

A.A. Abuzhalitova^{1*} , **Zh.N. Suleimenova¹** ,

M.K. Azhgaliyev² 

¹Kazakh National Women's Pedagogical University, Almaty, Kazakhstan

²M. Utemisov West Kazakhstan University, Uralsk, Kazakhstan

*e-mail: akbarshyn@mail.ru

METHODOLOGICAL COMPETENCE OF PHILOLOGY STUDENTS IN HIGHER EDUCATION: THE LINGUODIDACTIC POTENTIAL OF INNOVATIVE TEACHING TECHNOLOGIES

This article examines the issue of developing methodological competence among philology students within the higher education system. The relevance of this study stems from the contradiction between the growing demands for the professional readiness of language teachers and the insufficient development of the theoretical foundations for integrating innovative technologies into methodological training. The study is theoretical and analytical in nature and draws on competency-based, activity-based, and language-didactic approaches. The paper systematizes existing concepts of the structure of methodological competence developed within the global pedagogical tradition and proposes an original six-component model comprising cognitive-linguistic, methodological, design-technological, communicative-pedagogical, reflective-research, and axiological components. The didactic potential of key innovative technologies is described: blended learning, project-based learning, the corpus-based approach, gamification, and digital educational platforms. Particular attention is paid to the Kazakhstani context: the specifics of the multilingual educational environment are examined, and the experience of the country's leading teacher-training universities is analyzed. Systemic problems in the implementation of innovative technologies in teacher training are identified, and promising directions for its improvement are defined. The conclusion is drawn regarding the need for the purposeful design of a university's methodological framework, taking into account the requirements of modern language education and the national educational priorities of the Republic of Kazakhstan. The study also reveals that the Kazakhstani multilingual educational context imposes specific demands on the methodological training of philology students, particularly in relation to trilingual education policy. The findings contribute to the theoretical understanding of how university-level methodological preparation can be restructured to meet contemporary challenges in language pedagogy. The results of this study may serve as a basis for developing curricula, methodological modules, and professional development programs for language teacher educators in Kazakhstan and beyond.

Keywords: methodological competence, philology students, linguodidactics, innovative technologies, higher education, language education, Kazakhstan.

A.A. Абужалитова^{1*}, Ж.Н. Сүлейменова¹, М.К. Ажғалиев²

¹Қазақ ұлттық қыздар педагогикалық университеті, Алматы, Қазақстан

²М. Өтемісов атындағы Батыс Қазақстан университеті, Орал, Қазақстан

*e-mail: akbarshyn@mail.ru

Жоғары оқу орнында филолог-студенттердің әдістемелік құзыреттілігі: инновациялық оқыту технологияларының лингводидактикалық әлеуеті

Мақалада жоғары білім беру жүйесінде филолог-студенттердің әдістемелік құзыреттілігін қалыптастыру мәселесі қарастырылады. Зерттеудің өзектілігі тіл мұғалімдерінің кәсіби даярлығына қойылатын талаптардың артуы мен инновациялық технологияларды әдістемелік даярлыққа кіріктірудің теориялық негіздерінің жеткіліксіз әзірленуі арасындағы қайшылықпен айқындалады. Зерттеу теориялық-талдамалық сипатта жүргізіліп, құзыреттілік, іс-әрекеттік және лингводидактикалық тәсілдерге сүйенеді. Мақалада әлемдік педагогикалық дәстүрде қалыптасқан әдістемелік құзыреттілік құрылымы жүйеленіп, когнитивтік-лингвистикалық, әдістемелік, жобалау-технологиялық, коммуникативтік-педагогикалық, рефлексивтік-зерттеушілік және аксиологиялық компоненттерден тұратын алты компонентті модель ұсынылады. Аралас оқыту, жобалық оқыту, корпусқа негізделген тәсіл, геймификация және цифрлық білім беру платформаларының дидактикалық әлеуеті сипатталады. Қазақстандық көптілді білім беру

рі мен педагог кадрлар даярлайтын жетекші жоғары оқу орындарының тәжірибесі талданады. Инновациялық технологияларды мұғалім даярлау үдерісіне енгізудегі жүйелі мәселелер анықталып, оны жетілдірудің перспективалық бағыттары белгіленеді. Зерттеу қорытындысында қазіргі тілдік білім беру талаптары мен Қазақстан Республикасының ұлттық білім беру басымдықтарын ескере отырып, университеттегі әдістемелік даярлық жүйесін мақсатты түрде жобалау қажеттігі негізделеді. Зерттеуде сондай-ақ Қазақстандағы көптілді білім беру контекстінің филология студенттерінің әдістемелік дайындығына, атап айтқанда үштілді білім беру саясатына байланысты ерекше талаптар қойғаны анықталған. Алынған нәтижелер тіл педагогикасының қазіргі заманғы талаптарын ескере отырып, университеттік әдістемелік дайындықты қайта құрылымдаудың теориялық тұрғыдан түсінілуіне үлес қосады. Осы зерттеудің нәтижелері Қазақстанда және одан тысқары жерлерде тіл пәндері оқытушыларына арналған оқу бағдарламаларын, әдістемелік модульдер мен кәсіби даму бағдарламаларын жасаудың негізі бола алады.

Түйін сөздер: әдістемелік құзыреттілік, филолог-студенттер, лингводидактика, инновациялық технологиялар, жоғары білім, тілдік білім беру, Қазақстан.

A.A. Abuzhalitova^{1*}, Ж.Н. Сулейменова¹, М.К. Ажғалиев²

¹Казахский национальный женский педагогический университет, Алматы, Казахстан

²Западно-Казахстанский университет имени М. Утемисова, Уральск, Казахстан

*e-mail: akbarshyn@mail.ru

Методическая компетентность студентов-филологов в высшей школе: лингводидактический потенциал инновационных технологий обучения

В статье рассматривается проблема формирования методической компетентности студентов-филологов в системе высшего образования. Актуальность исследования определяется противоречием между возрастающими требованиями к профессиональной готовности учителей языковых дисциплин и недостаточной разработанностью теоретических основ интеграции инновационных технологий в методическую подготовку. Исследование носит теоретико-аналитический характер и опирается на компетентностный, деятельностный и лингводидактический подходы. В работе систематизированы существующие концепции структуры методической компетентности, разработанные как в мировой педагогической школе, и предложена авторская шестикомпонентная модель, включающая когнитивно-лингвистический, методологический, проективно-технологический, коммуникативно-педагогический, рефлексивно-исследовательский и аксиологический компоненты. Охарактеризованы дидактические возможности ключевых инновационных технологий: смешанного обучения, проектной деятельности, корпусного подхода, геймификации и цифровых образовательных платформ. Особое внимание уделяется казахстанскому контексту: рассматривается специфика полиязычной образовательной среды, анализируется опыт ведущих педагогических вузов страны. Выявлены системные проблемы внедрения инновационных технологий в методическую подготовку и определены перспективные направления её совершенствования. Делается вывод о необходимости целенаправленного конструирования методического пространства вуза с учётом требований современного языкового образования и национальных образовательных приоритетов Республики Казахстан. В исследовании также выявлено, что казахстанский многоязычный образовательный контекст предъявляет особые требования к методической подготовке студентов-филологов, в частности в связи с политикой трёхязычного образования. Полученные результаты вносят вклад в теоретическое осмысление возможностей реструктуризации университетской методической подготовки с учётом современных вызовов языковой педагогики. Результаты данного исследования могут послужить основой для разработки учебных программ, методических модулей и программ профессионального развития преподавателей языковых дисциплин в Казахстане и за его пределами.

Ключевые слова: методическая компетентность, студенты-филологи, лингводидактика, инновационные технологии, высшая школа, языковое образование, Казахстан.

Introduction

Modern higher education is undergoing a period of radical transformation driven by the processes of digitalization, globalization, and the transition to competency-based education. In this context, the training of philology specialists who are capable not only of mastering language as a system but also of

competently carrying out pedagogical activities in a multicultural and multilingual environment has become particularly relevant.

The concept of “methodological competence” has become established in educational science as an integral characteristic of a teacher’s professional readiness to implement the educational process in a specific discipline. For philology students – future

teachers of language and literature – this competence holds particular professional value, as the quality of language education for schoolchildren and students of future generations depends on it.

Meanwhile, an analysis of teaching practices at Kazakhstani universities and a comparative review of international experience show that the process of developing methodological competence among philology students is often limited to traditional formats – lecture courses, seminars, and teaching practicums. The potential of innovative pedagogical technologies, which are being actively developed in global language education, remains underutilized. This contradiction underscores the theoretical and practical significance of the present study.

The aim of this article is to provide a theoretical justification for the language teaching potential of innovative instructional technologies in the context of developing the methodological competence of philology students in higher education. In accordance with this aim, the following objectives are addressed: 1) to systematize existing approaches to interpreting the structure of methodological competence; 2) to characterize key innovative technologies relevant to language teaching training; 3) to reveal the mechanisms for their integration into the educational process based on an analysis of domestic and international experience; 4) to identify prospects for improving the methodological training of philologists in the context of Kazakhstani universities.

The theoretical and methodological foundation of this article is based on the competency-based (V.V. Kraevsky, A.V. Khutorskoy), activity-based (L.S. Vygotsky, A.N. Leontiev), and language-teaching (E.I. Passov, N.D. Galskova) approaches to professional education. The study employed methods of theoretical analysis, synthesis, comparison, classification, and conceptualization of scientific sources.

Materials and methods

This study is theoretical and analytical in nature and does not involve any empirical experimentation. The study is based on a systematic analysis of the scientific literature, including monographs, scholarly articles, dissertations, and regulatory and legal documents in the fields of higher teacher education and language pedagogy.

To achieve the stated objective, a set of theoretical methods was applied: bibliographic analysis – to identify and systematize sources on the research topic; theoretical synthesis – to generalize key con-

ceptual provisions; the comparative method – to compare the approaches of domestic and foreign researchers; conceptual modeling – to construct a structural-component model of methodological competence among philology students; and the descriptive method – to characterize innovative technologies and their potential in language teaching.

The source base consisted of more than 25 scientific publications in Russian, Kazakh, and English, published primarily between 1983 and 2023. Sources were selected based on the following criteria: relevance to the research topic, the scientific reputation of the publication (indexing in Scopus, Web of Science, and RINC), and the authors' authority in their respective fields. Particular attention was paid to works devoted to the Kazakhstani higher education system and the language policy of the Republic of Kazakhstan.

The regulatory and legal framework for the study consisted of: the Law of the Republic of Kazakhstan “On Education” (2007, as amended in 2021); the State Program for the Development of Education and Science of the Republic of Kazakhstan for 2020–2025; educational standards for bachelor's degree programs in “Russian Language and Literature,” “Kazakh Language and Literature,” and “Foreign Language: Two Foreign Languages”; and the conceptual principles of multilingual education in the Republic of Kazakhstan.

The theoretical interpretation of the material was carried out within the framework of three key approaches: the competency-based, activity-based, and language-didactic approaches. The competency-based approach made it possible to operationalize the concept of methodological competence through a system of interrelated components. The activity-based approach defined the process- and technology-oriented aspect of developing this competence during students' educational and professional activities. The language-didactic approach provided a subject-specific interpretation of pedagogical technologies as applied to language education.

Literature review

The issue of teachers' methodological competence has been explored in academic circles since the 1980s, but it gained particular momentum during the era of the competency-based approach, which was officially enshrined in the Bologna Process. In Russian pedagogy, one of the most frequently cited models is the model of teachers' professional competence proposed by V.A. Slavenin and his school

(Slastenin, Isaev, Shiyanov, 2002). In this concept, methodological competence is identified as a distinct component, encompassing knowledge of subject-specific teaching methods, the ability to design lessons, and the ability to select and adapt instructional materials.

Foreign researchers refer to a similar construct under various names: “pedagogical content knowledge” (PCK) in Lee Shulman’s concept (Shulman, 1987), “language teacher cognition” in the works of Dwight Borg (Borg, 2003), and “teacher knowledge base” in the works of Diana Freeman and Jack Richards (Freeman & Richards, 1996). Shulman was the first to distinguish between subject-matter content knowledge and pedagogical content knowledge, thereby establishing a theoretical framework for subsequent research on the methodological competence of language teachers.

From a language-didactic perspective, the issue has been explored by E.I. Passov, who developed a communicative approach to foreign language teaching and substantiated the special role of a teacher’s methodological culture (Passov, 2010). N.D. Galskova and N.I. Gez identify linguistic-methodological competence as a systemic component of foreign language teachers’ professional training (Galskova, Gez, 2006).

In Kazakhstani pedagogical scholarship, the issue of professional competence among language teachers has been explored in the works of K.B. Zharikbayev, A.A. Beisenbayeva, Zh.A. Abylkasymova, and other scholars. The conceptual foundations of language education in Kazakhstan are reflected in the State Program for the Development of Education and Science for 2020–2025, which provides for the introduction of multilingual education and digital technologies into the pedagogical process. Researchers A.M. Dzhaksybekova and G.K. Nurbekova have justified the need to revise the content of methodological training for language teachers in the context of trilingual education (Dzhaksybekova, Nurbekova, 2018).

Innovative technologies in the context of language teacher training are examined in the works of many foreign researchers. M. Warschauer studied the potential of information and communication technologies in language education (Warschauer, 2000). D. Nunan developed the concept of Task-Based Language Teaching, which has had a significant impact on modern teaching methodology (Nunan, 2004). Research in the field of blended learning (blended learning) by C. Graham showed that integrating online and classroom formats sig-

nificantly increases the effectiveness of language training (Graham, 2006).

In the context of corpus-based language teaching, it is worth noting the seminal works of J. Sinclair, who established the role of text corpora in the study of linguistic patterns (Sinclair, 1991), as well as the works of A. O’Keeffe and M. McCarthy, devoted to the application of the corpus-based approach in teacher training (O’Keeffe & McCarthy, 2010). The technology of project-based learning in teacher training has been explored in the works of W. Kilpatrick, J. Dewey, and their contemporary followers – J. Marx and J. Ravitz (Markham, Larmar & Ravitz, 2003).

Research in the field of gamification and game-based technologies in language education deserves special attention. K. Dignan demonstrated that game mechanics increase motivation to learn and contribute to the development of sustainable language skills (Dignan, 2011). In the Kazakhstani context, the use of digital educational platforms in teaching the Kazakh and Russian languages has been studied in the works of B.A. Abdykarimov and a team from L.N. Gumilyov Eurasian National University (Abdykarimov, 2016).

Thus, a review of the literature indicates significant interest within the global pedagogical community in issues related to methodological competence and innovative teaching technologies. At the same time, the synthesis of these two research areas as applied to the Kazakhstani context of training philology students remains underdeveloped, which necessitates further theoretical exploration of this issue.

Results and discussion

1. The Structure of Methodological Competence Among Philology Students.

An analysis of the scholarly literature reveals several competing approaches to defining the structure of methodological competence. For the purposes of this study, the most productive approach appears to be a multi-component model that synthesizes the tenets of leading concepts.

The first component – the cognitive-linguistic component – involves a deep understanding of the language system (phonetics, lexicon, grammar, stylistics, and text theory) to the extent necessary for competent teaching. In the works of D. Ball and his co-authors, this component is referred to as “subject matter knowledge” and is regarded as the foundation without which effective pedagogical impact is impossible (Ball, Thames & Phelps, 2008). For stu-

dents of philology, this means not merely mastering the language as a user, but understanding its structure and patterns of functioning at a level that allows them to explain, comment on, and model linguistic phenomena.

The second component – the methodological one – includes knowledge of the history and theory of language and literature teaching methods, an understanding of the main methodological systems and concepts (the communicative approach, task-based learning, the grammar-translation method and its critiques, etc.), the ability to navigate methodological literature and apply it in professional practice. This component corresponds to what L. Shulman refers to as “pedagogical content knowledge” – knowledge of how to make a specific subject accessible to students (Shulman, 1987).

The third component – design and technology – is related to the ability to plan, design, and implement the educational process in language disciplines. It includes the skills to develop syllabi and lesson plans, design various types of lessons, select and adapt instructional materials, and create and use teaching aids, including digital ones. According to the U.S. National Center for Education Statistics (NCES), it is precisely these planning skills that distinguish effective teachers from their less successful colleagues (NCES, 2020).

The fourth component – communicative-pedagogical – encompasses professional language skills: the ability to adequately explain linguistic phenomena, organize educational discourse, and create methodologically sound texts (instructions, assignments, comments). E. I. Passov views a teacher’s methodological mastery primarily as communicative mastery, noting that a foreign language lesson is always “a joint activity of the teacher and students aimed at creating communication in a foreign language” (Passov, 2010, p. 45).

The fifth component – reflective and research-oriented – defines a teacher’s ability to analyze their own professional practice, identify its weaknesses, and improve in a targeted manner. In the concept of “reflective teaching” developed by D. Schön and his followers, this component is recognized as fundamental to a teacher’s professional growth (Schon, 1983). In the Kazakhstani context, this component takes on special significance given the language policy, which requires constant adaptation to changing educational standards.

The sixth component – the axiological component – involves a value-based attitude toward language as a cultural phenomenon, toward teaching as

a mission, and toward the student as a participant in the educational process. This component is particularly relevant to the training of language teachers in Kazakhstan, who are tasked with fostering students’ respect for the state language – Kazakh – and an awareness of its role in national identity (Zhaksybekova, 2019).

2. *The Linguistic-Didactic Potential of Innovative Technologies.*

The concept of “innovative teaching technologies” in a linguistic-didactic context encompasses a wide range of methodological approaches that differ from traditional formats in terms of their degree of interactivity, the use of digital resources, and their focus on students’ independent activity. Let us consider the most significant of these from the perspective of developing the pedagogical competence of future language teachers.

Blended learning involves a seamless combination of traditional classroom sessions with online components. In the context of methodological training for language and literature students, this approach enables the implementation of the “flipped classroom” (flipped classroom): students master theoretical material on teaching methodology independently through video lectures, e-textbooks, and interactive modules, while classroom time is used for practical practice of teaching skills – simulating lesson segments, analyzing pedagogical situations, and collective reflection. C. Graham argues that this model ensures a deeper understanding of the content by allowing students to learn theoretical material at their own pace while preserving the social dimension of learning (Graham, 2006).

In Kazakhstani universities, blended learning is implemented through distance learning platforms (Moodle, Microsoft Teams, Google Classroom), which have been actively adopted since 2020. According to an analytical report by the Ministry of Education and Science of the Republic of Kazakhstan (2022), the proportion of higher education institutions using hybrid learning formats reached 78% by 2022, creating an institutional foundation for the systematic integration of blended learning into the methodological training of philologists.

Project-Based Learning (PBL) has significant linguistic and didactic potential in the context of developing the project-design component of pedagogical competence. By developing methodological projects – such as curricula, sets of teaching materials, and scenarios for subject-specific extracurricular activities – language and literature students gain practical experience in their professional field

on a real-world scale. The most important pedagogical feature of project-based learning is its problem-oriented nature: a project always begins with the formulation of a meaningful question or problem, which ensures students' motivational engagement (Markham, Larmer & Ravitz, 2003).

D. Nunan, discussing task-oriented learning as it applies to teacher training, emphasizes that “authentic pedagogical tasks” – which are as close as possible to real teaching practice – develop professional skills far more effectively than simulation exercises (Nunan, 2004, p. 89). In Kazakhstan's teacher education system, project-based learning is enshrined in state educational standards as a mandatory component of practice-oriented instruction.

The corpus approach in language teaching opens up fundamentally new opportunities for language students to master linguistic material. Text corpora – the National Corpus of the Russian Language (NCRL), the Kazakh National Corpus, the British National Corpus (BNC), COCA (Corpus of Contemporary American English) – enable the observation of how linguistic units function in authentic contexts, the study of the frequency characteristics of words and constructions, and the identification of collocation patterns. J. Sinclair and his school have demonstrated that lexical units do not function in isolation in language, but rather in stable combinations that can be identified specifically through corpus data (Sinclair, 1991).

The corpus approach is significant for the methodological competence of philology students in several respects. First, it develops the ability to extract linguistically relevant data from large text corpora, which is necessary for creating instructional materials. Second, it ensures the authenticity of the language material used in teaching. Third, it develops research competence, allowing future teachers to independently verify teaching decisions based on linguistic data. A. O'Keeffe and M. McCarthy describe specialized corpus applications for language teacher training (O'Keeffe & McCarthy, 2010), demonstrating how working with corpora develops teachers' linguistic awareness.

Gamification and game-based technologies are implemented at two levels in the pedagogical training of philology students. At the content level, students explore the didactic potential of game-based formats for language instruction: role-playing games, simulations, and educational quests. At the process level, gamified elements are used in the training of future teachers themselves: points for participating in discussions, badges for develop-

ing teaching materials, and leaderboards for project teams. K. Dignan argues that gamification stimulates intrinsic motivation and creates an environment for safe pedagogical experimentation – testing new teaching approaches without the risk of negative consequences for real students (Dignan, 2011).

Digital educational platforms and mobile apps (Duolingo, Quizlet, Kahoot!, Mentimeter, Padlet) are viewed in contemporary language pedagogy not only as language-learning tools but also as subjects of methodological reflection for student teachers. A future teacher must be able to critically evaluate digital resources from the perspective of language pedagogy: analyze their methodological concept, identify their strengths and limitations, and integrate them into their teaching practice. In this regard, M. Warschauer introduces the concept of a language teacher's “technological literacy,” which implies not only user skills but also a methodological understanding of digital tools (Warschauer, 2000).

In the context of Kazakhstan, the application of multilingual education technology – as enshrined in the Concept for the Development of Multilingual Education in the Republic of Kazakhstan – takes on particular significance. Students of philology must be prepared to teach in an environment where three languages – Kazakh, Russian, and English – coexist within a single educational space. This requires the development of specific methodological competence, including the ability to organize interlingual interaction, utilize phenomena of interference and transfer for didactic purposes, and develop bilingual and trilingual teaching materials (Dzhaksybekova, Nurbekova, 2018).

3. Mechanisms for Integrating Innovative Technologies into Methodological Training.

The linguistic-didactic potential of innovative technologies is not realized automatically but only through their purposeful pedagogical mastery. A necessary condition for integration is, first, the theoretical study of the technology itself as a methodological phenomenon: its principles, structure, and didactic mechanisms. Second, practical testing of the technology from the learner's perspective, which allows the language student to gain “insider” experience. Third, pedagogical reflection – analyzing the experience from a professional standpoint and planning how to apply the technology in future teaching practice.

This three-step mechanism corresponds to Kolb's Experiential Learning Cycle, adapted for teacher training: concrete experience – reflective observation – abstract conceptualization – active

experimentation (Kolb, 1984). In the context of methodological training for philology students, this model is implemented as follows: the student participates in a simulated lesson segment using corpus materials (concrete experience); analyzes how this segment was perceived from the student's perspective (reflective observation); formulate pedagogical principles for working with the corpus (conceptualization); and develop their own lesson segment with corpus-based tasks (active experimentation).

A fundamentally important condition for the effective integration of innovative technologies is that the technology must align with the pedagogical objective. Not every innovation is methodologically justified in every context: the choice of technology must be determined by learning objectives, audience characteristics, and available infrastructure. For students of philology, this means developing critical technological thinking: the ability not only to apply innovative tools but also to justify their selection from a methodological standpoint.

At Kazakhstani teacher-training universities – the Abay Kazakh National Pedagogical University (KazNPU), the L. N. Gumilev Eurasian National University (ENU), and the Karaganda University named after Academician E. A. Buketov – work is underway to develop and implement innovative teaching practices in the training of language teachers. In particular, KazNPU is implementing the “Digital Teacher” program, which provides for the systematic mastery of e-learning tools by students majoring in education (Abdykarimov, 2016). This experience demonstrates the availability of institutional resources for expanding the innovative dimension of teacher training.

4. Challenges and Prospects.

Despite the significant, theoretically substantiated potential of innovative technologies, their practical implementation in the pedagogical training of philology students is fraught with a number of systemic challenges.

The first challenge is the uneven distribution of technological resources among universities. This is particularly acute at regional universities in Kazakhstan, where access to high-speed internet, licensed software, and modern multimedia equipment remains limited. Addressing this issue is linked to the implementation of the “Digital Kazakhstan” state program, which provides for the phased provision of the necessary infrastructure to educational institutions.

The second problem is the insufficient level of digital literacy among some faculty members. Pro-

fessors and associate professors who were trained during the era of traditional teaching methods often face difficulties in mastering new pedagogical tools and developing methodologically sound models for their application. In this regard, the issue of continuing professional development (CPD) for teaching staff has become increasingly relevant. According to data from the Organization for Economic Cooperation and Development (OECD), regular professional development for teachers is a key predictor of the quality of educational outcomes in countries with high levels of educational achievement (OECD, 2019).

The third challenge is the risk of technological determinism, in which innovation is equated with the use of new tools without methodological reflection. This danger is highlighted by N. Selwyn, who warns against “technological enthusiasm” in education that is detached from real pedagogical challenges (Selwyn, 2011). In the context of methodological training for philologists, this risk manifests itself in the fact that students may learn to use technological tools in a superficial manner, without a deep understanding of their linguistic-didactic nature and capabilities.

The fourth problem is the difficulty of assessing methodological competence as an integral quality. Traditional forms of assessment (tests, exams) do not allow for an adequate evaluation of a student's ability to apply pedagogical knowledge in dynamic teaching situations. A promising solution is the portfolio as a form of cumulative assessment, which allows for documenting the process of a philology student's professional development. J. Zubizarreta argues that an electronic portfolio (e-portfolio), combined with regular methodological reflection, significantly enhances the professional self-awareness of future teachers (Zubizarreta, 2009).

The following can be identified as promising areas for the development of pedagogical training for philology students in Kazakhstani universities based on innovative technologies. First, the creation of pedagogical laboratories – specialized learning spaces equipped with digital language teaching tools and designed for the practical mastery of innovative technologies. Second, the development of a system of methodological workshops involving active, innovative teachers who successfully apply innovative technologies in real-world school settings. Third, the integration of modules on digital pedagogy and corpus-based language teaching into the curricula of teacher education programs. Fourth, the development of international cooperation in the

field of teacher training, including through the participation of Kazakhstani student teachers in international projects implemented under the Erasmus+ program.

Conclusion

The theoretical study conducted here enables us to draw a number of key conclusions. The methodological competence of students of philology constitutes a multi-component, integrated construct comprising cognitive-linguistic, methodological, project-and-technological, communicative-pedagogical, reflective-research and axiological components. This competence does not develop spontaneously, but requires purposeful pedagogical design within the framework of the higher education institution's educational process.

Innovative teaching technologies – blended learning, project-based learning, the corpus-based approach, gamification and digital educational platforms – possess significant linguistic-didactic potential for the development of all components of methodological competence. However, their effectiveness is determined not by the mere fact of their application, but by their methodological soundness, their alignment with the didactic objective, and their integration into a reflective educational process.

The Kazakhstani context sets specific conditions and requirements for the methodological training of philology students: a multilingual educational environment, the objectives of developing the state language, and the digital transformation of the education system being implemented as part of state programmes. These conditions determine both the content priorities of methodological training and the technological solutions best suited to the educational reality in Kazakhstan.

Prospects for further research into this area involve an empirical study of the level of methodological competence among students of philology at various universities in Kazakhstan, a comparative analysis of the effectiveness of specific pedagogical approaches, and the development of a comprehensive didactic system for the methodological training of future language teachers, taking into account both international experience and the national educational context.

It appears that the targeted and methodologically sound integration of innovative technologies into the training of philology students is capable of significantly improving the quality of the methodological competence of future language and literature teachers, which will ultimately be reflected in the quality of language education for school pupils and students in Kazakhstan.

Conflict of Interest

The authors declare that there is no conflict of interest.

Author Contributions

A.A. Abuzhalitova developed the main research concept, defined the theoretical and methodological framework of the study, formulated the research problem, and prepared the main text of the article. Zh.N. Suleimenova systematized the literature on methodological competence and linguodidactic approaches, analyzed the Kazakhstani context of philological education, and contributed to the interpretation of the research findings. M.K. Azhgaliyev analyzed the linguodidactic potential of innovative teaching technologies, contributed to the discussion of digital and project-based learning tools, and participated in the final editing and approval of the manuscript.

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Information about the authors:

Abuzhalitova Akbarshyn Talgatovna – PhD student, Kazakh National Women's Pedagogical University (Almaty, Kazakhstan, e-mail: akbarshyn@mail.ru).

Suleimenova Zharkynbike Nuaevna – Doctor of Pedagogical Sciences, Professor, Kazakh National Women's Pedagogical University (Almaty, Kazakhstan, e-mail: zharkyn123@mail.ru).

Azhgaliyev Marat Kairzhanovich – Candidate of Pedagogical Sciences, Associate Professor, M. Utemisov West Kazakhstan University (Uralsk, Kazakhstan, e-mail: marat_ajigaliyev@mail.ru).

Авторлар туралы мәлімет:

Абужалитова Акбаршын Талгатовна – PhD докторант, Қазақ ұлттық қыздар педагогикалық университеті (Алматы, Қазақстан, e-mail: akbarshyn@mail.ru).

Сүлейменова Жаркынбике Нуаевна – педагогика ғылымдарының докторы, профессор, Қазақ ұлттық қыздар педагогикалық университеті (Алматы, Қазақстан, e-mail: zharkyn123@mail.ru).

Ажғалиев Марат Кайржанович – педагогика ғылымдарының кандидаты, қауымдастырылған профессор, М. Өтемісов атындағы Батыс Қазақстан университеті (Орал, Қазақстан, e-mail: marat_ajigaliyev@mail.ru).

Сведения об авторах:

Абужалитова Акбаршын Талгатовна – PhD докторант, Казахский национальный женский педагогический университет (Алматы, Казахстан, e-mail: akbarshyn@mail.ru).

Сүлейменова Жаркынбике Нуаевна – доктор педагогических наук, профессор, Казахский национальный женский педагогический университет (Алматы, Казахстан, e-mail: zharkyn123@mail.ru).

Ажғалиев Марат Кайржанович – кандидат педагогических наук, ассоциированный профессор, Западно-Казахстанский университет имени М. Утемисова (Уральск, Казахстан, e-mail: marat_ajigaliyev@mail.ru).

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