

ҚАЗАҚСТАН РЕСПУБЛИКАСЫ ЖОҒАРЫ БІЛІМ ЖӘНЕ ҒЫЛЫМ МИНИСТРЛІГІ
ҚЕАҚ «Л. Н. Гумилев атындағы Еуразиялық ұлттық университеті»
Филология факультеті
Шетел тілдері кафедрасы



**II Spring International Scientific and Practical ONLINE
Conference “Innovative Approaches of Language Teaching:
Bridging Theory and Practice”**

**«Тілдерді оқытудың инновациялық тәсілдері: теория мен
практиканы ұштастыру» атты II көктемгі халықаралық
ғылыми-практикалық конференция**

**II весенняя международная научно-практическая
конференция «Инновационные подходы преподавания
языков: слияние теории и практики»**

PROCEEDINGS

Astana, Kazakhstan

April 4, 2026

УДК 80/81
ББК 81.2

Жалпы редакциясын басқарған: Дүйсенғазы С. М.
Редакция алқасы: Балхимбекова П.Ж., Тусупбекова М.Ж., Кызырова А.М.

Тілдерді оқытудың инновациялық тәсілдері: теория мен практиканы ұштастыру:
халықаралық ғылыми-практикалық конференция материалдары. 4 сәуір 2026 ж./ – Астана:
Л.Н. Гумилев атындағы ЕҰУ, 2026. – 454 бет.

ISBN 978-601-385-215-7

«Тілдерді оқытудың инновациялық тәсілдері: теория мен практиканы ұштастыру» атты ІІ көктемгі халықаралық ғылыми-практикалық конференция материалдар жинағында шетел тілдерін оқыту саласындағы озық тәжірибелермен алмасуға, мәдениетаралық қарым-қатынасты нығайтуға, цифрлық дәуір жағдайында шетел тілдерін оқытудағы инновациялық технологияларды таратуға, сондай-ақ халықаралық ғылыми-академиялық ынтымақтастықты кеңейтуге бағытталған ғылыми-практикалық зерттеулердің нәтижелері енгізілген. Материалдарда білім алушылар мен жас ғалымдардың осы бағыттағы зерттеулерге белсенді қатысуын ынталандыру мәселелері қарастырылған.

В сборник материалов ІІ весенней международной научно-практической конференции «Иновационные подходы преподавания языков: слияние теории и практики» включены результаты научно-практических исследований, направленных на обмен передовым опытом в области преподавания иностранных языков, укрепление межкультурной коммуникации, распространение инновационных технологий обучения в условиях цифровой эпохи, а также расширение международного научно-академического сотрудничества. В материалах рассматриваются вопросы стимулирования активного участия обучающихся и молодых ученых в исследованиях в данной области.

The proceedings of the ІІ Spring International Scientific and Practical ONLINE Conference “Innovative Approaches of Language Teaching: Bridging Theory and Practice” include the results of scientific and practical research aimed at sharing advanced experience in foreign language teaching, strengthening intercultural communication, disseminating innovative teaching technologies in the digital age, and expanding international scientific and academic cooperation. The materials also address issues related to encouraging the active participation of students and young researchers in this field.

УДК 80/81
ББК 81.2

ISBN 978-601-385-215-7

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II Spring International Scientific and Practical ONLINE Conference “Innovative Approaches of Language Teaching: Bridging Theory and Practice”

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The Main Themes of the Conference:

1. Teaching foreign languages for professional and interdisciplinary purposes.
2. Innovative technologies in foreign language teaching methodology.
3. Language training in the context of multilingualism and lifelong learning.
4. Language education based on digital technologies and artificial intelligence.

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DIGITAL INTERACTIVE PLATFORMS AS A TOOL FOR ENHANCING ENGLISH LANGUAGE LEARNING

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Abstract

This article examines the use of interactive digital platforms in English language instruction. It analyzes their theoretical foundations, which are based on the constructivist approach and the principles of communicative language teaching, as well as their practical applications in enhancing learner engagement, personalizing the educational process, and stimulating cognitive activity. Particular attention is paid to the challenges of implementing these technologies, including limited access to digital resources, insufficient digital literacy among teachers, and the risk of superficial learning due to excessive gamification. The study concludes that interactive platforms are effective only when integrated with traditional teaching methods, serving as a supplement rather than a replacement for professional pedagogical practice.

Key words. Digital platforms, English language, teaching methodology, constructivism.

Introduction

In recent years, the rapid development of digital technologies has significantly reshaped all areas of society, including the educational system. Traditional teaching methods, particularly in the realm of language learning, are being supplemented by modern digital tools designed to increase student engagement. As English continues to serve as a global language of communication, the need for effective teaching and learning methods remains especially relevant. The digitization of the education sector and the emergence of interactive platforms have been linked to globalization since the early 2000s. Modern trends in education have transformed the roles of both teachers and students, allowing the latter to independently develop and maintain their language skills (Bygstad et al., 2022). The use of interactive platforms in English language learning is the result of the continuous evolution of educational approaches aimed at developing more modern and effective strategies for achieving learning outcomes. Such platforms include a wide range of features, from real-time language learning to gamified tasks that enhance motivation and interest among students of different age groups. However, the adoption of these technologies often outpaces the empirical evidence regarding their long-term efficiency. While these platforms offer

unprecedented opportunities for differentiation and personalized learning paths, their practical implementation within formal institutional structures presents unique challenges. Issues regarding digital equity and the changing nature of teacher-student rapport require strict academic control. This article aims to examine the use of interactive platforms in learning English, with particular emphasis on their categories, practical application, and challenges in modern educational institutions.

This article employs analysis as its primary research method, examining the theoretical framework and its practical application in the field of English language learning. The study adopts a qualitative approach that interprets fundamental academic theories regarding traditional language teaching methods. Generalization was used as a supplementary research method to draw general conclusions and identify key trends and patterns in the use of interactive platforms. The article examines contemporary scientific materials and publications that highlight the main advantages and future trends in the use of interactive platforms for learning English. The primary objective of applying these research methods is to provide a systematic understanding of theoretical frameworks, offer an analytical assessment of various perspectives regarding interactive platforms, and highlight the relationship between theory and practical application.

Literature review

The integration of interactive platforms into English language learning methods is grounded in several fundamental pedagogical concepts, most notably the constructivist theory developed by Jean Piaget and Lev Vygotsky. Piaget argued that knowledge is constructed through active interaction with the environment (Waite-Stupianski, 2022). In the context of language learning through interactive platforms, this principle is realized through an individual's active interaction with their environment. The fundamental tenet of constructivism is that learning occurs through active engagement rather than passive observation. Jean Piaget categorically rejected the idea of learning as the passive absorption of information, asserting that it is a dynamic process of creating and testing one's own views of the world (Pardjono, 2016). When using interactive platforms such as Quizizz or Kahoot, this approach is directly embodied, as knowledge is not imposed from the outside but is synthesized by the students themselves through the resolution of interactive challenges and real-time problem-solving.

While Piaget's theory is an individual's cognitive structure, Lev Vygotsky expanded on this understanding by emphasizing the crucial role of the social context. The social constructivism he developed asserts that successful intellectual development depends directly on social interaction (Vygotsky & Cole, 2018). According to Vygotsky, every function in a child's cultural development appears twice. First, it emerges among people at the social level, and only then within the child. This means that the formation of concepts and logical memory originates in real relationships between individuals (McLeod, 2024).

In the digital area, this theoretical framework underpins the transition toward student-centered learning. In this model, the main focus shifts from educators to learners, with their interest determining the course of instruction. This autonomy empowers learners to negotiate both the content and the methodology of their acquisition (Tang, 2023). In today’s digital environment, interactive platforms serve precisely as the tools that provide the necessary “scaffolding” (support). Collaborative platforms, such as Miro or Padlet, enable a process of collaborative learning, where the exchange of ideas and experiences leads to insights that would be impossible to achieve alone. Learning, in this way, ceases to be a solitary process. It transforms into an active social process in which students collectively discover principles and realities, developing both rational and intuitive thinking.

Communicative Language Teaching (CLT) is also a key methodological foundation for the use of these platforms. Its central idea is that the goal of language learning is not the accumulation of grammatical rules, but the ability to interact effectively in real-life situations. Research on the role of interaction in language acquisition, particularly Michael Long’s “Interaction Hypothesis,” demonstrates that successful foreign language acquisition occurs through the process of negotiation of meaning. Interactive platforms stimulate this process through synchronous chats, collaborative projects, and gamified simulations that require active verbal output (Long, 2025).

In summary, it can be argued that the effectiveness of interactive platforms stems from their ability to translate the principles of constructivism and the communicative approach into the digital realm. The synthesis of Piaget’s ideas on active learning and Vygotsky’s on the social nature of learning transforms the learner from a passive listener into a creator of their own knowledge through the mechanisms of “scaffolding”. Thus, the theoretical foundation confirms that digital technologies are not merely an auxiliary tool but a fundamental environment for implementing student-centered learning. Understanding these methodological foundations allows for a more informed approach to selecting the tools available to modern educators; therefore, we will now examine in detail the types and practical applications of interactive platforms in the classroom.

The core idea behind interactive platforms lies in enabling students to independently learn a language while clearly tracking their progress. In comparison to traditional teaching methods, these resources emphasize active participation, gamified elements, and reward systems such as achievements, points, and performance indicators (Zou et al., 1980). However, the practical application of interactive platforms in today’s educational process is based on the balanced integration with traditional teaching methods. The proper use of both methods results in a more engaging and in-depth lesson in which every student can actively participate.

Classification and Functional Analysis of Interactive Platforms

The types of interactive platforms in the classroom can be categorized into several main functions, depending on the goals of the teacher and students (Echeverría

et.al., 2012).

The first category involves interactive tests and various types of quizzes. The most well-known platforms in this category are Kahoot and Quizizz, which enable students to quickly assess the knowledge of the material covered. Such tests are suitable for reviewing both vocabulary and grammar. The Quizizz platform is excellent for independent study using flashcards, while Kahoot is a competitive platform that determines winners based on the number of correct answers and response speed. This type of interactive platform is appropriate for both teachers and students and significantly increases interest in language learning.

Another category of interactive platforms includes virtual whiteboards for learning and reviewing material. These platforms emphasize the teacher’s significant role in designing lessons for students. Teachers use tools such as Padlet and Miro to create colorful assignments with images and text in real time. In addition, students can add comments or write their answers on the same board. On this type of platform, the teacher can make the most of all the features of digital education, transforming traditional textbook-based lessons into engaging activities in a new format. Platforms with virtual whiteboards support the development of core language skills including grammar, speaking, reading, writing, and listening, making them one of the most convenient ways to learn a language.

The latest generation of modern educational platforms is based on artificial intelligence. Such resources are capable of adapting to the student’s level, learning pace, and the goals they want to achieve. For instance, the ELSA Speak platform focuses on enhancing communication and English speaking skills. Artificial intelligence has the ability to recognize speech, pronunciation mistakes, and provide instant feedback on how to correct them. Additionally, AI makes it possible to interact with speakers of different accents. A similar approach is used by the platform TWEE, which is useful not only for students but also for teachers. This tool allows users to quickly and easily create interactive and visually engaging lessons with various types of tasks on any topic, based on the learner’s goals and level. To create a lesson on the TWEE platform, it is sufficient to specify the topic, key vocabulary, and the students’ abilities; within a few minutes a full lesson with a plan, tasks and outcomes will be presented.

All of the categories listed represent just a small fraction of all the existing interactive English learning platforms. Each platform has its own unique features and is designed for either a teacher, a student, or both. Despite that fact, all digital platforms share the same idea of integrating well-known and effective linguistic foundations in language teaching into a new, modern approach.

Based on the theoretical background behind the interactive platforms and their practical application in real-life classroom settings, the difficulties that arise when using them should also be considered. Although interactive platforms offer a number of advantages including increased student motivation, accessibility, and visual appeal, they inevitably come with certain limitations.

One of the main problems, particularly in urban Kazakhstan, is the technical feasibility of using such platforms. Not all students and teachers have free and consistent access to all the benefits of digital platforms due to a lack of technical connectivity. Although global platforms like Duolingo and Quizlet are designed to be convenient offline, most of their features will not work without a proper internet connection. Students can review previously learned material and use pre-prepared flashcards, but they cannot track their progress, create new material, or use additional applications. It is also worth noting that some platforms offer only a limited amount of free training, while the full suite of features can be quite expensive. Teachers and students do not always have the financial means to pay for all the resources needed to use such interactive platforms, and educational institutions often do not provide funding for them.

Another significant challenge for English language teachers is the lack of qualifications or digital literacy to effectively integrate these platforms into their lessons. Teachers who lack a full understanding of how to effectively use interactive platforms to achieve student results limit their teaching potential. Interactive platforms are now more than just tests and games; they are global AI-powered tools that constantly develop new functionalities. Several universities and programs offer teachers and students free training on how to effectively use AI and digital platforms to achieve their educational goals. Nevertheless, acquiring these new skills is a gradual process that requires time to adapt to new trends in English language learning.

Finally, a major challenge for the entire educational field is that interactive platforms compete with traditional teaching methods but at the same time cannot completely replace them. While gamified teaching methods can be useful for practicing vocabulary or grammar, they're not always suitable for real-life application. A teacher, as a human being and specialist, can develop the right teaching methodology, provide immediate feedback, and, most importantly, support and motivation. Interactive platforms, on the other hand, are more focused on entertaining content and self-help. It's also important to note that gamification can shift the focus from learning to the desire to achieve the highest result and win, rather than to improve one's skills. Students may be focused on winning a prize or ranking, which ultimately leads to superficial learning. That is why there is still ongoing debate about whether it would be appropriate to replace traditional teaching methods with digital ones, and how successful such a change would be.

Despite the challenges mentioned above, the field of English language learning continues to evolve, and by learning from past mistakes, new opportunities are emerging for digital platforms. Among such updates, it is necessary to highlight the active integration of interactive platforms with AI. One of the most anticipated features of AI is its ability to interact directly with students or teachers, offering personalized learning experiences. Artificial intelligence will be able to instantly generate tables, statistics, and data showing the most accurate indicators of a student's progress and the areas of the language that still need work. While AI is currently capable of adapting

material to different levels and ages, in the near future it will be able to guide, correct, and improve a students' proficiency independently and in real time. It is also expected that AI will be able to take on the development of listening and reading skills, checking pronunciation and text comprehension.

In addition to artificial intelligence, the introduction of virtual and augmented reality technologies will also have a significant impact on the education sector. In the future, these tools will be able to directly immerse students in real-life scenarios and help them practice their skills through simulations. In this case, the virtual environment serves as a comfortable, personalized space where the student initiates the process, creates the situation, and can feel more confident. In this scenario, teachers do not lose their jobs; on the contrary, they will be able to assess what additional work needs to be done with the student. Teachers can focus on communicating with, mentoring, guiding and sharing knowledge with students. Such methods not only automate educational processes but also completely transform the way we view traditional interactive platforms.

Conclusion

To conclude, digital interactive platforms are a key element in the modern English language learning process, representing an indispensable tool for both teachers and students. Their proper integration into the traditional educational process demonstrates remarkable potential for increasing student engagement, enabling independent language learning, and selecting materials based on interests, age, and proficiency.

However, their effectiveness as a tailored tool remains controversial, as interactive platforms cannot fully replace teaching experience and traditional teaching methods in all situations and for all skills at this stage. Difficulties in their practical application are also important to note, such as a lack of teaching qualifications and students' desire to win rather than actually improve their knowledge. These challenges continue to highlight the need for a balanced approach in the language learning process. By using interactive platforms to complement established teaching methods, it is possible to create a uniquely effective learning environment that combines gamified and educational tools.

The continued improvement of interactive platforms indicates that innovations will offer students and teachers even more opportunities in the next few years. The development of artificial intelligence, augmented reality, and other new trends in language learning will allow students to immerse themselves in a flexible learning style and fully personalize their lessons. Thus, digital interactive platforms should be used not as a mechanism to replace the teacher's work, but as an adaptive tool that can enrich traditional classroom teaching.

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**ARTIFICIAL INTELLIGENCE AND DIGITAL TECHNOLOGIES
IN FOREIGN LANGUAGE EDUCATION:
A CRITICAL REVIEW OF OPPORTUNITIES AND
CHALLENGES IN THE POST-CHATGPT ERA**

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Introduction

The release of ChatGPT in November 2022 marked a watershed moment for education. Within months, language learners worldwide had access to a conversational AI capable of composing essays, explaining grammar, translating texts, and simulating dialogue in dozens of languages — all at no cost and with no waiting time. For foreign language education, this development has been both exhilarating and profoundly unsettling. It forces educators to confront a fundamental question: when a learner can instantly obtain grammatically polished, contextually appropriate output in a target