

Yelubayeva P.K.<sup>1</sup>, Jonissova G.K.<sup>2</sup>, \*Jonissova G.B.<sup>3</sup>, Makasheva F.N.<sup>4</sup>

<sup>1,3</sup> Al-Farabi Kazakh National University

<sup>2,4</sup> West Kazakhstan Innovative and Technological University

<sup>1,3</sup> Kazakhstan, Almaty

<sup>2,4</sup> Kazakhstan, Uralsk

<sup>1</sup> ORCID 0000-0002-5534-0841

<sup>2</sup> ORCID 0000-0002-5502-1461

<sup>3</sup> ORCID 0009-0008-6548-1198

<sup>4</sup> ORCID 0009-0000-4716-7551

\* [djonni111191@gmail.com](mailto:djonni111191@gmail.com)

## DEFINING PRE-SERVICE FOREIGN LANGUAGE TEACHERS' PROFESSIONAL COMPETENCE IN THE ERA OF DIGITAL TRANSFORMATION OF EDUCATION

### *Abstract*

Digital transformation is rapidly reshaping the skills required of teachers, while existing international competence frameworks do not fully reflect the realities of multilingual and technology-driven educational environments. This study aims to identify the key competencies required of pre-service foreign language teachers in Kazakhstan and to compare these needs with major international competence frameworks. The study employed an exploratory qualitative design based on a survey of 43 language educators from Al-Farabi Kazakh National University and West Kazakhstan Innovative and Technological University, combined with a comparative content analysis of major teacher competence frameworks, including DigCompEdu, UNICEF's Educators' Digital Competence Framework, UNESCO ICT-CFT, and EPOSTL. The results indicate that educators consider digital pedagogical competence, management of online interaction, multimodal literacy, digital assessment, AI literacy, and intercultural digital mediation to be essential components of professional competence. These competencies reveal important gaps in existing frameworks, particularly regarding AI-supported language practices and multilingual digital communication. In response, the study proposes the Integrative Competence Framework for Foreign Language Teachers, which conceptualizes teacher competence in digitally mediated language education as an integrated system of pedagogical, linguistic, intercultural, and technological dimensions. The findings highlight the need to update teacher education programs and suggest directions for further research to validate and refine the proposed competence model.

*Keywords:* teacher competence, language education, digital transformation, multimodal literacy, online interaction, intercultural digital communication, competence model.

**Introduction.** Digital transformation (DT) has become one of the defining trends in contemporary education systems worldwide. In Kazakhstan, national initiatives such as the state program Digital Kazakhstan and the educational reform agenda Quality Education – Educated Nation promote the integration of digital technologies, learning management systems (LMS), artificial intelligence (AI), and data-driven educational practices into higher education [1].

Within this rapidly evolving educational landscape, the professional role of foreign language (FL) teachers is also transforming. Modern language educators increasingly operate in multilingual, technologically mediated, and globally interconnected learning environments. As a result, the preparation of pre-service foreign language teachers (PSFLT) requires not only linguistic and methodological expertise, but also digital pedagogical competence, multimodal literacy, AI awareness, and the ability to manage online communication and intercultural interaction.

International competence frameworks have attempted to address these challenges. Digital competence models such as the Digital Competence Framework for Educators (DigCompEdu) [2], UNICEF's Educators' Digital Competence Framework (EDCF) [3], and the UNESCO ICT Competency Framework for Teachers (ICT-CFT) provide structured guidance for integrating digital technologies into teaching practice. However, these frameworks are largely discipline-neutral and do not explicitly address the communicative and discourse-pragmatic requirements specific to FL teaching.

Conversely, language-specific frameworks such as the European Portfolio for Student Teachers of Languages (EPOSTL) [4] and the European Profiling Grid (EPG) [5] provide detailed descriptors

of pedagogical, linguistic, and intercultural competences, but offer limited guidance on digital pedagogy (DP), AI integration, and multimodal communication in online learning environments.

This imbalance between digital and language-specific competence models reveals a significant conceptual gap in the preparation of FL teachers for digitally mediated educational environments, particularly in Kazakhstan's multilingual, digitally transforming higher education context. Consequently, there is a need to reconsider the professional competence profile of PSFLT and develop a model that integrates digital, pedagogical, linguistic, and intercultural components.

The present study, therefore, aims to identify the key competences required of PSFLT in Kazakhstan and to evaluate how existing international frameworks reflect these requirements. The study addresses the following research questions:

- *What essential skills and knowledge should PSFLT in Kazakhstan possess to teach effectively in digitally mediated environments?*

- *To what extent do existing international and national competence frameworks reflect these requirements?*

*Literature Review.* The concept of 'competence' is widely understood as an integrated construct comprising knowledge, skills, attitudes, and dispositions that enable effective performance in complex contexts. Weinert defines competence as the cognitive abilities and skills individuals possess or can develop, supported by motivational and social factors [6]. Competence is domain-specific and demonstrated through performance in authentic situations. Similar interpretations emphasize contextuality and the integration of psychosocial dimensions [7; 8].

At the policy level, the European Parliament's Recommendation on Key Competences for Lifelong Learning conceptualizes competence as a combination of knowledge, skills, and attitudes essential for social inclusion and employability [9]. In post-Soviet discourse, competence is understood as a shift from knowledge transmission to action-oriented problem-solving [10].

Professional competence is commonly understood as the integrated capacity of professionals to effectively apply knowledge, skills, and attitudes in real professional contexts. In the field of teacher education, professional competence therefore encompasses not only subject knowledge and pedagogical skills but also reflective practice, communicative abilities, and the capacity to adapt teaching strategies to diverse learning environments [10, p. 39]. Kunanbayeva conceptualizes FL teacher preparation as the development of an intercultural communicative personality integrating linguistic, cognitive, and sociocultural dimensions [11]. National methodological traditions emphasize reflective pedagogy, communicative competence, and strategic flexibility [12].

However, the DT of education has expanded expectations for competence. Contemporary research highlights the need to strategically integrate digital technologies in pedagogically meaningful ways [13]. DigCompEdu [2, p. 1] structures digital educator competence across six areas, while UNICEF's EDCF [3, p. 17] emphasizes ethical and inclusive digital practices. However, these models do not sufficiently articulate discipline-specific communicative and multilingual requirements inherent in FLT.

Similarly, EPOSTL [4, p. 21] provides strong pedagogical descriptors but does not integrate AI literacy or the management of digital interactions. Thus, international and national frameworks collectively provide valuable conceptual resources but fail to offer a unified model that integrates linguistic, digital, intercultural, and AI-mediated competencies within a single framework adapted to Kazakhstan's higher education context.

**Methods and materials.** The study employed an exploratory qualitative design based on a survey of language educators from Al-Farabi Kazakh National University (KazNU) and West Kazakhstan Innovative and Technological University (WKITU), combined with a comparative content analysis of major teacher competence frameworks. This methodological approach enabled the identification of both empirically perceived competence needs and their alignment with existing theoretical frameworks.

The empirical component of the study consisted of a structured qualitative survey conducted among university language educators involved in the preparation of PSFLT. The purpose of the survey was to collect expert perspectives on the professional competences required for foreign language

teaching in digitally mediated learning environments. The survey included open-ended questions inviting participants to describe the knowledge, skills, and professional abilities that future language teachers should possess when working with digital technologies in multilingual educational contexts.

The responses were analyzed using thematic analysis. Individual competencies mentioned by participants were coded and subsequently grouped into broader conceptual categories representing key competence domains. Frequency counts were also used to illustrate the relative prominence of the identified competencies across respondents.

The analytical component of the study involved a systematic comparative examination of widely recognized international competence frameworks. The analysis included digital competence (DC) frameworks such as DigCompEdu, UNICEF's Educators' Digital Competence Framework (EDCF), and UNESCO's ICT Competency Framework for Teachers (ICT-CFT). In addition, language-specific professional competence frameworks such as the European Portfolio for Student Teachers of Languages (EPOSTL) and the European Profiling Grid (EPG) were examined.

The purpose of this comparative analysis was to determine the extent to which existing international frameworks reflect the competence needs identified by educators working in Kazakhstan's multilingual, digitally transforming higher education system.

*Participants.* The group included 43 university language educators responsible for training future FL teachers; 14 were from KazNU in Almaty and 29 from WKITU in Uralsk. These universities were selected because they represent diverse regions and institutional profiles within KZ's higher education system, thereby offering a broader perspective on the digital pedagogical skills required for PSFLT. Their involvement was secured through professional contracts with researchers at both institutions, thereby ensuring access to participants in FL teacher training. Participants had experience in digital teaching, LMS use, online conferencing, and PSFLT training and have been involved in designing or delivering courses for pre-service FL teachers. Participation was voluntary, and informed consent was obtained from all participants. Responses were anonymized, and institutional review procedures were followed in accordance with the ethical guidelines of both universities.

*Data Collection.* Data were collected using a structured qualitative questionnaire designed to explore educators' perceptions of professional competence in DT. The questionnaire included open-ended questions addressing:

- The essential knowledge and skills PSFLT require for effective teaching in digital learning environments;
- Perceived gaps in current teacher training related to DP, online interaction, and AI integration;
- Strengths and limitations of existing competence frameworks recognized within their institutions;
- Competence domains that should be strengthened in national teacher education programs.

The questionnaire was distributed electronically, allowing participants to provide reflective responses at their convenience. Open-ended items enabled the collection of nuanced, experience-based insights into DP, communicative challenges, and ethical considerations.

*Data Analysis.* The survey responses were analyzed using thematic analysis. This method was selected because it allows researchers to identify recurring patterns of meaning within qualitative data and to organize them into conceptual themes.

The analysis followed several stages. First, all responses were carefully reviewed to identify meaningful units related to the competence requirements for PSFLT. During this stage, open coding was used to generate preliminary categories that reflected educators' perceptions of essential professional skills. Second, the identified codes were grouped into broader conceptual categories through iterative comparison of responses. Similar codes were merged, while conceptually distinct ideas were preserved as separate analytical categories. Third, the categories were refined into overarching competence domains representing recurring patterns across participants' responses. Finally, the identified competence domains were compared with descriptors from international competence frameworks to determine areas of alignment, partial correspondence, and conceptual gaps.

This analytical procedure enabled the development of a context-sensitive competence model reflecting both empirical data and theoretical frameworks.

**Results and their Discussion.** This section presents the study's findings regarding the two research questions outlined earlier. The results combine educators' survey insights with a comparative analysis of existing frameworks.

*Research Question 1: What essential skills and knowledge should PSFLT in Kazakhstan possess to teach effectively in digitally mediated environments?*

The analysis of language educators' responses revealed a comprehensive understanding of the expectations for PSFLT as teaching environments become increasingly digital. Participants viewed competence not as a set of isolated technical skills, but as a cohesive professional ability that enables teachers to create, implement, and assess meaningful language learning with digital tools. This analysis also revealed a wide range of specific professional skills and knowledge areas that future foreign language teachers are expected to possess in digitally mediated learning environments. The competencies mentioned by respondents are summarized in Table 1, which presents the main skills and knowledge areas identified during the survey.

Table 1. Essential skills and knowledge identified by educators for teaching in digitally mediated foreign language learning environments

Ability to design and structure online and blended language lessons.
Skills in selecting and using digital learning platforms and educational technologies.
Ability to integrate digital tools into communicative language teaching tasks.
Competence in organizing collaborative online learning activities.
Skills in facilitating interaction during videoconferencing and virtual classrooms.
Ability to manage student participation and maintain engagement in online learning environments.
Competence in providing clear digital instructions and scaffolding communication tasks.
Ability to select and adapt digital learning materials and multimedia resources.
Skills in working with multimodal texts, including videos, podcasts, and social media content.
Ability to guide students in interpreting and producing multimodal communication.
Competence in designing digital assessment tasks and alternative assessment strategies.
Skills in providing effective online feedback through digital platforms.
Ability to monitor academic integrity and prevent plagiarism in digital learning environments.
Knowledge of ethical principles related to the use of digital technologies in education.
Understanding pedagogical possibilities and limitations of AI-based tools in language learning.
Ability to guide students in the responsible and critical use of AI-assisted writing and translation tools.
Competence in supporting intercultural communication in digital environments.
Ability to help students interpret culturally specific communication norms in online environments.
Ability to critically evaluate digital information and media sources used in language learning.

Source: developed by the authors.

Although educators mentioned a large number of specific professional competencies, thematic analysis revealed that many of these skills were conceptually related. Therefore, the identified competencies were grouped into broader competence domains representing the most consistently emphasized areas of professional competence.

A dominant theme concerned the ability to design, implement, and evaluate pedagogically coherent digital learning experiences. Educators emphasized that technical familiarity with digital tools is insufficient without understanding their pedagogical function. Participants highlighted the importance of structuring online lessons, selecting appropriate platforms, and aligning digital tools with communicative language learning objectives.

Across the dataset, educators repeatedly noted that PSFLT need to be able to plan and deliver lessons that are pedagogically coherent in online and blended formats, showing a well-developed level of digital pedagogical competence. Participants explained that familiarity with digital tools by itself is insufficient. Instead, teachers need to understand the pedagogical intent behind specific tools,

carefully decide when and how to employ them, organize learning tasks coherently, and keep language learners engaged in online classrooms. Several respondents highlighted the importance of interactive activities like breakout rooms, collaborative digital spaces, and live polling for enhancing and adapting traditional classroom methods to the digital environment.

These findings align with the “*Teaching and Learning*” and “*Digital Resources*” dimensions of DigCompEdu [2, p. 1], yet they extend beyond general digital integration by emphasizing communicative specificity in FL contexts.

Participants stressed the complexity of managing interaction in online classrooms, particularly due to reduced non-verbal cues and uneven participation. Effective digital teaching was associated with discourse scaffolding, structured turn-taking, and explicit communicative modeling. They advocate that teaching online requires additional interactional skills, including managing turn-taking during videoconferences, supporting less confident or engaged learners, coordinating remote group work, and sustaining clear, task-focused communication. Several participants noted that the reduced availability of nonverbal cues in online interactions places greater responsibility on FL teachers to model appropriate communicative behavior, formulate instructions more explicitly, and provide feedback in a more deliberate, structured manner.

While digital frameworks acknowledge learner engagement [2, p. 1; 3, p. 17], they do not explicitly conceptualize discourse-pragmatic management in multilingual online environments.

Another key theme involved working with multimodal texts and digital genres. Educators emphasized that contemporary language learning increasingly occurs through digital media, including videos, podcasts, social networks, and AI-generated content. Participants noted that digital media, including videos, podcasts, infographics, animations, and social media content, increasingly shape students’ language input. Consequently, teachers need to select, adapt, and critically evaluate these materials and assist learners in creating their own multimodal texts. Several educators emphasized that this skill is especially vital because digital texts often combine linguistic, visual, and auditory elements, making meaning more complex and less immediately clear to learners.

Although multimodality is indirectly recognized in digital frameworks, it is not positioned as a central competence domain within FL.

Many respondents also highlighted shifts in assignments and feedback strategies within digital FLT settings. They noted an increase in learners' reliance on digital tools such as automated testing, e-portfolios, and learning management systems to track their progress. Simultaneously, educators voiced ongoing concerns about academic honesty and the difficulty of maintaining authentic assessments in digital environments. Delivering online feedback (whether live or asynchronous) was identified as a crucial professional skill, with clarity, timeliness, and motivational potential being key elements of effective digital feedback.

Although digital assessment is addressed in DigCompEdu, participants emphasized the need for discipline-specific assessment literacy in AI-influenced environments.

Although discussed less frequently than issues related to DP, AI literacy and ethical digital behavior were nevertheless identified as areas of increasing relevance. Educators noted that students are widely using AI-assisted writing tools and online translation services, which place new demands on teachers’ professional knowledge. Participants noted the need for teachers to understand both the affordances and limitations of such tools. Instructing students toward responsible, transparent, and ethical engagement with AI was seen as part of an emerging framework of professional digital ethics. Current frameworks provide limited explicit attention to AI integration [14-15], indicating a conceptual gap.

Finally, respondents emphasized that online communication skills can strengthen the intercultural dimension of FL learning. Through intercultural and linguacultural mediation in digital contexts, teachers can facilitate interaction among learners from different linguistic and cultural backgrounds and introduce students to a range of global digital discourse practices. Some mentioned that online platforms expose students to new communication norms, different politeness strategies, and culturally specific interaction patterns – all of which teachers need to help interpret. This skill was considered especially important in KZ’s multilingual, culturally diverse academic environment.

*Research Question 2: To what extent do existing international and national competence frameworks reflect these requirements?*

The comparative analysis revealed a complex picture of how well current international frameworks align with the competence needs expressed by KZ educators. Overall, the data indicate that existing frameworks provide valuable guidance for certain aspects of DP and teacher professionalism; however, they do not fully address the hybrid, multilingual, and digitally mediated expectations that FL teachers encounter in KZ's higher education system.

*Areas of Agreement.* Several competence areas identified by educators closely match specific domains in international frameworks. Initially, the focus on DP, especially on designing interactive tasks, effectively integrating digital tools, and managing online learning, aligns well with the main goals of DigCompEdu. Teachers' explanations of lesson planning, the selection of digital resources, and student engagement in online activities align with DigCompEdu's areas of "Teaching and Learning," "Digital Resources," and "Assessment." Second, educators' concerns about ethical, responsible, and safe digital behavior align with the priorities outlined in the UNICEF EDCF. This framework emphasizes digital safety, online well-being, inclusivity, and responsible technology use as key parts of teacher competence. The respondents' mentions of preventing plagiarism, guiding ethical AI use, and fostering respectful online communication directly relate to these areas. Third, expectations regarding basic ICT skills, including navigating learning management systems and organizing online learning tasks, align with the basic levels of UNESCO's ICT-CET, which outlines core technological functions in relation to teaching practice [15, p. 3]. In addition, participants noted a range of professional skills that are not inherently digital, including lesson planning, assessment literacy, reflective practice, and the scaffolding of communicative activities. These skills closely align with the EPOSTL descriptors and shape PSFLT identity. The emphasis on preserving core methodological skills, even in digital contexts, underscores the enduring significance of EPOSTL.

*Areas with Partial Agreement.* Some competence components clearly overlap, while others are only partially represented in the examined frameworks. For instance, educators emphasized skills such as managing online interactions, moderating discussions, supporting participation, and compensating for the lack of nonverbal cues in digital FLT. DigCompEdu indirectly addresses learner engagement; however, none of the examined models provide specific guidance on managing online interactions at the discourse-pragmatic level, particularly in multilingual or multicultural classrooms.

Similarly, multimodal literacy, including the ability to interpret and produce digital genres, integrate videos and podcasts, and guide students in multimodal tasks, is acknowledged in broad terms across the examined models but not developed into a specific competence. Since multimodal communication influences modern FL learning, this disparity shapes a gap.

Furthermore, digital assessment is addressed more explicitly in DigCompEdu, while the UNICEF and UNESCO frameworks view assessment as an integrated rather than a central domain. Participants' focus on authentic assessment, academic integrity, and meaningful feedback notes the need for more discipline-specific, context-aware guidance.

*Areas of Disagreement.* Several competence areas identified by educators are largely missing from current frameworks, highlighting a significant gap between international standards and local expectations.

The most significant gap is in AI literacy. None of the reviewed frameworks shows teachers how to integrate generative AI into learning, spot inappropriate AI use, or teach students to use AI tools ethically. Educators raised concerns about academic honesty, the critical evaluation of AI-generated content, and the support for students in adapting to rapidly evolving AI-driven language practices. These skills are absent from the international frameworks discussed.

Another gap concerns digital intercultural and linguacultural mediation. Although EPOSTL generally addresses intercultural competence, educators identified new challenges specific to digital settings, including establishing communication norms in global online communities, interpreting culturally shaped online discourse, and guiding students through diverse digital interactions. These requirements extend beyond what existing frameworks address. Educators also highlighted the need for skills to operate in KZ's multilingual environment, where teachers must assist students in

navigating digital spaces in Kazakh, Russian, and English simultaneously. The international frameworks discussed are not designed for these specific contexts and therefore lack mechanisms to manage multilingual digital communication or to address trilingual education policies affecting KZ higher education. Lastly, the frameworks offer limited discipline-specific guidance for FLT in digital settings. They fail to address language-specific themes, such as facilitating online pronunciation support, providing linguistic scaffolding on digital platforms, or teaching pragmatic and discourse skills via videoconferencing.

The thematic analysis of educators’ responses revealed several recurring competence areas consistently emphasized across participants. Although respondents used different terminology, their answers clustered around several conceptually related competence domains. Through iterative comparison and conceptual grouping of codes, six major competence domains were identified. These domains represent the professional skills educators consider essential for preparing future FL teachers for digitally mediated educational environments, as presented in Figure 1. The framework conceptualizes professional competence as a multidimensional system in which DP, linguistic expertise, intercultural mediation, assessment literacy, multimodal communication, and AI awareness function as interconnected components of foreign language teaching competence.

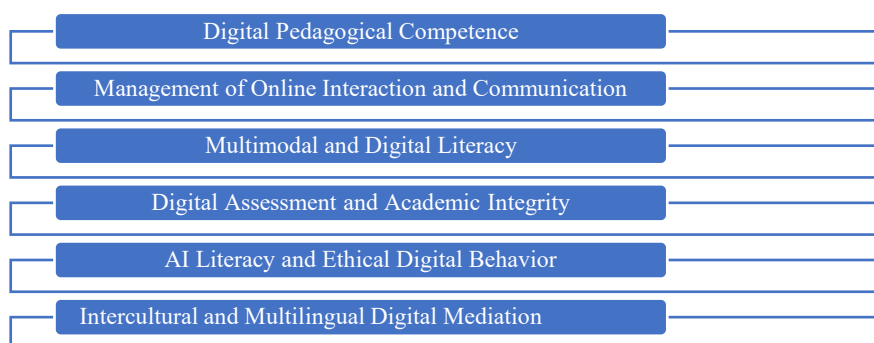


Figure 1. Integrative Competence Framework for Foreign Language Teachers in KZ

Source: developed by the authors.

1. *Digital Pedagogical Competence* is a dominant theme across participants’ responses, concerned with the ability to design, implement, and evaluate pedagogically coherent digital learning experiences. Educators emphasized that familiarity with digital tools alone is insufficient; future teachers must also understand the pedagogical rationale for technology use. Respondents highlighted the importance of structuring online lessons, selecting appropriate digital platforms, integrating breakout discussions, collaborative tools, and interactive polling to support communicative language learning objectives.

These findings align with the “*Teaching and Learning*” and “*Digital Resources*” areas of DigCompEdu. However, they extend beyond general digital integration by emphasizing discipline-specific communicative aims in FL contexts.

2. For *Management of Online Interaction and Communication*, participants repeatedly referred to the complexity of managing interaction in online environments. They noted challenges such as reduced non-verbal cues, uneven student participation, and difficulties in monitoring group work in virtual settings. Educators stressed the importance of explicitly modeling discourse strategies, clarifying instructions, scaffolding turn-taking, and maintaining communicative coherence during videoconferencing.

While digital frameworks acknowledge learner engagement [16], they do not explicitly address discourse-pragmatic management in multilingual online language classrooms. This theme reflects the discipline-specific communicative dimension of DC in FLT.

3. *Multimodal and Digital Literacy* is another area that involves the ability to work with multimodal texts and digital genres. Educators have observed that contemporary learners are primarily exposed to language through digital media, including videos, podcasts, social media

discourse, and AI-generated texts. Therefore, PSFLT must be capable of critically selecting, adapting, and producing multimodal learning materials.

Although multimodal elements are indirectly recognized in DC frameworks [17], they are not conceptualized as a central competence in FL education. The findings indicate that multimodal literacy is becoming foundational rather than supplementary in FLT.

4. To gain *Digital Assessment and Academic Integrity*, participants also emphasized shifts in assessment practices. They highlighted the need to design authentic digital tasks, monitor academic honesty, and provide constructive online feedback. Educators expressed concerns regarding plagiarism, AI-assisted writing tools, and over-reliance on automated systems.

Digital assessment is acknowledged in DigCompEdu. However, respondents' reflections suggest that discipline-specific assessment literacy in digital FL contexts requires further elaboration, particularly regarding the ethical use of AI and the maintenance of linguistic authenticity.

5. *AI Literacy and Ethical Digital Behavior* involves AI literacy, which has emerged as an increasingly significant competence (although less frequently mentioned than pedagogical themes). Educators reported that students regularly use AI-based translation tools, generative writing systems, and automated feedback platforms. Participants emphasized that future teachers must understand both the affordances and limitations of such tools and guide students toward responsible, transparent use.

Current frameworks provide limited explicit guidance on AI integration [18], indicating a gap between emerging technological realities and established competence models.

6. For *Intercultural and Multilingual Digital Mediation*, respondents underscored the importance of mediating communication across linguistic and cultural boundaries in digital environments. In Kazakhstan's trilingual context, teachers often operate simultaneously in Kazakh, Russian, and English digital spaces. Educators highlighted the need to interpret culturally specific norms of online discourse and to guide students in navigating global communication platforms.

While EPOSTL addresses intercultural competence [4, p. 23], it does not fully conceptualize intercultural mediation within digitally mediated multilingual communication. This illustrates the contextual specificity of competence demands in KZ [19].

*Discussion.* The findings highlight several important implications for the conceptualization of teacher competence in the digital era. Existing competence frameworks tend to conceptualize DC primarily as technological proficiency or as a general pedagogical resource. However, the results of this study suggest that in FL education, DC becomes inseparable from communicative, linguistic, and intercultural dimensions of teaching practice. This idea aligns with Limbong and his contributors' concept, who advocate that, in digitally mediated language learning environments, teachers must simultaneously manage technological tools, online discourse, intercultural communication, and linguistic scaffolding [13, p.67]. Consequently, professional competence in FL teaching can be conceptualized as a hybrid system that integrates the technological, pedagogical, linguistic, intercultural, and sociocultural dimensions of language education.

These findings partially align with existing frameworks, such as DigCompEdu, and with broader interpretations of teacher knowledge integration proposed in educational research [16, p.4]. However, the empirical evidence collected in this study indicates that these frameworks do not sufficiently account for the discipline-specific communicative requirements of FL teaching in multilingual digital environments.

The proposed Integrative Competence Framework for Foreign Language Teachers expands on existing competence models by including areas identified through educators' experiences in Kazakhstan's higher education system. While international frameworks such as DigCompEdu, UNESCO ICT-CFT, and EPOSTL provide valuable guidance for developing digital and pedagogical skills, this study's results show that several competence areas remain unclear in the context of digitally mediated foreign language teaching. Specifically, educators emphasized the importance of multimodal literacy, managing online interactions, AI literacy, and intercultural digital mediation, reflecting the evolving landscape of modern language education.

The ICF-FLT framework combines insights from international competence models with the empirically identified needs of teacher educators working in Kazakhstan's multilingual and digitally

evolving educational environment. Instead of replacing existing frameworks, the model expands them by applying teacher competence within the context of multilingual education, digital change, and the growing role of AI-supported language practices.

The competence domains identified through the thematic analysis of educators' responses form the empirical basis of the framework. These domains represent an integrated system of professional skills that combine digital, pedagogical, linguistic, and intercultural aspects of foreign language teaching. As shown in Figure 1, the framework views teacher competence as a unified professional ability rather than a collection of separate skills.

This study contributes to the ongoing discussion on teacher competence in digitally mediated language education in three ways. First, it identifies competence domains considered essential by university educators who prepare future foreign language teachers. Second, it demonstrates that existing international competence frameworks only partially reflect the professional realities of multilingual digital learning environments. Third, it proposes an integrative competence framework that situates global competence models within the specific context of Kazakhstan's multilingual and digitally evolving higher education system.

**Conclusion.** This study explored the competence requirements of PSFLT in the context of the DT of higher education in Kazakhstan. By combining empirical insights from university educators with a comparative analysis of international competence frameworks, the research identified several competence areas that are insufficiently represented in existing models.

The findings demonstrate that contemporary FL teaching requires a hybrid competence profile integrating DP, linguistic expertise, multimodal literacy, online interaction management, intercultural mediation, and AI-related ethical awareness.

To address these challenges, the study proposes the ICF-FLT, which conceptualizes professional competence as an integrated system of digital, pedagogical, linguistic, intercultural, and ethical dimensions.

The proposed framework contributes to the theoretical discussion on teacher competence by reconceptualizing DC in FL education as an integrated system of pedagogical, linguistic, intercultural, and technological dimensions. From a practical perspective, the framework may support the modernization of teacher education curricula and professional development programs within Kazakhstan's higher education system.

At the same time, the study's empirical scope remains limited to a relatively small sample of university educators. Future research would focus on validating the proposed competence domains through larger-scale empirical studies and exploring their application across diverse educational contexts in Central Asia.

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Елубаева П.К.<sup>1</sup>, Джонисова Г.К.<sup>2</sup>, \*Джонисова Г.Б.<sup>3</sup>, Макашева Ф.Н.<sup>4</sup>

<sup>1,3</sup> *Әл-Фараби атындағы Қазақ ұлттық университеті*

<sup>2,4</sup> *Батыс Қазақстан инновациялық-технологиялық университеті*

<sup>1,3</sup> *Қазақстан, Алматы*

<sup>2,4</sup> *Қазақстан, Орал*

## **БІЛІМ БЕРУДІҢ ЦИФРЛЫҚ ТРАНСФОРМАЦИЯСЫ ЖАҒДАЙЫНДА БОЛАШАҚ ШЕТ ТІЛІ МҰҒАЛІМДЕРІНІҢ КӘСІБИ ҚҰЗЫРЕТТІЛІГІН АНЫҚТАУ**

### *Аңдатпа*

Цифрлық трансформация мұғалімдерге қажет дағдыларды жылдам өзгертіп жатыр, өйткені қазіргі халықаралық құзырет шеңберлері көптілді, технологиялық тұрғыдан қаныққан білім беру ортасының жаңарған талаптарын толық көлемде қамтымайды. Бұл зерттеу Қазақстандағы болашақ шет тілі мұғалімдеріне қажет негізгі құзыреттерді айқындауды және оларды жетекші халықаралық модельдермен салыстыруды мақсат етеді. Зерттеуде аралас әдіс қолданылды: әл-Фараби атындағы Қазақ ұлттық университеті мен Батыс Қазақстан инновациялық-технологиялық университетінің 43 тіл оқытушысына жүргізілген сауалнамда DigCompEdu, UNICEF Educators' Digital Competence Framework, UNESCO ICT-CFT және EPOSTL құжаттарына салыстырмалы контент-талдау жасалды. Нәтижелерге сәйкес, оқытушылар цифрлық педагогиканы, онлайн өзара әрекеттесуді басқаруды, мультимодальды сауаттылықты, цифрлық бағалау дағдыларын, ЖИ-сауаттылықты және цифрлық межкультурлық медиацияны қазіргі модельдердегі олқылықтарды жою үшін аса маңызды деп санайды. Әсіресе ЖИ-делдалдық тілдік практикалар, көптілді цифрлық коммуникация және мультимодальды дискурс мәселелері жеткілікті деңгейде көрініс таппаған. Бұл нәтижелер жергілікті контекстке бейімделген, кешенді құзырет моделінің қажеттілігін айқындайды. Осыған байланысты зерттеу Шет тілі мұғалімдеріне арналған интегративті құзырет шеңберін ұсынады, ол цифрлық, педагогикалық, лингвистикалық, межкультурлық және этикалық өлшемдерді біріктіре отырып, болашақ мұғалімдерді цифрлық дәуірге тиімді дайындауға мүмкіндік береді. Қорытынды бөлігінде мұғалімдерді даярлау бағдарламаларын жаңарту қажеттілігі және ұсынылған модельді валидациялау үшін қосымша зерттеулер жүргізудің маңыздылығы атап өтіледі.

*Түйінді сөздер:* мұғалімнің кәсіби құзыреттілігі, тілдік білім беру, цифрлық трансформация, мультимодальды сауаттылық, онлайн өзара әрекеттесу, мәдениаралық цифрлық коммуникация, құзыреттер құрылымы.

Елубаева П.К.<sup>1</sup>, Джонисова Г.К.<sup>2</sup>, \*Джонисова Г.Б.<sup>3</sup>, Макашева Ф.Н.<sup>4</sup>

<sup>1,3</sup> *Казахский национальный университет имени аль-Фараби*

<sup>2,4</sup> *Западно-Казахстанский инновационно-технологический университет*

<sup>1,3</sup> *Казахстан, Алматы*

<sup>2,4</sup> *Казахстан, Уральск*

## **ОПРЕДЕЛЕНИЕ ПРОФЕССИОНАЛЬНЫХ КОМПЕТЕНЦИЙ БУДУЩИХ УЧИТЕЛЕЙ ИНОСТРАННОГО ЯЗЫКА В ЭПОХУ ЦИФРОВОЙ ТРАНСФОРМАЦИИ ОБРАЗОВАНИЯ**

### *Аннотация*

Цифровая трансформация стремительно изменяет набор навыков, необходимых современным педагогам, поскольку существующие международные рамки компетенций ещё не в полной мере отражают изменяющиеся реалии многоязычной, технологически насыщенной образовательной среды. Настоящее исследование направлено на определение ключевых компетенций, необходимых будущим учителям иностранного языка в Казахстане, и сопоставление этих требований с ведущими международными моделями. В работе применён смешанный метод исследования, включающий опрос 43 преподавателей языковых дисциплин из Казахского национального университета имени аль-Фараби и Западно-Казахстанского инновационно-технологического университета, а также сравнительный контент-анализ DigCompEdu, Рамки цифровой компетентности педагогов UNICEF, UNESCO ICT-CFT и EPOSTL. Результаты показывают, что преподаватели считают цифровую

педагогику, управление онлайн-взаимодействием, мультимодальную грамотность, цифровое оценивание, ИИ-грамотность и навыки межкультурного цифрового посредничества критически важными для устранения пробелов в текущих моделях, особенно в части ИИ-опосредованных языковых практик, многоязычной цифровой коммуникации и мультимодального дискурса. Эти выводы подчёркивают необходимость локально релевантной, комплексной модели компетенций. В ответ на это исследование предлагает Интегративную рамку компетенций учителей иностранного языка, объединяющую цифровые, педагогические, лингвистические, межкультурные и этические измерения для более эффективной подготовки будущих учителей к работе в цифровую эпоху. В заключении подчёркивается важность обновления программ педагогической подготовки и необходимость дальнейших исследований для валидации предложенной модели.

*Ключевые слова:* профессиональная компетенция учителя, языковое образование, цифровая трансформация, мультимодальная грамотность, онлайн-взаимодействие, межкультурная цифровая коммуникация, рамки компетенций.

Received: 26.11.2025

Approved after peer review: 09.03.2026

Accepted for publication: 26.03.2026