

**ҚОҒАМДЫҚ-ГУМАНИТАРЛЫҚ ПӘНДЕРДІ ОҚЫТУ ТЕОРИЯСЫ МЕН
ӘДІСТЕМЕСІ
ТЕОРИЯ И МЕТОДИКА ПРЕПОДАВАНИЯ ОБЩЕСТВЕННО-
ГУМАНИТАРНЫХ НАУК**

IRSTI 14.35.09

DOI: <https://doi.org/10.59102/pedagogical/2025/iss3pp39-48>

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**INNOVATIVE APPROACHES TO DEVELOPING STUDENTS SKILLS TO
RECONSTRUCT ENGLISH-LANGUAGE DIGITAL DISCOURSE**

The modern educational environment is undergoing significant changes due to the widespread introduction of digital technologies and the transformation of academic communication formats, mainly expressed in the English-language segment. This creates the need to develop special skills in students that allow them to successfully navigate and interact in the English-language digital environment, which becomes an integral part of their professional and educational training. The purpose of this study is to substantiate and experimentally test innovative pedagogical solutions aimed at teaching students of the L.N. Gumilyov Eurasian National University to effectively perceive, understand and create English-language digital materials as part of the educational process and future professional activities. The main obstacle is the lack of specialized teaching materials and the absence of holistic strategies that adequately reflect the features of the digital environment, such as interactivity, multimodality and multilingualism of communications. The practical contribution of the study is manifested in the proposals of specific methods and tools aimed at increasing the levels of critical perception of information, understanding of cultural differences and general digital competence of students. The results can be applied in university foreign language courses, as well as used in the development of advanced training courses for teachers and additional educational programs dedicated to mastering the skills of effective work with English-language digital resources.

Keywords: innovative approaches; skill development; reconstruction of English-language discourse; digital discourse; English language; communicative competence; critical thinking; educational technologies.

INTRODUCTION

Today's higher education system exists in an era of intensive digitalization, which is radically transforming the academic environment and methods of knowledge transfer [1, p.54]. One of the most important elements of change is the consolidation of the English language as the dominant instrument of international cooperation in almost all areas of human activity: science, education, business, culture. In parallel with this, a new reality is being formed, where the digital environment plays a key role in the exchange of knowledge, scientific communication and professional development. That is why the most important condition for the competitiveness of a future specialist is his ability to confidently navigate in English-language digital content [2, p. 120]. It is important not only to be able to perceive such information, but also to have the skill of its reconstruction - recreating the main meanings, structural components and communication techniques in a new educational or professional context.

The scientific novelty of this area is associated with three main reasons. The first reason is that active participation in the international educational and scientific community is impossible

without a deep understanding and free use of English-language digital discourse. The second reason is that modern digital communications are distinguished by their multi-layered nature, multimedia, and the ability to instantly connect different types of information, which requires a fundamentally new set of skills for analyzing and processing texts. The third reason is that the existing methodology for teaching English in universities does not yet have systematic tools aimed directly at developing skills in working with English-language digital material. As a result, many students face serious difficulties when working with such materials, which negatively affects their preparedness for their professional future. An analysis of specialized literature allows us to conclude that this topic has received significant attention from researchers abroad. For example, experts in linguistics (Norbert Fairclough, Rainer Wodak), communication sciences (John Hymes, Teun van Dijk) and foreign language teaching methods (Craig Hyland, Brian Street) emphasize the importance of developing a critical attitude towards media content and the ability to interpret digital texts [3, p. 68; 4, p. 55]. Domestic researchers (E.Yu. Prokhorov, I.A. Sternin, S.K. Toktasheva) also recognize the need to develop high-quality discursive competence of students, although the study of the specific issue of reconstructing English-language digital discourse is still at an early stage. A particular shortage of scientific papers is observed regarding the integration of innovative pedagogical methods in Kazakh universities, which gives this area additional relevance [8, p. 115; 9, p. 56]. This study aims to develop and implement innovative methods that provide students of the L.N. Gumilyov skills of effective work with English-language digital discourse. Achieving this goal is ensured by solving a number of successive tasks:

1. to determine the exact content of the term "reconstruction of English-language digital discourse" in the context of modern educational practice;
2. to conduct a comparative analysis of the theoretical and methodological foundations used in domestic and foreign teaching experience;
3. to identify problem areas and gaps in the field of teaching students these skills;
4. to develop and test innovative pedagogical tools designed to form these skills;
5. to evaluate the productivity of the implemented approaches in the real conditions of the university.

The main scientific merit of the study is the creation of unique pedagogical techniques that specifically form in students the ability to competently work with English-language digital sources. These techniques significantly expand the traditional framework of teaching foreign languages by actively involving multimedia resources, project activities and methods of critical text analysis.

The significant practical benefit of the study is expressed in the readiness of the recommendations created for immediate inclusion in the educational process of Kazakhstani universities. Methodological solutions are easily integrated into specialized English language courses, disciplines related to digital culture and intercultural communication, and are also used in the preparation of programs for advanced training of teachers. The experience of the L.N. Gumilyov Eurasian National University serves as a model for those universities in the region that seek to update their language education in accordance with modern technological realities. Thus, this study helps to solve one of the most important tasks of the modern stage of higher education - to teach students to freely handle English-language digital content, which will positively affect the level of language training of graduates and open doors for them to the international scientific and professional community.

MATERIALS AND METHODS

The study was conducted at the L.N. Gumilyov Eurasian National University in the period from 2024 to 2025 academic year. The participants were 120 second- and third-year students of the humanities and technical fields, studying the subjects "English Language" and "Academic Writing". Among the respondents, there were 68 girls and 52 boys, which ensured a balanced distribution by gender. The selection of participants was based on the level of English proficiency (from intermediate to advanced according to the CEFR classification), confirmed by the entrance test.

The study was based on the hypothesis that the introduction of an integrated approach, including project assignments, analysis of digital text examples, interaction with multimedia resources and critical discourse analysis, can significantly improve the effectiveness of students' acquisition of skills in working with English-language digital content compared to the traditional teaching method [5, pp. 2–11].

The study was conducted in four key stages:

1. Theoretical stage: studying the state of the subject matter in Russian and foreign literature, generalizing the basic conceptual provisions.
2. Initial level diagnostics: determining the current level of students' skills in analyzing and restoring English-language digital material.
3. Experimental phase: using the latest techniques during classes, including classes using English-language multimedia publications, restoring the structure and meaning of digital messages and articles, completing group projects and collaborating via the Moodle and Microsoft Teams platforms.
4. Evaluation and final stage: analyzing students' achievements, the dynamics of skill growth, comparing the final indicators of the experimental group with those of the control group.

The research methods covered a wide range of approaches: content analysis was used for a detailed examination of the structural and substantive characteristics of English-language digital discourse; a pedagogical experiment involving the control and experimental groups made it possible to test the effectiveness of the developed innovative techniques; questionnaires and surveys helped to find out the personal impressions of students from interacting with digital English-language content and the convenience of the proposed learning methods; a comparative analysis was conducted to compare the achievements of both groups; statistical data processing, performed using SPSS and Excel programs, made it possible to verify the objectivity of the differences identified.

RESULTS

The study conducted at the L.N. Gumilyov Eurasian National University demonstrated the high efficiency of innovative methods in developing students' skills in working with English-language digital content. Comparison of the results of the control and experimental groups showed that in the traditional group the increase in skills was only 8%, while in the experimental group this figure reached 22%. This fact indicates a significant advantage of innovative methods over standard teaching methods. In Table 1, we consider the main results obtained:

Table 1 - Comparison of research results

№	Group	Increase in students' skill level
1	Control	8%
2	Experimental	22%

In addition, the surveys showed that more than three quarters of the students in the experimental group reported an increase in their personal interest in learning English and improving their critical thinking. The development of digital literacy was noted, expressed in improved skills in processing multimedia texts, recognizing hypertext relationships and consciously approaching the choice of discourse strategy. Now let's look at the results of the study in Figure 1:

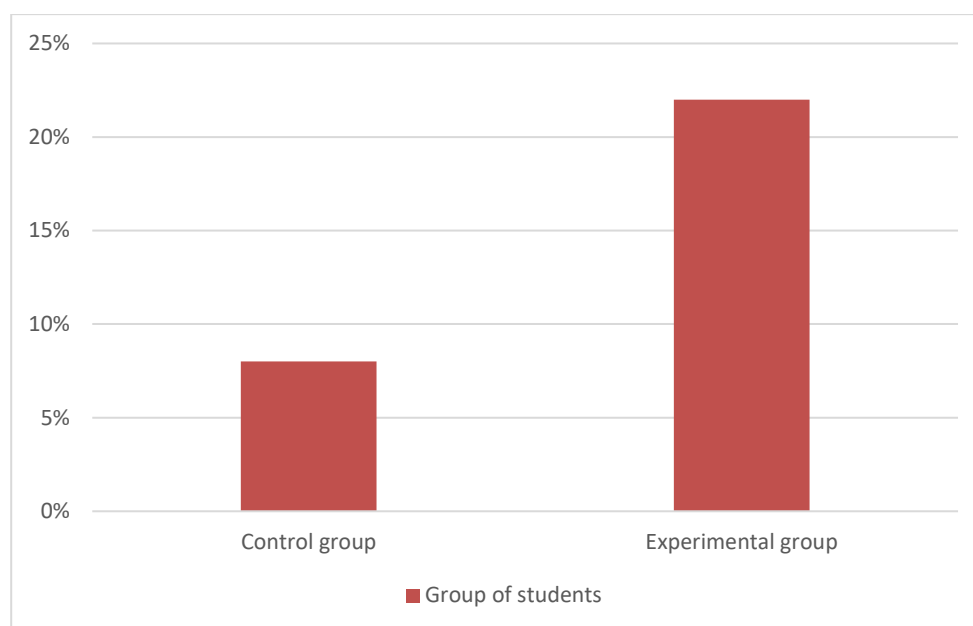


Figure 1 – Comparison of the results of the study of the control and experimental groups, in %

The practical usefulness of the obtained result is obvious: the acquired knowledge and experience can be successfully applied in the educational process of any university, ensuring the qualitative improvement of the training of young specialists.

It is worth paying attention to the fact that after the introduction of innovative methods, the proportion of students in the experimental group who encountered problems when processing hypertexts and multimedia materials decreased from the initial 38% to the final value of 20%. In contrast, a similar indicator in the control group remained virtually unchanged and stopped at 35%. Consider the data in Table 2:

Table 2 – Dynamics of reducing difficulties when working with digital texts

№	Group	Before the experiment (%)	After the experiment (%)
1	Control group	36	35
2	Experimental group	38	20

The obtained results can influence both the processes of teaching English and the creation of special courses on digital communication. In conclusion, it is important to emphasize three main findings:

1. The use of innovative approaches provides significant progress in acquiring skills for processing English-language digital discourse.
2. Project assignments and multimedia resources significantly increase students' interest in learning.
3. The integration of digital technologies into the educational process helps to strengthen critical thinking and digital competence.

It is assumed that further dissemination of these methods will provide students with better integration into the international educational and working environment, while increasing their chances of success in the labor market.

DISCUSSION

The results of the study prove that the introduction of innovative teaching methods for students of the L.N. Gumilyov Eurasian National University has a significant positive impact on the formation of skills for working with English-language digital content. According to the results of

the experiment, the experimental group showed an increase in the relevant skills by 22%, which is almost three times higher than the indicators of the control group (the increase was only 8%). These figures confirm the correctness of our hypothesis, which stated that the use of innovative methods, such as project assignments, multimedia materials and critical analysis of texts, contribute to a deep understanding and processing of the material much more effectively than traditional teaching methods.

Our results are in agreement with the findings of foreign scientists. For example, Hyland and Gee argue that modern conditions require students to use completely different strategies for analyzing texts, due to the peculiarities of multimedia and the complex structure of hypertexts. Analytical reviews by Brynjolfsson and McAfee show that skills in working with digital discourse are closely related to the level of digital literacy and developed critical thinking, which confirms our own observations [5, pp. 2–11; 6, pp. 351–367; 7, pp. 8–25]. Domestic authors, such as Toktasheva and Isabaev, addressed the issues of developing discursive competence, but the main attention was paid to the traditionally academic style of presenting thoughts. We focused on the features of English-language digital discourse and the importance of its targeted reconstruction. The experiment confirmed that it is the combination of multimedia texts and digital platforms that ensures the effective development of the necessary set of skills in students [8, p. 115; 10, p. 99; 11, p. 45]. It should be emphasized that about a fifth of students continued to experience difficulties when interacting with hypertext and multimodal sources. This situation corresponds to the conclusions made by Barton and Lee, who state that successful work with digital content requires a special set of skills associated with effective “reading” and reconstructing texts on the Internet. Based on this, we can state that an important direction for further development should be the parallel formation of digital literacy along with the improvement of English language skills [12, p.45]. The share of positive student assessments was 55% in favor of traditional methods and 82% in favor of innovative methods. Let's display the data in Figure 2:

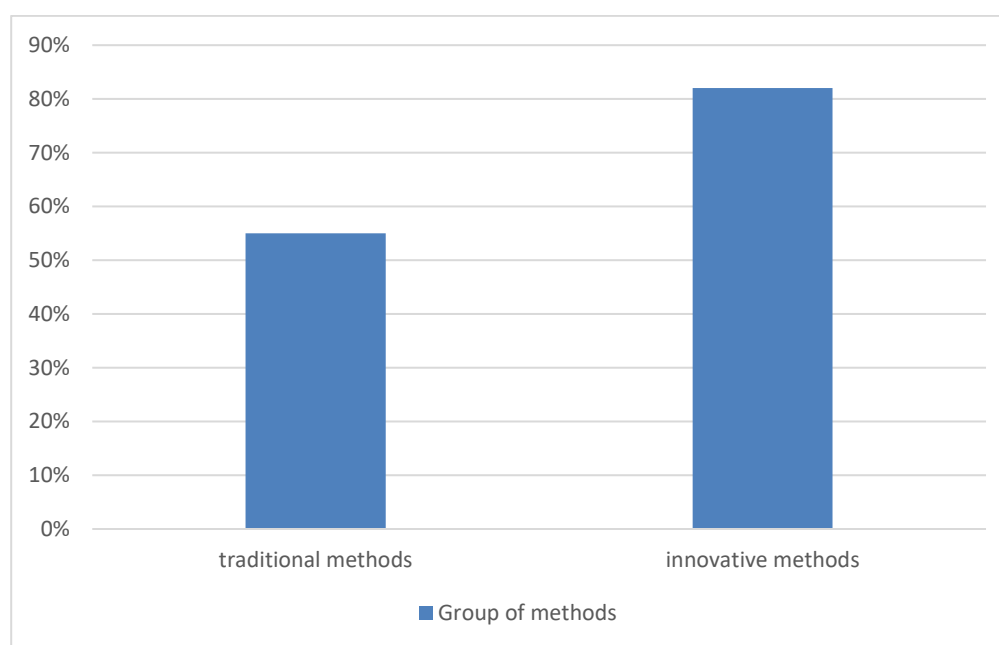


Figure 2 – Share of positive assessments, in %

As for the scientific contribution of the study, it allowed to clarify the concept of reconstruction of English-language digital discourse and clearly demonstrate the advantage of innovative teaching methods within the framework of the Kazakhstan educational model. Its practical value is supported by the results of experiments and the prospect of widespread use of the recommended methods in higher educational institutions of the republic.

Based on the results, it can be concluded that the work carried out not only confirmed the advantages of innovative approaches, but also emphasized the need to continue their adaptation and

expand the scope of application. It is advisable to continue the experimental study, extending it to representatives of different specializations and institutions, which will make it possible to form a more complete picture of the impact of innovative methods on the development of discursive competence skills [13, p.98].

CONCLUSION

The main objective of the presented study was to determine the effectiveness of innovative teaching methods that contribute to the development of English-language digital discourse reconstruction skills among students of the L.N. Gumilyov Eurasian National University. To achieve the set goals, scientific methods such as a pedagogical experiment, questionnaires, discourse analysis and subsequent comparative statistical processing of the collected data were used [14, p.121].

Based on the results of the work, it turned out that the inclusion of project assignments, multimedia materials and digital educational platforms in the educational process has a noticeable positive impact on the level of development of the desired skills. The skill growth rate in the experimental group increased by 22%, which is approximately twice as much as the same indicator in the control group (only 8%).

In addition to the quantitative results, additional confirmation of the advantages of innovative methods was the positive assessment of the students themselves. According to the survey results, the overwhelming majority of respondents (82%) spoke positively about the use of innovative methods, while the traditional approach was approved by only half of the students (55%).

Thus, our initial hypothesis was confirmed: innovative approaches really demonstrate greater efficiency in comparison with conventional teaching methods. The findings of the study clearly indicate the need for active integration of innovative pedagogical technologies into the practice of teaching English in Kazakhstani universities. Our results complement the existing scientific views on the problem, presented by both foreign and domestic experts, but at the same time make important additions to the understanding of the features of the development of discursive competencies in the context of the digital educational environment [15, p. 43]. To continue the research, it is proposed to increase the number of participants in the experiment, include students of various profiles and educational institutions, and also study in detail individual elements of innovative methods, such as project-based learning or analysis of multimodal texts. The implementation of practical proposals is possible by making changes to the curricula, creating methodological guidelines and advanced training programs for the teaching staff. All this will create favorable conditions for the training of highly qualified specialists capable of qualitatively analyzing and restoring the structure of the English-language digital discourse.

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Студенттердің ағылшын тілді цифрлық дискурсты қайта құрудағы инновациялық тәсілдері

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Заманауи білім беру ортасы сандық технологияларды кеңінен енгізу және негізінен ағылшын тілді сегментте көрсетілген академиялық коммуникация форматтарын өзгерту есебінен елеулі өзгерістерге ұшырауда. Бұл студенттерде олардың кәсіби және білім беру дайындығының құрамдас бөлігіне айналатын ағылшын тіліндегі цифрлық ортада сәтті шарлау мен өзара әрекеттесуге мүмкіндік беретін арнайы дағдыларды дамыту қажеттілігін тудырады. Бұл зерттеудің мақсаты – Л.Н. Гумилев атындағы Еуразия ұлттық университеті ағылшын тіліндегі цифрлық материалдарды оқу үдерісінің және болашақ кәсіби қызметінің бөлігі ретінде тиімді қабылдау, түсіну және құру. Негізгі кедергі – мамандандырылған оқу материалдарының жоқтығы және цифрлық ортаның интерактивтілігі, мультимодальділігі және коммуникациялардың көптілділігі сияқты ерекшеліктерін барабар көрсететін тұтас стратегиялардың жоқтығы. Зерттеудің практикалық үлесі ақпаратты сыни қабылдау, мәдени айырмашылықтарды түсіну және студенттердің жалпы цифрлық құзыреттілік деңгейін арттыруға бағытталған нақты әдістер мен құралдардың ұсыныстарында көрінеді. Нәтижелер университеттің шет тілі курстарында қолданылуы мүмкін, сондай-ақ ағылшын тіліндегі цифрлық ресурстармен тиімді жұмыс істеу дағдыларын меңгеруге арналған мұғалімдердің біліктілігін арттыру курстары мен қосымша білім беру бағдарламаларын әзірлеуде қолданылуы мүмкін.

Түйінді сөздер: инновациялық тәсілдер; дағдыларын дамыту; ағылшын тіліндегі дискурсты қайта құру; цифрлық дискурс; Ағылшын тілі; коммуникативтік құзыреттілік; сыни тұрғыдан ойлау; білім беру технологиялары.

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Инновационные подходы к формированию у студентов навыков реконструкции англоязычного цифрового дискурса

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Образовательная среда современности претерпевает значительные изменения благодаря широкому внедрению цифровых технологий и трансформации форматов академической коммуникации, преимущественно выраженных в англоязычном сегменте. Это создает необходимость развития особых навыков у студентов, позволяющих успешно ориентироваться и взаимодействовать в англоязычной цифровой среде, что становится неотъемлемой частью их профессиональной и образовательной подготовки. Цель

настоящего исследования состоит в обосновании и экспериментальной проверке инновационных педагогических решений, направленных на обучение студентов Евразийского национального университета имени Л.Н. Гумилёва эффективному восприятию, осмыслению и созданию англоязычных цифровых материалов в рамках учебного процесса и будущей профессиональной деятельности. Основным препятствием выступает недостаток специализированных учебно-методических материалов и отсутствие целостных стратегий, адекватно отражающих особенности цифровой среды, такие как интерактивность, мультимодальность и полилингвистичность коммуникаций. Практический вклад исследования проявляется в предложениях конкретных методик и инструментария, нацеленных на повышение уровней критического восприятия информации, понимания культурных различий и общей цифровой компетентности обучающихся. Результаты могут применяться в университетских курсах иностранного языка, а также использоваться при разработке курсов повышения квалификации преподавателей и дополнительных образовательных программ, посвящённых освоению навыков эффективной работы с англоязычными цифровыми ресурсами.

Ключевые слова: инновационные подходы; формирование навыков; реконструкция англоязычного дискурса; цифровой дискурс; английский язык; коммуникативная компетенция; критическое мышление; образовательные технологии.

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IRSTI 20.41.07

DOI: <https://doi.org/10.59102/pedagogical/2025/iss3pp48-57>

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USING A BILINGUAL APPROACH TO DEVELOP READING SKILLS IN A FOREIGN LANGUAGE AMONG PRIMARY SCHOOL LEARNERS

The article is devoted to the study of the effectiveness of the bilingual approach in the development of reading skills in English among younger schoolchildren. The aim of the study was to determine the role of the native language (L1) as a means of semantic and cognitive support when working with a foreign language text. 36 primary school students aged 9-10 years with an English language level A2 participated in the pedagogical experiment. All participants were divided into control and experimental groups of 18 people each.

The educational material was an adapted story, equipped with a system of tasks before, during and after reading. The main difference between the groups was the format of the text presentation: the experimental group worked with an electronic version containing three types of hyperlinks in their native language - translation, visualization, and contextual explanations; the control group worked with identical text, but without any support.

The experiment consisted of three stages: a pre-test, work with bilingual support, and a post-test. Quantitative analysis, pedagogical observation, and student questionnaires were used to evaluate the results. The results showed a significant advantage for the experimental group, whose average score increase was 2.6 versus 1.1 in the control group. In addition, there was an increase in confidence, motivation, and engagement among students who worked with bilingual support. Contextual explanations have been recognized as the most effective type of hyperlinks.

The data obtained confirm the practical importance of using the native language in teaching reading in elementary school. The developed model can be successfully implemented in both traditional and digital learning, especially in a multilingual educational environment. The methodology corresponds to modern approaches in the field of TELL and translanguaging education.

Keywords: bilingualism, foreign language education, elementary school, digital technologies, bilingual approach.

MAIN PROVISIONS

Modern research in the field of foreign language teaching methods confirms the effectiveness of the bilingual approach in the development of foreign language receptive competence, in particular reading skills, in younger schoolchildren. In the context of the multilingual educational space typical for Kazakhstan, the integration of the native language (L1) as a support for teaching a foreign language (L2) makes it easier to perceive, understand and comprehend a foreign language text.

One of the theoretical foundations of this study is J. Cummins' updated model of bilingualism, which emphasizes the importance of language interaction through the practice of translanguaging. According to the researcher, cognitive support from L1 contributes to the more successful formation of semantic reading skills and the expansion of vocabulary in L2, especially among younger schoolchildren with an as yet unformed metalanguage competence. [1, p. 7-36.].

A number of modern empirical studies confirm the close relationship between the level of native literacy and the success of reading in a foreign language. Arthur [2], in a study conducted with elementary