for interaction but also to the functional implementation of communicative skills in professional practice.

A comparative analysis reveals common trends in the interpretation of the concept. Scholars generally define professional-communicative competence as an integrative personal quality that encompasses linguistic, sociocultural and strategic skills essential for effective professional interaction. However, while international researchers emphasize its structural-functional and intercultural dimensions [4, 5], Russian scholars focus on its activity-based, normative and practice-oriented nature within professional communication [6, 7, 8].

Thus, the professional-communicative competence of a modern philologists can be regarded as an integrative construct that encompasses organizational (linguistic), pragmatic (contextual and activity-based), sociocultural and strategic

components, which together ensure successful and appropriate interaction in both professional and intercultural contexts.

Given this general characterization, let us consider in more detail how the professional-communicative competence of a philologist can be conceptualized. Professional-communicative competence of a philologist is understood as an integrative ability of a specialist in the field of a specialist in the field of philology to employ language and speech resources in professional activity, taking into account communicative, cultural, contextual, strategic and personal factors. It is defined as a combination of knowledge, skills, abilities, experience and strategies that enable adequate, effective, stylistically and situationally appropriate communication, both within the philological domain (translation, literary commentary, teaching, etc.) and through the use of language as a tool of research and interaction.

Implementation of digital instruments for diagnosing the formation of professional-communicative competence of future philologists.

The modern training of philologists takes place in the context of active digitalization in learning foreign languages, which necessitates the integration of digital instruments and AI-based platforms into the process of formation professional-communicative competence (PCC). The digital educational environment not only provides access to a wide range of information sources but also creates new formats of professional interaction, collaboration and self-presentation [9, 10].

An important contribution to the theoretical framework was the work of A.T. Chaklikova and T.A.Kulgildinova [11], who explore the role of digital technologies in teaching foreign languages. Their works analyze the competencies of digitalization in the context of language education, with special attention paid to the use of electronic platforms, online projects, and digital simulations to develop students' speaking skills. These materials served as the basis for the development of diagnostic tools, including methods for analyzing digital instruments.

The work of D.M.Dzhusubalieva highlights the use of modern information technologies in managing the quality of professional training in language universities, providing tools for organizing and evaluating learning outcomes in digital platforms [12, pp.120-126]. Furthermore, the research conducted by D.M.Dzhusubalieva and A.K.Mynbaeva examines the digital competence of the modern teacher and the formation of information culture through new training systems [13].

Contemporary trends in philological education demonstrate the dynamic integration of digital technologies into the process of professional preparation of future specialists. The digital learning environment not only transforms the formats and methods of professional training but also creates new opportunities for the formation of communicative, discursive and sociocultural skills. The use of digital instruments contributes to the development of key qualities in future philologists, such as media literacy, academic integrity, responsibility for one's

digital footprint, critical thinking and adherence to professional and ethical norms of online interaction. These tools promote independent learning, collaboration and intercultural exchange, thereby enhancing learners' readiness for participation in global academic and professional discourse.

International research highlights that digital instruments function not merely as instruments of technical support but as pedagogical mechanisms that foster interaction, reflection and creative expression. They enable the modelling of authentic communicative situations in learning foreign languages, simulation of intercultural contexts and integration of multimodal resources that enrich professional communication. The role of digital instruments in the formation of professional-communicative competence of philologists is summarized in Table 1.

Table 1. Use of digital instruments in formation professional-communication competence for philologists

PCC components (sub-competences)	Digital instruments	Methodological effect	Examples of tasks
Linguistic-editorial	Grammarly, Language Tool, Google Docs, Anticone	Enhances linguistic accuracy and stylistic awareness; develops ability to identify and correct lexical, grammatical and stylistic errors, fosters autonomous language control	Task 1. Edit a short news article in Google Docs using Suggesting mode; justify the corrections. Task 2: conduct a corpus-based stylistic analysis in AntCone to identify common collocations and clichés in media texts.
Pragmatic-discursive	Padlet, Mentimeter, Google Docs (Collabarative editing), Canva, ChatGPT	Develops skills of discourse adaptation and genre awareness improves ability to structure and adapt content for different audiences and media formats; promotes teamwork and critical thinking	Task 1. Rewrite a news report for different media platforms (website social network, radio) using Padlet for brainstorming and audience feedback. Task 2. Analyze audience perception of headings through Mentimeter and improve the text accordingly.
Strategic-professional	Google Classroom, Moodle, Padlet, Trello, Edpuzzle	Promotes self-regulation planning and adapt content for different audiences and media formats; promotes teamwork and critical thinking	Task 1. Plan and manage a group editorial project in Trello (assign roles, deadlines and tasks). Task 2. Record a short video reflection in Edpuzzle on challenges facts during the editing process and strategies for improvement.

The Table 1 presents a system of digital instruments integrated into the process of forming the professional-communicative competence (PCC) of Foreign philology students. The selected instruments correspond to the structural components of PCC and are aimed at enhancing linguistic, pragmatic and strategic dimensions of professional communication.

This study is based on diagnostic instruments, including questionnaires, observation, peer review, and content analysis of student performance on digital platforms such as Grammarly, Language Tool, Moodle, Google Docs and others. These methods made it possible to analyze the involvement of students in the digital learning format and assess the level of their professional-communicative competence.

The use of digital instruments allows for the implementation of all components of the professional-communicative competence of future philologists:

– *The Linguistic-Editorial Sub-Competence* is developed through the use of digital platforms such as *Grammarly, Language Tool and AntConc*, which ensure the improvement of linguistic accuracy, stylistic coherence and editorial consistency. These instruments facilitate students' ability to identify and correct errors, develop critical linguistic awareness and form autonomous editing strategies.

– *The Pragmatic-Discursive Sub-Competence* is fostered through collaborative and interactive instruments – *Padlet, Mentimeter, Canva and Google Docs*. Their integration promotes discourse flexibility, genre awareness and audience adaptation skills. Methodologically, these instruments support the development of communicative creativity, argumentation and teamwork in the process of text editing and transformation.

– *The Strategic-Professional Sub-Competence* is formed through the use of *Google Classroom, Moodle, Trello and Edpuzzle*, which contribute to self-regulation, planning and reflection in the learning process. Students acquire experience in project management, digital communication and self-assessment, which correspond to the requirements of professional media practice.

Thus, the implementation of AI-based instruments in learning foreign languages within the educational process creates an interactive, practice-oriented environment that promotes the systematic formation of all components of professional-communicative competence. The methodological effect of this integration lies in the combination of linguistic analysis, discursive creativity and strategic self-management, which together ensure the readiness of future philologists for effective professional and intercultural communication.

The integration of traditional diagnostic approaches (self-assessment, expert evaluation, peer feedback) with digital monitoring tools ensured comprehensive evaluation of students' activity, accuracy of document formatting, professional-communication strategies and reflective skills. The analysis of online interactions, collaborative tasks and document-based assignments allowed identifying the

degree of development of key sub-competences: linguistic-editorial, pragmatic-discursive and strategic-professional.

Results and discussion

The research methodology is grounded in a competence-based approach and employs a set of diagnostic instruments aimed at assessing the formation of professional-communicative competences among philology students. The diagnostic framework integrates both traditional and digital methods, providing comprehensive and multidimensional data. The instruments used in the study include questionnaires, expert observation, peer review, self-assessment, and content analysis of students' performance on digital educational platforms such as Grammarly, Language Tool, Moodle, Google Docs and so on. These methods made it possible to collect evidence of students' engagement, collaboration, and autonomy within digital learning environments. The use of AI-based instruments in learning foreign languages and gamified environments allowed for collecting data on students' engagement, collaboration, and autonomy in online learning contexts. The mixed-method design ensured triangulation of results and enabled identifying the dynamics of competence development in learning foreign languages. Quantitative indicators (accuracy of document formatting, citation compliance, digital literacy) were complemented by qualitative observations of students' reflective, analytical and ethical behaviour. The integration of diagnostic data provided a holistic view of students' readiness for professional communication in the digital educational environment [14].

The experiment was focusing on evaluating and developing the components of professional-communicative competence (PCC) among 60 third-year students of the "6B02302-Foreign Philology" educational program at the Kazakh Ablai Khan University of International Relations and World Languages. A set of experimental tasks were designed. Each task focused on one sub-competence of the PCC model – linguistic-editorial, pragmatic-discursive and strategic-professional. The tasks integrated digital instruments and were aimed at diagnosing students' ability to apply linguistic, pragmatic and strategic skills in authentic communicative situations. Within the experimental stage, special attention was given to the formation of the *linguistic-editorial sub-competence*. To this end, students completed an editing task that required them to improve the clarity and accuracy of an academic abstract using digital platforms. The structure of the task №1 is presented below:

Title: Editing an Academic Abstract for Clarity and Accuracy

Objective: To enhance students' ability to identify and correct linguistic, stylistic and structural inaccuracies in professional English texts.

Procedure: Students received a short English-language abstract (200-250 words) containing lexical, grammatical and stylistic errors. They were instructed to:

1. Edit the text to improve coherence, clarity and academic tone

2. Use Grammarly or Language Tool to check the revised version.

3. Write a short reflection (3-5 sentences) on how digital feedback contributed to the improvement on their text.

Expected outcome: Improved editing accuracy and the ability to critically use digital instruments for linguistic refinement.

The results of the task showed that students improved their ability to identify and correct linguistic and stylistic inaccuracies in academic English. The use of digital instruments contributed to their higher level of linguistic awareness and editing accuracy. Task № 2 is for formulating the *strategic-professional sub-competence*.

Title: Designing a Digital Editorial Plan

Objective: To foster students' strategic thinking, planning and self-regulation skills in the context of professional communication and digital collaboration.

Procedure: Students were tasked with designing a Digital Editorial Plan for enhancing the linguistic and stylistic quality of an online academic publication (e.g., a university blog or digital student journal). Within small groups, they set specific objectives, selected appropriate digital instruments (Google Docs, Grammarly, ChatGPT, Canva), distributed roles (editor, reviewer, designer) and created a detailed timeline and checklist for the editing and publishing process.

Expected outcome: The final outcome was presented in the form of a reflective report where students analyzed the effectiveness of their strategies and collaboration.

The purpose of the study was to diagnose the formation level of professional-communicative competence (PCC) in the context of digital instruments. The assessment covered three sub-competences: linguistic-editorial, pragmatic-discursive, strategic-professional 3-point scale was used:

- 2.6-3.0 – high level
- 1.8-2.5 – medium level
- ≤1.7 – low level

Sub-competence analysis is represented in Table 2.

Table 2. The average scores of students in each sub-competence area

Sub-competence	Average score	Level	% of student
Linguistic-editorial	2.4	Medium	58%
Pragmatic-discursive	2.2	Medium	62%
Strategic-professional	1.9	Medium	47%

Table 2 summarizes the diagnostic results of students' professional-communicative competence across three sub-competences. All indicators correspond to a medium level of formation, reflecting developing but not yet stable skills. The linguistic-editorial sub-competence (M=2.4; 58%) shows sufficient ability to edit and organize texts in a foreign language. The pragmatic-

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discursive sub-competence (M=2.2; 62%) indicates partial proficiency in applying communicative strategies in various contexts. The strategic-professional sub-competence (M=1.9; 47%) remains the least developed, showing a need to strengthen students' self-regulation and strategic use of digital instruments in professional interaction.

The diagnosis was carried out according to main parameters, covering the key components of the professional-communicative training of students of philological fields. The diagnostic results of professional-communicative sub-competences among foreign philology students is represented in Table 3.

Table 3. Diagnostic Results of professional-communicative sub-competences among Foreign Philology students

Sub-competence	Average Score (Before Experiment)	Average Score (After Experiment)	Interpretation
Linguistic-editorial	64%	86%	Marked improvement in linguistic accuracy, stylistic awareness and editorial consistency; students demonstrate better mastery of language norms and self-editing skills.
Pragmatic-discursive	60%	90%	Significant progress in structuring texts, adapting messages to various media formats, and applying discourse strategies effectively.
Strategic-professional	58%	86%	Noticeable enhancement of planning, self-regulation and teamwork, students show greater professional responsibility and reflection in digital collaboration.

The obtained data demonstrate a significant positive dynamic in the formation of professional-communicative competence among philology students after the implementation of digital learning model. Here is the Figure 1, where we can observe the Dynamics of competence development among foreign philology students, which clearly illustrates the growth of all three components of competence before and after the experiment.

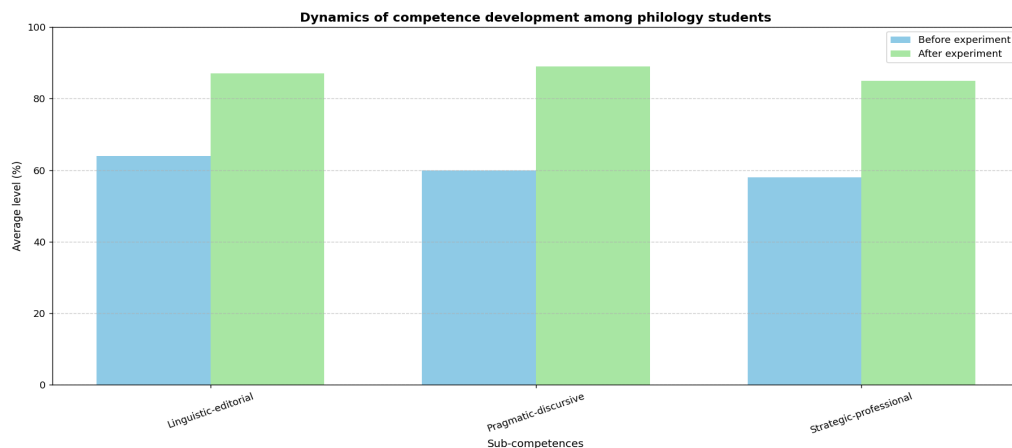


Figure 1 – Dynamics of competence development among foreign philology students

The figure 1 demonstrates the positive dynamics of professional-communicative competence (PCC) formation among philology students before and after the experiment. The results show steady improvement across all three sub-competences: linguistic-editorial, pragmatic-discursive and strategic-professional. The linguistic-editorial level increased from 64% to 86%, reflecting better language accuracy and editing skills. The pragmatic-discursive sub-competence rose from 60% to 90%. The strategic-professional component grew from 58% to 86%, showing stronger autonomy and planning in digital communication. Overall, the results confirm that digital instruments integrated into the course effectively contribute to the development of key components of professional-communicative competence.

The sub-competences of professional-communicative competence of Foreign Philology Students is presented in Table 4.

Table 4. Sub-competences PCC of foreign philology students

Sub-competences PCC of Foreign Philology Students	Criteria	Diagnostical instrument	The methods of evaluation
Linguistic - editorial	Accuracy, stylistic coherence ability to identify and correct lexical, grammatical and punctuation errors	Online editing platforms (Grammaly, Language Tool); diagnostic tests on text correction; corpus analysis via AntConc	Quantitative analysis of error reduction; expert assessment of edited texts; linguistic accuracy test results

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Pragmatic - discursive	Ability to structure and adapt text according to communicative context, audience and media genre	D i s c o u r s e transformation tasks; Padlet-based peer review; case studies of media communication	Expert evaluation using analytic rubric; peer-assessment; self-evaluation checklists.
Strategic - professional	Ability to plan, regulate and evaluate c o m m u n i c a t i v e activity, teamwork and digital collaboration	Google Classroom activity logs; reflective journals	Observation sheets; reflection analysis; self-assessment scales

This competence reflects students' willingness to work in the context of the digital transformation of education and society as a whole.

The average scores of third-year philology students across three competences of professional-communicative competence. The results show that the *strategic-professional sub-competence* demonstrated the highest mean score (M=2.7), indicating well-developed skills in planning, decision-making and professional adaptability. The *pragmatic-discursive sub-competence* reached a moderate level (M=2.4), reflecting progress in contextual and discourse-based communication. The *linguistic-editorial sub-competence* showed the lowest average score (M=2.1), highlighting the need for enhanced training in language accuracy and editorial proficiency.

Conclusion

The diagnostic study provided a comprehensive methodological assessment of the formation level of professional-communicative competence (PCC) among foreign philology students. The applied diagnostic model was based on three structured sub-competence: linguistic-editorial, pragmatic-discursive and strategic-professional, which reflect the functional components of communicative activity in digital academic and professional contexts.

Quantitative and qualitative analysis of the experimental data revealed that the strategic-professional sub-competence demonstrated the highest degree of formation with a help of AI-tools (M=2.7), whereas the linguistic-editorial and pragmatic-discursive sub-competences reached medium indicators (M=2.1 and M=2.4 respectively). The general distribution of PCC levels showed that 28% of students achieved a high level, 54% a medium level and 18% remained at a low level of competence formation.

These findings confirm the methodological relevance of using digital diagnostic instruments – including online editors, interactive linguistic platforms, and text-analyzing instruments, which provide objective evaluation criteria and ensure the reliability of measuring communicative performance in professional contexts. The results demonstrate that a systematic diagnostic approach allows not only to measure the current level of PCC but also to identify its structural imbalances, which is essential for formation effective methodological strategies for competence-oriented foreign philology training.

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ЦИФРЛЫҚ ҚҰРАЛДАР АРҚЫЛЫ ШЕТЕЛ ФИЛОЛОГИЯСЫ СТУДЕНТТЕРІНІҢ КӘСІБИ – КОММУНИКАТИВТІК ҚҰЗЫРЕТТІЛІГІН ДИАГНОСТИКАЛАУ

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Аңдатпа. Мақалада “6B02302 - Шетел филологиясы” мамандығы бойынша кәсіби-коммуникативтік құзыреттілігін (ККҚ) диагностикалау мәселесі шетел тілдерін оқыту процесінің цифрлық трансформация жағдайында қарастырылады.

Зерттеудің мақсаты – субқұзыреттерді (лингвистикалық-редакторлық, прагматикалық-дискурсивтік және стратегиялық-кәсіби) бағалау тәсілдерін нақтылап, филологиялық даярлық процесінде цифрлық құралдардың қалыптастыру-әлеуетін айқындау.

Әдіснамалық негіз ретінде үш деңгейді диагностикалық шкала қолданылды, ол өнімділікке бағытталған тапсырмалар, сауалнамалар және студенттердің Grammarly, Language Tool, Moodle, Google Docs және тағы басқа цифрлық платформалардағы әрекеттерін бақылау арқылы жүзеге асырылды.

Зерттеу нәтижелері бойынша студенттердің 54%-ы ККҚ-ның орташа деңгейін, 28%-ы жоғары деңгейді, ал 18%-ы төмен деңгейді көрсетті. Ең жоғары көрсеткіш стратегиялық-кәсіби сұбқұзырет бойынша анықталды (M=2.7), бұл цифрлық құралдардың студенттердің жоспарлау, өзін-өзі реттеу және кәсіби коммуникациядағы бейімделу қабілеттерін дамытудағы тиімділігін дәлелдейді.

Алынған нәтижелер цифрлық диагностика әдісінің болашақ филологтардың коммуникативтік даярлығын бағалауда диагностикалық моделін әзірлеу, ал практикалық маңыздылығы – оқу бағдарламаларын жаңғырту, аралас оқыту стратегияларын енгізу және бейімделген цифрлық ортақұру мүмкіндіктерінде. Болашақ зерттеулер құзыреттердің ұзақ мерзімді дамуын бақылау мен жасанды интеллект негізіндегі платформаларды қолдану бағытында жүргізілуі мүмкін.

Тірек сөздер: кәсіби-коммуникативтік құзыреттілік, шетел филологиясы студенттері, цифрлық орта, диагностика, білімнің цифрлануы, білім беру технологиялары, цифрлық құралдар, шетел тілдерін үйрену, лингвистикалық-редакторлық құзыреттілік

ДИАГНОСТИКА ПРОФЕССИОНАЛЬНО - КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ ИНОСТРАННОЙ ФИЛОЛОГИИ С ИСПОЛЬЗОВАНИЕМ ЦИФРОВЫХ ИНСТРУМЕНТОВ

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Аннотация. В статье рассматривается проблема диагностики профессионально-коммуникативной компетенции (ПКК) по направлению “6В02302 - Иностранная филология” в контексте цифровой трансформации процесса обучения иностранным языкам.

Цель исследования заключалась в операционализации оценки субкомпетенции (лингвистико-редакторской, прагматико-дискурсивной и стратегико-профессиональной) и в определении формирующего потенциала цифровых инструментов в процессе филологической подготовки.

Методологическая основа включила трехуровневую диагностическую шкалу, реализованную через практико-ориентированные задания, анкетирование и наблюдение за деятельностью студентов в таких цифровых платформах как Grammarly, Language Tool, Moodle, Google Docs и другие. Результаты показали, что 54% студентов продемонстрировали средний уровень сформированности ПКК, 28% достигли высокого уровня и 18% остались на низком уровне. Наиболее высокие показатели отмечены по стратегико-профессиональной субкомпетенции ($M=2.7$), что подтверждает эффективность цифровых инструментов в развитии навыков планирования, саморегуляции и профессиональной адаптивности в коммуникации.

Полученные данные подтверждают методическую значимость цифровой диагностики как действенного средства мониторинга и совершенствования коммуникативной подготовки будущих филологов.

Научная новизна исследования заключается в разработке диагностической модели оценки ПКК с использованием цифровых инструментов, а практическая ценность состоит в возможности применения результатов для модернизации учебных планов, внедрения смешанного обучения и создания адаптивных цифровых образовательных сред. Перспективы дальнейших исследований связаны с проведением наблюдений за развитием компетенции и использованием платформ на основе искусственного интеллекта для персонализированного обучения.

Ключевые слова: профессионально-коммуникативная компетенция, студенты иностранной филологии, цифровая среда, диагностика, цифровизация образования, образовательные технологии, цифровые

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