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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»**

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«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 «Инновационные 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.

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NJSC “The L.N. Gumilyov Eurasian National University”  
Philological faculty  
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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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теории и практики»**

### **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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интеллектің артықшылықтарымен қатар, кейбір кемшіліктері де бар. Мысалы, интернетке тәуелділік оқу процесін шектеуі мүмкін. Сондай-ақ, тірі қарым-қатынастың азаюы тілдің табиғи ортада қолданылуын төмендетеді. Кей жағдайларда жасанды интеллект қателесіп, дұрыс емес ақпарат беруі де ықтимал. Сондықтан бұл технологияларды толықтай дәстүрлі оқыту әдістерінің орнына емес, олармен бірге қолдану тиімдірек болады. Қазіргі уақытта көптеген мобильді қосымшалар мен онлайн платформалар тіл үйрену үшін кеңінен қолданылады. олар сөздік қорды дамытуға, грамматиканы меңгеруге және тілдік тәжірибе жинақтауға мүмкіндік береді [3; 14].

### **Қорытынды**

Қорытындылай келе, цифрлық технологиялар мен жасанды интеллект тілдік білім беруді жетілдірудің маңызды құралдарының бірі болып табылады. олар оқу процесін тиімді ұйымдастыруға, білім алушылардың қызығушылығын арттыруға және тілдік дағдыларды дамытуға мүмкіндік береді. болашақта білім беру саласында цифрлық технологияларды кеңінен қолдану тілдік білім беру сапасын арттыруға ықпал етеді. сондықтан оқыту процесінде заманауи технологияларды тиімді пайдалану маңызды міндеттердің бірі болып табылады.

### **Қолданылған әдебиеттер тізімі**

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2. Исабаева А. Шет тілдерін оқыту әдістемесі. – Алматы, 2019.
3. Selwyn N. Education and technology: key issues and debates. – London, 2017.

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## **FEATURES OF FOREIGN LANGUAGE ACQUISITION THROUGH DIGITAL PLATFORMS IN THE CONTEXT OF LIFELONG LEARNING**

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### **Annotation**

The article analyzes the main features of mastering a foreign language through digital platforms in the context of lifelong learning. In the course of the study, the possibilities of online platforms in the development of language skills, individualization of the pace of learning, the provision of instant feedback and the organization of independent work of the student were considered. Mobile learning,

artificial intelligence-based tools and effective aspects of language learning practices in an informal digital environment were also described. As a result, it was found that digital platforms create a flexible, accessible and practical environment in the process of lifelong learning of a foreign language. It was also concluded that their effectiveness directly depends on the student's motivation, self-regulation and ability to clearly set the learning goal.

**Keywords:** lifelong learning, digital platform, foreign language, language competence, mobile learning, self-regulation, artificial intelligence, professional English, online learning, continuing education.

In modern society, mastering a foreign language is no longer a goal that is completed within the framework of a school and university, it has become a process of personal and professional development that continues throughout life. The digitalization of the labor market, the increase in international document flow, the constant updating of industry terminology and the strengthening of online communication require continuous improvement of language competence. In this context, digital platforms are becoming one of the main mechanisms for the real implementation of the idea of lifelong learning. They not only provide the student with the opportunity to study independently of time and space, but also create conditions for working at an individual pace, engaging in multimodal content, receiving instant feedback and choosing language content that meets professional needs. This article will analyze the features of mastering a foreign language through digital platforms from the point of view of the lifelong learning position.

The purpose of the study is to reveal the scientific and methodological foundations of continuous learning of a foreign language through digital platforms and describe its effective model. To achieve this goal, the tasks were set to determine the place of digital platforms in the lifelong learning system, analyze the features of language learning based on mobile and artificial intelligence, identify factors of self-regulation and motivation support, as well as demonstrate applied examples related to professionally oriented language training. The object of the study is the process of teaching a foreign language in the context of lifelong learning. The subject of the study is the functions, tools and methodological capabilities of digital platforms in this process. The relevance of the study is explained by the fact that knowledge of a foreign language has become not just an academic advantage, but an integral part of the legal, technical, managerial and international communication training of a specialist. The theoretical significance lies in the fact that lifelong learning, digital education and language acquisition are considered in continuity. The practical significance lies in the fact that the results of the article can be included in the practice of adult education, professional retraining, drawing up an online course and teaching a foreign language in the industry.

In the process of preparing the article, methods of qualitative literature analysis, comparative interpretation, content accumulation and applied pedagogical modeling were used. Published in 2023-2025, Lifetime learning, mobile-assisted language

learning, informal digital learning of English, AI-supported language learning and adult education were selected. In addition, an official regulatory document was considered that allows you to clarify the linguistic need in the professional sphere. The analysis focused on four main facets of digital platforms: flexibility, personalization, self-regulation, professional orientation. Through these measurements, scientific results were systematized and practical models were presented.

In the Lifetime learning space, the role of digital platforms is first revealed through factors that contribute to the outcome of the adult learner. Hye-Yong an's AI-Powered E-Learning for Lifelong Learners: Impact on Performance and Knowledge Application shows that ease of use in the use of artificial intelligence-based e-learning tools, the ability to put the knowledge gained into practice, and the reliability of learning have a direct impact on performance and frequency of use. In the text of the study, such platforms are considered in the case of lifelong learning not just as a content provider, but as an environment that allows you to implement what has been learned [1, 90]. This statement is also directly related to the foreign language. For example, when an adult specialist works with Coursera, Duolingo, Busuu or AI-chatbot, his main question is "memorized?"not," can I use this in writing a letter, negotiating, reading a technical manual? changes to the dimension". Therefore, in the context of lifelong learning, the value of a digital platform is measured by the ability to transfer language knowledge to real professional activity.

Communication platforms that rely on artificial intelligence strengthen the possibility of personalization in the acquisition of a foreign language. In transforming Language Education: a Systematic Review of AI-Powered Chatbots for English as a Foreign Language Speaking Practice, jinmin Du and Ben Kei Daniel reviewed 24 studies from 2017-2023 and showed that AI-powered chatbots contribute to the development of English speaking skills, reduce anxiety, improve pronunciation, and increase confidence and engagement. The authors note that such tools "help speed up the learning process and achieve learning goals" [2, 103]. This is very important for lifelong learning, as an adult learner often needs language flexibility aimed at immediate use, not the audience. For example, a busy doctor or logistician can maintain their language activity by repeating professional dialogue patterns for five minutes every day through an online chatbot. Here, the digital platform does not replace the teacher, but allows for continuous practice.

Mastering a foreign language in the context of Lifelong learning is not limited to General English, it also includes working with specific professional documents. In this context, the 2022 document on Phytosanitary requirements of the Eurasian Economic Commission states that the requirements were developed in accordance with the Treaty on the Eurasian Economic Union, International phytosanitary standards and decision of the Customs Union Commission No. 318 dated June 18, 2010. The document states that these requirements apply to quarantined products, that products with high phytosanitary risks are introduced into the territory of the union with a phytosanitary certificate, and the 2023 amendments clarify the procedure for returning,

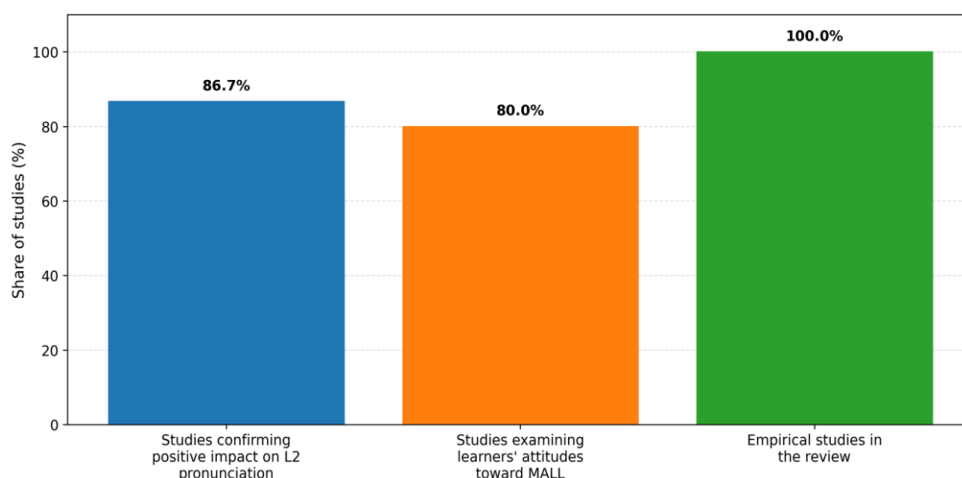
sterilizing, destroying products or revoking the certificate if the volume of products does not correspond to the accompanying document [3, 1]. This fact is included in the topic of the article not indirectly, but in real communication: for specialists working in the field of quarantine, customs, phytosanitary, learning a foreign language through digital platforms becomes not a general knowledge, but a need to understand an international document, read certificate forms, achieve terminological accuracy and conduct professional communication. That is, within the framework of lifelong learning, the digital platform will become a real professional tool for mastering the industry English or Russian.

Mobile resources are considered tools that are as close as possible to the principle of lifelong learning, as they offer the opportunity to study "anytime and anywhere." The Impact of Mobile Resources on Enhancing Lifelong Learning among Chinese Undergraduate EFL Students study by Lee Liu, Shaidatul Akma Adi Kasuma and Salasia Che Lah showed that a moderately positive relationship was found between mobile learning effectiveness and lifelong learning ability, and students chose mobile resources as a platform to support lifelong learning [4, 331]. This conclusion has great methodological significance. For a language learner, a smartphone is not just a means of communication, it becomes a space for daily verbal repetition, listening, watching microclasses, checking pronunciation, listening to podcasts, leaving short notes and accumulating speech experience. Especially for adults, a short but systematic mobile learning format will be much more viable than a regular long lesson. Here, the flexibility of the digital platform fully coincides with the practical nature of lifelong learning.

The quality of language proficiency is assessed not only by accessibility, but also by the development of specific language skills. Rastislav metruk's Mobile-Assisted Language Learning and Pronunciation Instruction: a Systematic Literature Review analyzed 15 empirical works published between 2015 and 2022. According to the results of the review, 13 of them, that is, 86.7%, confirmed that mobile learning has a positive effect on the development of second-language pronunciation, while 3 studies did not discuss this effect at all. In addition, 12 out of 15 studies, i.e. 80%, considered the attitude of students to the MALL, and most of these studies showed a positive attitude towards mobile learning. The author points out that smartphones were the most commonly used tool, that is, they became the leading device in the MALL environment, as well as the use of various applications and platforms in the development of pronunciation [5, 162]. This result is of particular value to lifelong learning, as one of the main difficulties of an adult language learner is insecurity in speaking and sounding. If in a traditional course there is not always an instant correction from the teacher, on a digital platform it is possible to immediately notice the phonetic difference by repeating the word several times and making an automatic comparison. For example, a specialist in the field of Export-Import, Agronomy or phytosanitary can work out the correct pronunciation of professional terms such as plant quarantine, inspection report, certificate of origin much more systematically in a

mobile environment.

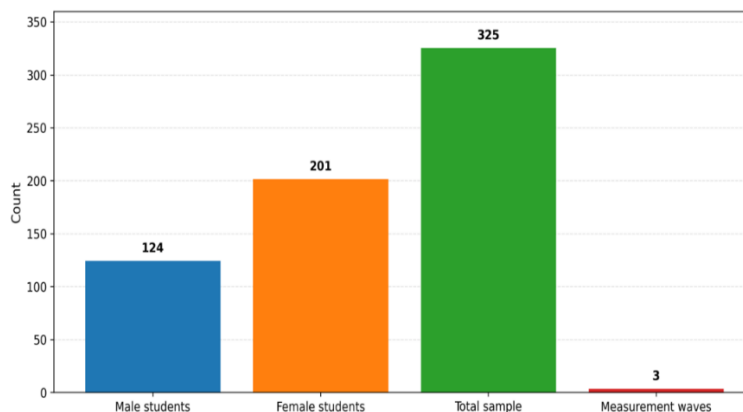
**Mobile-Assisted Language Learning and Pronunciation Instruction  
Key Results from a Systematic Review of 15 Empirical Studies**



Based on Rastislav Metruk's systematic literature review (2015–2022). The chart summarizes pronunciation-related outcomes and learner attitudes in MALL research.

In order for digital platforms to be effective in lifelong learning, they must strengthen the student's self-regulation skills. Afshin Rezai and Ahmad Gudarzi's *Exploring the Nexus of Informal Digital Learning of English and Online Self-Regulated Learning in EFL University Contexts: Longitudinal Insights* took part in 325 EFL students in Iran, of whom 124 were male and 201 female. The study was conducted in three stages, every six months, and the indicators of IDLE and online self-regulated learning were repeatedly measured. The results, based on the model of structural equations, showed that there is a significant positive relationship between informal digital learning of English and online self-regulated learning at all three stages, and that this influence gradually intensified towards the stages after the initial measurement. Based on these data, the authors describe the IDLE approach as a promising direction for mastering a second language [6, 49]. This result accurately reveals the nature of lifelong learning, because continuous language learning often relies not on external control, but on internal discipline, individual goal setting and independent control of the learning trajectory. The digital platform will become a stable environment for long-term language development if the student consciously chooses digital content, monitors their progress step by step, and systematically performs small daily learning activities. And if self-regulation is not sufficiently formed, even a quality application can remain at the level of short-term interest.

**Informal Digital Learning of English and Online Self-Regulated Learning  
Longitudinal Study Sample and Design**



Study participants: 325 EFL university students in Iran (124 male, 201 female). Data were collected in three waves at six-month intervals.  
Key finding: a significant positive relationship between IDLE and online self-regulated learning was observed across all waves, with the association strengthening over time.

The results of the analysis show several obvious features of mastering a foreign language through digital platforms in the case of lifelong learning. First, this process is more dependent on an individual trajectory than on a formal course. An adult learner is usually not looking for a "curriculum", but for the language he needs to solve his professional or life task. One needs English for International Correspondence, the second may need to read an industry regulatory document, and the third may need to conduct a short negotiation with a foreign partner. Therefore, the language content on the digital platform must be modular, flexible and applied.

Second, the digital platform makes lifelong learning effective, but does not automatically produce results. The result largely depends on the learner's self-regulation, small goal setting, adaptation to constant micro-learning. For example, a 15-minute listening and word repetition every day, a professional dialogue with an AI chatbot twice a week, and an analysis format that translates a specific industry document once a month will help maintain continuous learning. Third, multimodality plays a key role in digital platforms. When not only text, but also audio, video, speech sample, interactive task, instant feedback and progress tracking work in parallel, the language result stabilizes. Fourth, mastering a foreign language in the context of lifelong learning quickly moves from a general communication direction to a professional one. For this reason, platforms need to include more ESP, professional terminology, document language, industry case, and true communication scenarios.

From a practical point of view, digital platforms can be effectively used in three areas. The first direction is formal training. At universities and advanced training courses, short language modules should be introduced into the LMS system and professional foreign language blones should be created, which will accompany the main course. The second direction is non – formal reading. Here, Telegram channels, podcasts, mobile applications, AI chatbots and microcourse platforms allow you to maintain daily language activity. The third direction is professional continuous training. For example, in special digital modules for specialists in the field of Plant Quarantine, customs control, international trade, agronomy, such terms as phytosanitary certificate, quarantineable products, inspection procedure, pest risk,

compliance requirements can be studied together with a specific document. In such a model, language learning becomes part of professional competence, not an abstract task.

In this regard, the most important feature of mastering a foreign language through digital platforms is its violation of subject boundaries. It is no longer just a philology or language lesson. The language is combined with digital literacy, legal document, international standard, professional communication, self-government and continuous development. Therefore, in the case of lifelong learning, the methodology of language teaching should also change: it is necessary to move from a long theory to a short applied module, from a general dictionary to a specific professional vocabulary, from passive perception to active digital practice, from a one-time course logic to a lifelong updating learning logic.

In conclusion, learning a foreign language through digital platforms in the context of Lifelong learning is characterized by flexibility, personalization, mobility, self-regulation and professional orientation. The analysis showed that such platforms support not only language knowledge, but also the transformation of it into real action. AI-chatbots accelerate the speech experience, mobile resources provide continuous micro-learning, and informal digital learning strengthens the ability to self-manage. At the same time, the most valuable thing for lifelong learning is the ability of platforms to adapt to a professional situation. In this regard, teaching a foreign language through a digital platform should be aimed not only at teaching grammar and vocabulary, but also at developing a specialist's ability to work with an international document, master industry terminology, conduct professional communication and update knowledge throughout his life. This direction is one of the most viable and promising models for mastering a foreign language in today's digital society.

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## ГРПТТ 14.35.09

### INNOVATIVE METHODS OF TEACHING CHEMISTRY USING ARTIFICIAL INTELLIGENCE: COMBINING THEORY AND PRACTICE

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#### **Introduction**

The current stage of scientific development is characterized by the active integration of artificial intelligence (AI) into diverse research domains, including chemistry education. Global digitalization trends, as reflected in UNESCO strategic documents, underscore the necessity of training specialists proficient in advanced technologies [1]. The integration of AI into the educational process is becoming a key factor in building the competencies of future experimental chemists. This approach aligns with international standards of innovative pedagogical design. Of particular relevance is the development of adaptive learning systems capable of simulating real chemical processes in virtual environments. Such solutions make it possible to overcome the geographical and resource constraints inherent in traditional education. Recent research demonstrates improved material acquisition rates when interactive simulations are used, confirming the promise of this direction [2]. These findings create preconditions for the transformation of educational paradigms in the natural sciences.

Traditional chemistry teaching confronts systemic challenges, including a deficit of laboratory equipment and difficulties in demonstrating abstract concepts. Students find topics related to quantum-chemical representations of molecular and crystal-lattice structures particularly demanding. Limited means for visualizing molecular orbitals or