

ANNOTATION

to a PhD dissertation in the educational program "8D01704 – Russian language and literature" by Gulbanu Toleuovna Makimova
"INTEGRATION OF INFORMATION TECHNOLOGIES INTO THE TEACHING PROCESS OF LINGUISTIC DISCIPLINES AT A HIGHER EDUCATIONAL INSTITUTION"

The topicality of the research. The dissertational thesis correlates with state policy programs aimed at updating the educational content in the globalization context and the digital transformation of higher education. The topicality of the study is determined by the transition to the Digital Humanities paradigm, which requires future teachers of Russian language and literature to possess digital technologies, resources, and tools. The research gains particular significance in connection with the rapid development of artificial intelligence, its application in the educational process necessitates reconsideration of methods and approaches to teaching linguistic disciplines. The digitalization, the transition to the Digital Humanities paradigm, and the integration of artificial intelligence into education will make it possible to train highly competitive specialists capable of meeting contemporary demands and effectively applying digital competencies in scientific and pedagogical activities.

The object of the research is the process of teaching linguistic disciplines in the context of the digital transformation of higher philological education.

The subject of the research is the pedagogical conditions, methodological principles, and forms of effective integration of digital technologies, resources, and tools into the teaching process of linguistic disciplines in higher education institutions.

The purpose of the dissertation research is the theoretical substantiation, development, and methodological approbation of the author's model for integrating digital technologies, resources, and tools into the teaching process of linguistic disciplines, contributing to the improvement of training quality of future teachers of Russian language and literature.

The research hypothesis is based on the assumption that the training of a new-generation specialist within the framework of teaching linguistic disciplines will be effective provided that digital components are systematically integrated into the educational process with due consideration of the didactic specificity of linguistic disciplines, and that a methodological system along with a set of tasks aimed at developing students' professional and digital competencies is implemented.

The objectives aimed at achieving the purpose and verifying the hypothesis of the present study are as follows:

1. To analyze the theoretical and methodological foundations of integrating informational components into the system of higher philological education and to substantiate the necessity of differentiating digital technologies, digital resources,

and digital tools for the systematization of the methodological framework of digital linguistics and linguo-didactics.

2. To identify the didactic specificity of teaching linguistic disciplines (lexicology, phraseology, orthography, and punctuation) in the context of the digitalization of the educational environment.

3. To develop the author's model for integrating informational components into the teaching of linguistic disciplines.

4. To determine the criteria, indicators, and levels of effectiveness of integrating information technologies, digital resources, and digital tools into the teaching of linguistic disciplines.

5. To verify experimentally the effectiveness of the developed model for integrating informational components into the educational process of higher education institutions.

The research materials include domestic scientific and methodological sources related to the research problem, educational programs in philology, syllabi and curricula of linguistic disciplines, state legislative acts, higher education development programs, and professional standards. The systematization and comprehensive analysis of these materials made it possible to make well-grounded conclusions regarding the necessity of incorporating digital technologies, resources, and tools into linguistic education in order to improve the effectiveness of training future specialists.

Research methods. The dissertation is based on an interdisciplinary approach integrating traditional methodologies with modern digital components and the principles of Digital Humanities. The methods of systematic analysis of scientific and methodological materials were applied, including analysis, synthesis, generalization, and classification in theoretical part of the research. In the practical part, linguo-didactic modeling methods were used to develop a set of digital tasks for linguistic disciplines. In the methodological section, a pedagogical experiment was conducted to verify the proposed methodological system, including methods of pedagogical modeling and instructional design, surveys and observation, comparative analysis, and statistical data processing. The dissertation employs modern digital methods of graphical data representation, including infographics, tables, histograms, mind maps, and other visual tools in order to visualize the obtained results.

Provisions submitted for defense:

1. The digital transformation of higher education and the specificity of teaching linguistic disciplines necessitate the differentiation of digital components into digital technologies (methodological strategies), digital resources (material, technical, and software infrastructure), and digital tools (applied instrumental solutions). Such differentiation is necessary to systematize the methodological framework of digital linguistics and linguo-didactics, to ensure a conscious approach to pedagogical design, and to develop objective assessment criteria for the digital competence of participants in the educational process.

2. The integration of digital components into the process of teaching linguistic disciplines under conditions of digitalization is effective when their

didactic specificity is taken into account. This specificity is determined by the necessity of combining traditional teaching methods with digital and intelligent tools for the analysis, monitoring, and presentation of linguistic scientific knowledge and language material.

3. The developed authorial model for integrating information technologies, digital resources, and digital tools into the teaching of linguistic disciplines constitutes a multilevel system that includes target-oriented, content-related, technological, and evaluative-resultative components and ensures the adaptation of traditional philological tasks to the contemporary requirements of digital didactics.

4. The effectiveness of integrating digital components into the teaching of linguistic disciplines in the context of digitalization is assessed through a system of motivational-target, cognitive-activity, and reflexive criteria, as well as a set of indicators and levels (elementary, basic, and advanced), which make it possible to evaluate effectively and measure objectively both theoretical knowledge and the level of digital competence formation in future specialists.

5. Experimental verification of the proposed methodological system confirms that the implementation of digital components in teaching linguistic disciplines enhances the quality of language material acquisition, the level of students' linguistic competencies, and their digital literacy.

The scientific novelty of the research lies in the clarification of the conceptual and categorical framework and the need to differentiate the concepts of digital technologies, digital resources, and digital tools within the context of philological education. For the first time in domestic linguo-didactics, a comprehensive system for training future teachers of Russian language and literature based on the differentiation of technological levels has been proposed. A classification of informational components oriented toward the specificity of language instruction has been developed. In addition, a linguo-didactic system for the use of electronic educational resources and elements of artificial intelligence has been designed in teaching lexicology, phraseology, orthography, and punctuation.

The theoretical significance of the research lies in the substantial extension and development of the theoretical foundations of linguo-didactics in the context of the digital transformation of education. The study presents a scientifically grounded differentiated approach to the classification of digital components, taking into account the specificity of linguistic disciplines. The research contributes to the theory and methodology of teaching linguistic disciplines through a system of methodological recommendations for integrating digital components into the educational process, and to pedagogy through the development of a criterion-based framework for assessing the digital competencies of future specialists.

The practical significance of the research is ensured by the possibility of implementing the developed methodological materials and technological solutions into the educational process of higher education institutions. The research findings may be utilized in professional development and advanced training programs for teaching staff, as well as in the preparation of educational and methodological

materials, instructional content, and methodological guidelines on digital didactics for philological specialties.

Approbation of the research. The main provisions of the present dissertation research were approbated at scientific and methodological seminars of PhD doctoral students and at meetings of the Department of Russian Philology and World Literature of Al-Farabi Kazakh National University from September 2023 to December 2025. Based on the results of the dissertation research, 12 scientific articles were published, including 1 article in a journal indexed in the Scopus database, 2 articles in publications recommended by the Committee for Quality Assurance in Science and Higher Education of the Ministry of Science and Higher Education of the Republic of Kazakhstan, and 9 articles published in the proceedings of international scientific and practical conferences.

scientific and practical conference. - Dushanbe, TNU, 2025. - P. 552-555.

Articles in Scopus data base:

1. Makimova G.T., Begaliyeva S.B. Modern Technologies in Teaching Literature: Experience and Prospects // Journal of Siberian Federal University - Humanities and Social Sciences. – 2025. – T. 18. – №. 7. – C. 1395–1405. <https://elib.sfu-kras.ru/handle/2311/156660>

Articles in CGQSHE MSHE of the RK:

2. Makimova G., Baisultanova S. New information technologies in teaching general education disciplines // Bulletin of Abai KazNPU. Series: Pedagogical sciences. -2024. – No4(84). – C. 181-192. <https://doi.org/10.51889/2959-5762.2024.84.4.017>

3. Makimova G.T., Begaliev S.B., Khasanova S.A. Prospects for further development of digital technologies in linguistic education // Bulletin of Abai KazNPU. Series: Pedagogical sciences. - 2026. - V. 89. - No. 1. - P. 235-247. <https://doi.org/10.51889/2959-5762.2026.89.1.023>

Articles in ISPC:

4. Makimova G.T. Actual problems of modern translanguistics // Proceedings of the international scientific conference of students and young scientists "FARABI ALEMI".. Almaty, Kazakhstan, April 6, 2023. - Almaty: Kazakh University, 2023. - 365 p.

5. Makimova G.T. Implementation of innovative technologies as a necessary condition for the development of professional pedagogical education // Russian language in the intercultural dialogue of Central Asian countries: Collection of materials from the International scientific and practical conference dedicated to the Year of the Russian language in the CIS countries. - (Dushanbe, TNU, 2023). - Dushanbe, 2023. - 482 p.

6. Makimova G.T., Begaliyeva S.B., Zhanalina I.M. Psychological and Pedagogical Aspects of Children's Safety in the Social and Digital Space // XXXV International Scientific and Practical Conference "Education: Traditions and Innovations" (December 29, 2023). – Editor-in-Chief V.A. Naumov. – Prague, Czech Republic: WORLD PRESS Publishing House, 2024. –110 p.

7. Makimova G.T. Digital Technologies in Teaching Philological Disciplines // International Forum "Interaction of Science and Society: Language, Innovation,

Culture" dedicated to the 90th anniversary of Al-Farabi Kazakh National University. Almaty, October 14-16, 2024. – pp. 388-394.

8. Makimova G.T., Zhanalina I.M., Zhunisbaeva A.S., Uyalasova R.B. Models of using the pedagogical capabilities of infocommunication technologies in teaching linguistic disciplines // Proceedings of the international scientific and practical conference "Problems of science and education: current issues, achievements and innovations", volume 3. Dumaty university Publishing House. Taraz, April 22, 2024. – Pp. 286-289.

9. Makimova G.T. New information technologies in teaching linguistic disciplines // Proceedings of the international scientific conference of students and young scientists "FARABI ALEMI". Kazakhstan, Almaty "Kazakh university", April 4, 2024. – Pp. 165-166.

10. Makimova G.T. Application of information technologies in the process of studying language levels // Proceedings of the International scientific and practical conference "Innovative educational technologies in a modern university and school". - Taraz: Taraz university, volume 2. 2025. – 401 p. March 25, 2025. – P. 102-105.

11. Makimova G.T., Stamkulova B.Sh., Semembayeva G.A. Digital linguomethodology: New formats for training literature teachers in the context of a globalized educational space // Collection of materials from the International scientific and practical conference on the topic "Active problems of personal development in modern pedagogy and psychology: information, digital technologies and educational mechanisms", Tashkent - 2025. - P. 105-108.

12. Makimova G.T., Zhanalina I.M. Innovative teaching models and soft skills development in the modern education system // Russian language and literature in the countries of Central Asia: Materials of the international

Structure of the research. The dissertation consists of an Introduction, three sections (theoretical, practical, and methodological), a conclusion, a list of references, and appendices. The total volume of the dissertation is 192 pages, and the bibliography includes 172 sources.