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**STRATEGIES FOR DEVELOPING THE PROFESSIONAL PROFICIENCY OF  
FUTURE ENGLISH LANGUAGE TEACHERS VIA AI TECHNOLOGIES**

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The contemporary education system is encountering new challenges amidst the processes of globalization and the rapid advancement of digital technologies. In this context, artificial intelligence-based tools are increasingly being utilized as one of the most effective mechanisms for enhancing the quality of education. Particularly in the training of pre-service teachers, the integration of such technologies is creating new opportunities for professional development.

Nowadays, the expectations for English language teachers extend beyond linguistic proficiency to include competencies such as the effective use of modern digital resources, personalization of the instructional process, and adaptation to student needs. In this regard, the implementation of artificial intelligence in education plays a vital role in elevating the professional standards of future specialists. In this context, the Concept for the Development of Higher Education and Science in the Republic of Kazakhstan for 2023–2029 emphasizes the development of higher education infrastructure and digital architecture. Digital technologies have become an integral part of the modern era and hold significant potential in successfully implementing higher education. By using artificial intelligence methods in the learning process, incorporating virtual and augmented reality, interactive platforms, and simulators, students are enabled to master both theoretical knowledge and practical skills more effectively[1]. Moreover, learners gain access to global digital educational resources, allowing them to acquire the necessary qualifications and competencies.

In the preparation of future primary school teachers, attention is given to the features of various educational programs, the attributes of graduates, and the expected outcomes, while creating conditions for learners’ development and activating the generation of subjective ideas. AI-based technologies provide extensive opportunities to differentiate learners’ educational pathways, offer prompt feedback, adapt learning materials to individual needs, and automate the educational process. As a result, this creates conditions for the systematic and planned development of the professional competencies of future English language teachers. However, in order to implement these opportunities effectively, it becomes necessary to develop scientifically grounded models and methodological approaches. From a pragmatic perspective on the use of artificial intelligence technologies in teaching English, the learning process has become increasingly efficient and prompt, primarily due to the high-quality and meaningful feedback highlighted in recent studies. In particular, P. V. Sysoev, E. M. Filatov, and D. O. Sorokin, in their works, identify six main types of feedback provided based on artificial intelligence.

They are classified into the following types:educational-social;informational-reference;methodological;analytical;evaluative;conditional-creative [2].These types of feedback allow comprehensive support of learners’ educational activities, help determine their level of knowledge, and contribute to the effective organization of the learning process. In another study, P. V. Sysoev, E. M. Filatov, N. I. Khmarenko, and S. S. Murunov comparatively analyze teacher-provided feedback and AI-based feedback in the assessment of learners’ written work [3].The results of this study indicate that, at present, the quality of feedback provided through artificial intelligence is comparable to that of teacher-provided feedback and, in some cases, can even achieve higher effectiveness. At the same time, several studies note that AI-based feedback is not yet fully developed. Specifically, its shortcomings include a limited emotional component,

occasional gaps in knowledge, and the potential to provide unrealistic or fabricated information in certain aspects [4,5].

The research was directed towards achieving the set objectives and was based on a comprehensive system of methods. In particular, among the theoretical methods, an analysis was conducted of scientific and scientific-methodological works aimed at designing methodological models for foreign language teaching using modern technologies. Empirical methods employed included surveys, observations, and techniques for describing the obtained results. Additionally, the modeling method was widely applied during the study. The article clearly defines the main conceptual and categorical framework, with its structural basis comprising concepts such as “artificial intelligence,” “language competence,” and “language competence of future primary school teachers formed through artificial intelligence.” The development of new methodological models is closely linked to qualitative changes in the field of education. These changes are primarily driven by the rapid advancement of scientific and technological progress. The widespread adoption of artificial intelligence technologies addresses one of the key challenges of the current education system: meeting the demands for personalized and individualized learning. In this regard, AI tools are effectively used to shape learners’ individual educational trajectories by taking into account their personal characteristics, needs, and learning styles. Currently, the tools and organizational forms used in the teaching process have undergone significant updates and have gained widespread popularity among young learners. These include modern online platforms that integrate AI technologies such as machine learning, natural language processing, text data analysis, computer vision, and virtual reality, alongside interactive mobile applications. In the field of language education, the concept of “competence” is often considered in connection with “communicative competence”, yet this does not fully capture its scope. Generally, **competence** refers to the ability to meet the requirements and standards set in a particular domain, to acquire the knowledge and skills necessary to solve specific tasks, and to achieve results confidently. This concept originates from the Latin word *compete*, which encompasses the meanings of “correspond” and “achieve.” In truth, the topic of Artificial Intelligence (AI) in education is closely linked to a growing scientific potential, and unlocking its real possibilities requires practical solutions. Currently, scientific research in this field is being actively published, and text recognition systems are being implemented.

Furthermore, adaptive and personalized learning programs are being launched that account for individual characteristics by analyzing students' learning outcomes. These programs include functions such as:

- Response analysis

- Personalized support

- Predictive analytics

- Spaced repetition (interval learning)

- Automated assessment of academic achievement

Chatbots providing virtual assistance to students are also actively used, including platforms such as ChatGPT, Duolingo, Thinkster, Querium, Alta by Knewton, and others [5].

Considering the competency-based approach as a leading framework in education aims to develop several key competencies necessary for performing professional activities. English Translation The consideration of the competency-based approach as a leading foundation in education aims to develop the various competencies necessary for professional activity. In the process of implementing these competencies, learners master a harmonious combination of knowledge, skills, experience, and proficiency, which in turn enables effective decision-making and the achievement of tangible results. Within the model of linguo-methodological training for future foreign language teachers based on Artificial Intelligence (AI) technologies, the primary goal and outcome of educational activity is the formation of professional competence through the use of AI tools [6]. In this context, the competency-based approach serves as the central element of the model.

Model: "Enhancing the Professional Competence of Future English Teachers through AI"

1. Normative-Target Block Conceptual Framework: Improving the quality of education by integrating AI tools with modern English Language Teaching (ELT) methodologies (e.g., CLIL - Content and Language Integrated Learning, Task-based Learning). Objective: To develop the professional-pedagogical, linguistic, and digital competencies of future English teachers based on AI technologies.

2. Theoretical-Methodological Block Theoretical Foundations: Connectivism: Learning for the digital age. TPACK Model: Technological Pedagogical Content Knowledge. Communicative Language Teaching (CLT): The theory of communicative instruction. Methodological Approaches: Linguistic Orientation: Using AI to simulate an authentic foreign language environment. Professional Orientation: Developing skills in using AI for lesson planning and content generation. Academic Integrity: Cultivating a culture of ethical AI utilization.

3. Technological-Organizational Block (Content Section) Component 1: Educational AI Tools Natural Language Processing (NLP) tools: Large Language Models (LLMs) like ChatGPT for text generation and dialogue simulation. Pronunciation and Speaking assistants: AI tools for phonetics and accent reduction. Component 2: Professional Task Automation. AI-driven prompt engineering for lesson plan development. Automated generation of reading materials, quizzes, and vocabulary lists. Component: Evaluation & Feedback Using AI systems for diagnostic, formative, and summative assessment of students' language proficiency.

### 3. Implementation Domains and AI Integration

Focus Areas	Specialized AI Tools (English Teaching)	Teaching Methods
Language Skills	ChatGPT/Claude (Speaking/Writing practice), ELSA Speak (Pronunciation), Ludwig.guru (Contextual search).	Speaking/Writing practice
Lesson Design	Twee.com (Exercise generation from text), Curipod (Interactive slides), MagicSchool AI (Teacher's assistant).	Problem-Based Learning, «Scaffolding» method.
Assessment	Conker.ai Quiz generation, Grammarly (Automated feedback), GradeScope (Digital grading).	Formative assessment, automated instant feedback.

As the research results indicate, Artificial Intelligence (AI) technologies serve as an effective tool for enhancing the professional competence of future English language teachers. These technologies facilitate the individualization of the learning process, address specific student needs, provide personalized feedback, and ensure the accurate assessment of academic achievements. However, AI tools possess certain limitations, such as a deficiency in the emotional component and occasional informational incompleteness. Consequently, the future refinement of AI-based instructional models necessitates the development of scientifically grounded methodological solutions. In this regard, the effective integration of AI technologies into the educational process enables a systematic and qualitative enhancement of future teachers' professional skills, representing a fundamental approach to instruction that meets contemporary educational demands.

### References:

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