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RESEARCH ARTICLE

Professional-Methodological Preparation Of Future Pedagogues For Teaching The Native Language Based On Digital Tools

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Abstract

The study analyzes the essence of the concept of competence, pedagogical competence, digital competence, and native language teaching competence. The structural composition of this competence in future pedagogues is expressed on the basis of motivational-value, cognitive, operational-activity, communicative, technological, methodological, and reflexive-evaluative components. The didactic principles, pedagogical conditions, and scientific views of teaching the native language based on digital technologies are analyzed. The study is based on competence-based, systematic, person-oriented, activity-based, and integrative methodological approaches.

KEYWORDS

Competence, digital technologies, didactic principles, professional training, methodological mastery, interactive education, competence-based approach.

INTRODUCTION

In the field of modern education, the process of digital transformation is leading to structural and functional changes in educational institutions. In today's pedagogical reality, the introduction of information and communication technologies, the expansion of electronic learning platforms, the use of tools based on artificial intelligence, and the normalization of distance learning conditions are imposing new requirements on the professional competence of pedagogical personnel. In particular, native language teachers are required not only to have deep knowledge of linguistics and methodology, but also to be able to methodologically correctly apply the possibilities of the digital educational environment, design the educational process with the help of technological tools, and have the ability to determine and assess the individual development trajectories of students. This situation makes it necessary to reconsider the system of training future teachers in pedagogical higher education institutions.

At present, although digital tools are being introduced into the educational process in many higher education institutions, most of them are studied mainly on the basis of their technical characteristics, while their didactic possibilities, methods of methodological application, and pedagogical effectiveness are not sufficiently analyzed. Especially in a subject area with a communicative nature such as native language education, the specific features, methodological mechanisms, and pedagogical conditions of integrating digital tools have not been systematically explained. From this point of view, the issue of professional-methodological preparation of future pedagogues for teaching the native language based on digital tools appears as one of the important and relevant directions of scientific-pedagogical research.

The scientific-pedagogical essence of this problem lies in the

fact that the activity of teaching the native language based on digital tools is formed as a complex integration of traditional methodological preparation, digital literacy, pedagogical innovative thinking, and professional reflection. This activity expresses the teacher's ability to organize the content of the native language through modern information and communication tools in a didactically grounded, methodologically appropriate, person-oriented, and result-oriented manner. Therefore, the development of professional-methodological preparation for this activity in future pedagogues requires the fundamental restructuring of the content of pedagogical education, the introduction of new methodological approaches, the strengthening of integration between academic subjects, and ensuring the practice-oriented preparation of future teachers.

The relevance of the problem is determined by a number of objective and subjective factors:

1. It can be noted that the process of digital transformation is developing intensively at all levels of the education system. Today, the use of electronic educational resources, LMS platforms, mobile applications, cloud tools, assistant systems based on artificial intelligence, and virtual learning environments in educational institutions is accelerating;

2. It is manifested in the renewal of the content of native language teaching in general secondary schools on the basis of a competence-based approach. This renewal requires future teachers to have methodological flexibility, technological literacy, and the ability for innovative activity;

3. It is connected with the changing cognitive characteristics of the student contingent, methods of receiving information, and culture of communication in the digital environment;

4. It is expressed in the gap that exists between theoretical knowledge and practical skills in pedagogical higher education. In particular, although future teachers theoretically master the general characteristics of digital tools, they face difficulties in applying them methodologically correctly specifically in native language lessons;

5. It is manifested in the fact that digital competence does not occupy a separate and important place in the standards of professional preparation of teaching personnel, and in most cases is considered as a component of general pedagogical competence.

Therefore, this problem is not only a methodological issue, but also a complex object of scientific research that includes pedagogical, psychological, didactic, technological, and information-communication components. At the center of the research focus are the personality of the future pedagogue, his professional development, methodological thinking, digital culture, reflexive abilities, and innovative potential. It is precisely these factors together that ensure the qualitative and effective formation of the activity of teaching the native language based on digital tools.

In order to characterize the activity of teaching the native language based on digital tools, it is first necessary to determine the scientific-semantic content of the main concepts. In scientific literature, the concept of "competence" is interpreted as the integration of knowledge, skills, abilities, practical experience, value orientations, motivational structure, and personal-psychological qualities that enable a person to act effectively in a certain field of activity. Competence means not only possession of a sum of information, but also the ability to apply acquired knowledge in real and problematic situations, solve problems, make decisions, assess the result of activity, and improve one's actions. From this point of view, competence has a dynamic, practice-oriented, context-dependent, and integrative character.

Professional competence is the manifestation of this general concept applied to a specific professional activity and expresses a person's ability to perform professional tasks qualitatively on the basis of modern requirements and professional standards. It is manifested in the integral unity of professional knowledge, special skills, practical experience, professional ethics and deontology, communicative culture, and reflexive potential.

In the context of pedagogical activity, professional competence is manifested through the teacher's abilities to design educational content, communicate effectively with students, organize the educational process, assess, and exert educational influence. Pedagogical competence is a structural and at the same time relatively independent type of professional competence, which includes the teacher's abilities to correctly understand pedagogical situations, make didactic decisions, manage the educational-upbringing process, select methods and tools appropriate to educational goals, and support students' personal development.

Pedagogical competence is essentially a multi-component

system in which methodological, psychological, communicative, diagnostic, reflexive, and innovative components are mutually harmonized and complement one another. Digital competence is one of the categories that today is acquiring special scientific and practical significance. It denotes a person's ability to consciously, safely, purposefully, and critically use digital tools in searching, selecting, processing, creating, transmitting, and evaluating information.

For a pedagogue, digital competence includes not only the ability to use technical tools, but also the ability to select them in accordance with pedagogical goals, create digital content, work with educational analytics, design online and hybrid lessons, and comply with the requirements of digital ethics and information security. Therefore, digital competence in pedagogical activity is formed at the intersection of technological literacy and methodological mastery.

Methods: The professional-methodological preparation for the activity of teaching the native language is characterized by the future pedagogue's knowledge of the scientific-theoretical foundations of the native language subject, ability to didactically analyze language phenomena, ability to select lesson content in accordance with pedagogical goals, ability to apply methods and techniques aimed at developing types of speech activity, and ability to effectively organize the educational process that serves to form students' language and speech competence. This preparation is manifested on the basis of the integration of knowledge of linguistics, methodology, pedagogy, psychology, and didactics. However, in modern conditions, this preparation does not rely only on traditional methodological foundations. It must be supplemented with new components that make it possible to implement interactive, multimodal, differentiated, and person-oriented education enriched with digital technologies.

In this regard, "professional-methodological preparation for the activity of teaching the native language based on digital tools" is characterized as the future pedagogue's ability to design, organize, manage, assess, and reflect on native language content in integration with the possibilities of the digital educational environment. This preparation is determined by the following main characteristics: methodological appropriateness, technological flexibility and adaptability, interactivity, communicative orientation, reflexivity, innovativeness, and result-orientedness.

A deep analysis of these concepts shows that the professional-methodological preparation of future pedagogues for the activity of teaching the native language based on digital tools should be considered as an integrative synthesis of general competence, professional competence, pedagogical competence, and digital competence.

The professional-methodological preparation for the activity of teaching the native language based on digital tools has a complex integrative structure, and its content can be expressed through several interrelated and interacting components. The first component is the motivational-value component. It includes the future pedagogue's attitude toward the profession, the level of understanding of the social, cultural, and economic significance of native language education, internal readiness to use digital technologies for pedagogical purposes, interest in innovative activity, the need for professional development, and willpower and patience for self-improvement. This component is the internal driver of competence, stimulating and directing the formation of all other components. If a student perceives digital technologies only as an external requirement, administrative necessity, or technical obligation, deep and stable integration does not occur in his methodological activity. On the contrary, a student who understands the possibilities of these tools in improving the quality of native language education, developing students' speech competence, and making the educational process more effective actively develops this preparation.

The second component is the cognitive component. It includes the future pedagogue's knowledge of native language theory, the foundations of linguistics, methodology of teaching the native language, didactics, pedagogical technologies, digital tools and platforms, electronic educational resources, multimedia education, assessment technologies, and educational analytics. The content of this component should not be limited only to a set of factual knowledge, but must possess systematicity, connection with practice, conceptual integrity, and scientific validity. The future pedagogue must know which digital tool corresponds to which didactic goal in teaching language units, working with texts, developing speech activity, differentiating educational tasks, determining individual educational trajectories, and assessment, with what methodological techniques it should be applied, and what pedagogical results it may produce.

The third component is the operational-activity component. It includes specific skills and abilities related to applying knowledge in practice, designing lessons, creating digital

resources, composing interactive tasks, managing communication in a virtual educational environment, organizing students' activity, assessing, and providing feedback. This component is especially important because competence is a phenomenon that manifests itself in practice, in real pedagogical situations. The future pedagogue must know how to create and use digital presentations, tests, video lessons, audio materials, electronic exercises, LMS-based course modules, collaborative online tasks, e-portfolios, virtual laboratories, and tools for reflexive activity.

The fourth component is the communicative component. Since native language education is essentially communicative in nature, this component is of particular importance. It is manifested in the future pedagogue's culture of oral and written speech, academic communication, online communication ethics, ability to establish pedagogical interaction in a digital environment, exchange ideas, organize discussion, involve students in speech activity, and promptly organize feedback. In a digital environment, the process of teaching the native language may often take place on the basis of forums, chats, videoconferences, electronic portfolios, comments, and collaborative environments. Therefore, the future pedagogue must be able to demonstrate communicative competence equally effectively in both traditional and digital contexts.

The fifth component is the technological component. It means the ability to select, adapt, integrate, and use digital tools, programs, platforms, and applications from the point of view of pedagogical effectiveness. This component expresses the level of integration of the methodology of native language education with the digital environment.

The seventh component is the reflexive-evaluative component. It is manifested in the future pedagogue's ability to analyze his own activity, assess the effectiveness of the methods and tools used, identify existing shortcomings, determine a strategy for self-development, diagnose pedagogical results on the basis of criteria, and determine the directions of his professional development. The digital educational environment provides broad opportunities for monitoring the results, dynamics, problem areas, and individual differences of learning activity. This, in turn, allows the future pedagogue to analyze his lesson, assess the effectiveness of the tools used, monitor students' progress, and improve methodological decisions.

It is evident that this preparation does not consist of isolated components, but of a set of organically interconnected components. Without a motivational basis, knowledge and practical actions are not formed steadily; if the cognitive component is insufficient, activity takes on a superficial character; if the methodological component is weak, technological tools are used without purpose; if there is no reflection, professional growth slows down. Therefore, the process of developing the professional-methodological preparation of future pedagogues for the activity of teaching the native language based on digital tools should be based on the harmonious, consistent, and systematic formation of these components.

The effectiveness of the activity of teaching the native language based on digital tools depends, first of all, on its didactic grounding. The introduction of digital tools into the educational process does not in itself improve quality; on the contrary, they acquire didactic value only when they are organically connected with the pedagogical goal, content, method, and result. From this point of view, a number of didactic principles should be taken as a basis in developing the professional-methodological preparation of future pedagogues for this activity.

Results. The analysis of scientific literature shows that various aspects of scientific views and research directions on the methodology of teaching the native language, pedagogical competence, digital pedagogy, and professional preparation have been studied separately. In scientific sources that have studied pedagogical competence, the professional preparation of the teacher's personality is explained as a multi-component system. Many researchers include theoretical preparation, methodological mastery, communicative ability, reflection, innovative activity, and personal qualities in the structure of pedagogical competence. These approaches interpret the future pedagogue not only as a carrier of knowledge, but as an active subject who designs, manages, assesses, and develops the educational process. These scientific views mean for our research that the professional-methodological preparation for the activity of teaching the native language based on digital tools can be considered as a modern modification of pedagogical competence adapted to the conditions of the digital environment.

In studies related to the methodology of teaching the native language, mainly the issues of speech development, literacy formation, teaching language phenomena, working with text, the communicative approach, integrative methods, and

competence-based education are covered. The main attention of these studies is directed toward the formation of students' language and speech competence. However, in them the methodological possibilities of digital tools are sometimes given in a fragmentary form. In particular, the issue of preparing future teachers specifically to organize native language lessons in a digital environment, developing their methodological thinking in a digital context, and ensuring practice-oriented preparation has not been sufficiently systematized.

Discussion

In scientific sources on digital pedagogy, the issues of digital transformation, electronic educational resources, online education, blended learning, multimodal content, digital assessment, educational analytics, and educational tools based on artificial intelligence are widely covered. These studies show the impact of digital technologies on the quality of education, the new role of the teacher, their importance in strengthening students' independent learning activity, and the transformation of the educational environment. However, many studies in this direction have been conducted in the general pedagogical context, and the didactic features specific to a particular subject methodology, especially native language education, the communicative nature, and the specific aspects of developing types of speech activity are not always deeply disclosed.

In scientific views on the professional preparation of future pedagogues, emphasis is placed on the competence-based approach, practice-oriented education, elements of dual preparation, reflective teaching, and the formation of innovative activity. These approaches show the future teacher as a subject who masters theory and practice in an integrated manner, reflects on his activity, and acts on the path of professional growth. At the same time, although the general role of digital technologies is noted in many works, their methodological transformation specifically across subjects, their subject-methodological possibilities, and pedagogical effectiveness have not been sufficiently developed.

On this basis, summarizing the scientific literature, it can be said that existing studies have developed in three main directions: first, the general theory and structure of pedagogical competence; second, traditional and partially modernized models of the methodology of teaching the native language; third, digital pedagogy and technological educational tools. However, the number of studies that comprehensively and systematically cover the professional-methodological preparation of future pedagogues for the activity of teaching the native language based on digital tools, its structure, criteria, stages of development, pedagogical conditions, methodological mechanisms, and directions of practical implementation is limited. This situation determines the scientific gap, relevance, and practical significance of this study.

The scientific reliability and theoretical integrity of this study depend on its thorough methodological basis. In studying the problem of professional-methodological preparation of future pedagogues for the activity of teaching the native language based on digital tools, it is necessary to harmonize the levels of philosophical, general scientific, and special scientific methodology. At the philosophical level, the research relies on the principles of humanism, development, the manifestation of knowledge through activity, the dialectical relationship between personality and environment, self-organization, and self-development. According to this approach, in the process of professional preparation, the future pedagogue is not an object who passively accepts ready-made patterns, but an active subject who independently constructs his experience, selects technological and methodological possibilities, reflects on his activity, and acts on the path of professional growth.

At the level of general scientific methodology, first of all, the systematic approach is of great importance. It makes it possible to view the object of research as a system of interconnected and interacting components. On the basis of this approach, the professional-methodological preparation for the activity of teaching the native language based on digital tools is analyzed in the unity of motivational-value, cognitive, operational-activity, communicative, technological, methodological, and reflexive-evaluative components. The systematic approach requires considering internal and external factors influencing the formation of preparation, pedagogical conditions, development mechanisms, and result indicators as a whole.

The competence-based approach is one of the central methodological foundations of the research. It interprets the result of education not as a sum of knowledge, but as the readiness, ability, and effectiveness of the individual manifested in activity. Accordingly, in the process of preparing future pedagogues, the formation of their professional-methodological preparation for the activity of being able to teach the native language based on digital tools is considered

as the main result.

The person-oriented approach requires taking into account the individual characteristics, needs, interests, learning styles, and development trajectory of the future pedagogue's personality. This approach directs students not to use digital tools in the same pattern, but to form their own methodological manner, professional style, and innovative approach.

The activity-based approach substantiates the practical nature of competence and preparation. According to it, any pedagogical competence and professional preparation are formed, strengthened, and improved only in the process of activity. Therefore, in preparing future pedagogues, along with mastering theoretical information, it is important to organize such types of activity as creating digital tasks, designing lessons, microteaching, communication in a virtual educational environment, reflection, and diagnostics.

The integrative approach serves to combine the methodology of the native language, pedagogy, information and communication technologies, communication theory, assessment technologies, and educational analytics. The acmeological approach is aimed at developing the future pedagogue's need for professional growth, self-improvement, achieving a high level of pedagogical mastery, and professional identification. The technological approach makes it possible to pre-design the educational process, organize it step by step, control it, assess the result, and introduce necessary changes.

Conclusion

Thus, the methodological foundations of the research are multifaceted, and they create an opportunity to study this problem deeply, systematically, practically grounded, and scientifically more reliably. First, in the conditions of digital transformation, the professional-methodological preparation of future pedagogues for the activity of teaching the native language based on digital tools is one of the urgent, strategic, and practical tasks of the pedagogical education system. This preparation appears as an important and integral indicator that determines the professional competence of the modern teacher.

Second, "professional-methodological preparation for the activity of teaching the native language based on digital tools" is an integrative synthesis of general competence, professional competence, pedagogical competence, and digital competence, and it expresses the future pedagogue's ability to organize and assess native language content in a digital environment in a didactically grounded, methodologically effective, and reflective manner.

Third, this preparation has a complex structure consisting of motivational-value, cognitive, operational-activity, communicative, technological, methodological, and reflexive-evaluative components. Although each of them has independent significance, preparation is formed fully only in their harmony, interaction, and systematic development.

Fourth, the effectiveness of the activity of teaching the native language based on digital tools is ensured on the basis of the principles of scientificity, systematicity, activity orientation, interactivity, individualization, and reflexivity. To implement these principles in practice, integrated educational content, practice-oriented preparation, methodological support, and a reflexive and diagnostic environment are necessary.

Fifth, the analysis of scientific literature shows that various aspects of this problem have been studied separately, but the study of the professional-methodological preparation of future pedagogues for the activity of teaching the native language based on digital tools as a complex system, the development of its structural model, the substantiation of development mechanisms, and the determination of directions for practical implementation have not been sufficiently carried out.

Sixth, the methodological basis of the research was formed on the basis of the harmony of systematic, competence-based, person-oriented, activity-based, integrative, acmeological, and technological approaches. These very approaches serve as a solid theoretical basis for developing, at later stages, the model for developing preparation, pedagogical conditions, practical mechanisms, diagnostic criteria, and experimental work.

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