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PROFESSIONAL BILINGUALISM OF A FOREIGN LANGUAGE STUDENT: COOPERATION WITH AI

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In the contemporary landscape of language learning and education, the formation of professional bilingualism among foreign language students is increasingly influenced by innovative technologies, particularly artificial intelligence (AI). The integration of AI tools and platforms into language learning environments represents a transformative shift, offering unique opportunities for students to enhance their linguistic proficiency, cultural understanding, and overall communicative competence. This article explores how cooperation with AI can facilitate the development of professional bilingualism of foreign language students who are striving on their professional development path in becoming English teachers and translators. Such sensitive matters as personal development and ethics of integrating AI in the process are considered among some more pragmatic aspects such as incorporating AI into lesson planning and linguistic skills development. Data for the present research is original and comes from the context of three universities where authors are working with aspiring emerging professional bilinguals. The results can be of interest for those working in the higher education sphere or related areas requiring the professional training being reviewed in this paper.

Key words: *linguistic persona, professional bilingualism, generative AI, language learning and teaching, personalized learning path, AI-based education.*

ШЕТЕЛ ТІЛІН ҮЙРЕНУШІ СТУДЕНТТІҢ КӘСІБИ ЕКІ ТІЛДІЛІГІ: ЖАСАНДЫ ИНТЕЛЕКТПЕН ЫНТЫМАҚТАСТЫҚ

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Тілді үйрену мен білім берудің қазіргі заманғы ландшафтында шет тілдерін үйренетін студенттер арасында кәсіптік қос тілділікті қалыптастыруға инновациялық технологиялар, атап айтқанда жасанды интеллект (ИИ) барған сайын ықпал етіп келеді. Оқытудың тілдік ортасына ЖИ құралдары мен платформаларын ықпалдастыру студенттерге олардың лингвистикалық дағдыларын, мәдени түсінігі мен жалпы коммуникативтік құзыреттілігін арттыру үшін бірегей мүмкіндіктер ұсына отырып, трансформациялық ілгерілеуді білдіреді. Бұл мақалада ЖИ-пен ынтымақтастық өз кәсіби даму жолында ағылшын тілінің оқытушысы және аудармашы болуға ұмтылатын шетел тілін оқитын студенттердің екі тілділігін дамытуға қалай ықпал ететіні қарастырылады. Жеке даму және ЖИ процесске кірігу этикасы сияқты нәзік мәселелер ЖИ-ті сабақтарды жоспарлауға қосу және лингвистикалық дағдыларды дамыту сияқты кейбір неғұрлым прагматикалық аспектілермен қатар қаралады. Осы зерттеуге арналған деректер бірегей болып табылады және үш университеттің контекстінен алынған, онда авторлар жаңадан бастаған кәсіби билингвдермен жұмыс істейді. Нәтижелер жоғары білім беру саласында жұмыс істейтіндер немесе басқа кәсіби дайындығы қаралатын салаларда жұмыс істейтіндер үшін қызығушылық тудыруы мүмкін.

Түйінді сөздер: тіл тұлғасы, кәсіби екі тілдік, генеративті ЖИ, тілді үйрену және оқыту, оқытудың дербестендірілген жолы, ЖИ негізделген білім беру.

ПРОФЕССИОНАЛЬНОЕ ДВУЯЗЫЧИЕ СТУДЕНТА, ИЗУЧАЮЩЕГО ИНОСТРАННЫЙ ЯЗЫК: СОТРУДНИЧЕСТВО С ИИ

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В современной сфере изучения языка и образования на формирование профессионального двуязычия среди студентов, изучающих иностранные языки, все больше влияют инновационные технологии, в частности искусственный интеллект (ИИ). Интеграция инструментов и платформ ИИ в языковые среды обучения представляет собой трансформационный сдвиг, предлагая уникальные возможности для студентов для повышения их лингвистических навыков, культурного понимания и общей коммуникативной компетенции. В этой статье рассматривается, как сотрудничество с ИИ может способствовать развитию профессионального двуязычия студентов, изучающих иностранный язык, которые стремятся на своем пути профессионального развития стать преподавателями английского языка и переводчиками. Такие деликатные вопросы, как личное развитие и этика интеграции ИИ в процесс, рассматриваются наряду с некоторыми более прагматичными аспектами, такими как включение ИИ в планирование уроков и развитие лингвистических навыков. Данные для настоящего исследования являются оригинальными и взяты из контекста трех университетов, где авторы работают с начинающими профессиональными билингвами. Результаты могут представлять интерес для тех, кто занят в сфере высшего образования или работает в сферах, профессиональная подготовка к которым рассматривается в статье.

Ключевые слова: языковая личность, профессиональное двуязычие, генеративный ИИ, изучение языка и преподавание, персонализированный путь обучения, образование, основанное на ИИ.

Introduction.

"The emergence of GenAI holds immense implications across various domains, including language education." [1] It can be stated that introduction of this technology revolutionized, or rather is revolutionizing how languages are taught and studied across the globe, Cooperation with AI fosters personalized, and adaptive learning experiences tailored to the individual needs and preferences of language learners. [2-5] стр. AI-driven language learning platforms utilize sophisticated algorithms to analyze students' performance, identify areas of improvement, and deliver targeted feedback and recommendations. "Natural language

processing (NLP) techniques and large language models (LLMs) such as GPT-4 and BARD have significantly advanced our comprehension and application of AI in these fields." [6] Through personalized learning paths, students can focus on specific language skills relevant to their professional goals, whether it be academic writing, business communication, or specialized vocabulary used in their field of study or work.[7] Moreover, AI empowers students to engage in immersive language practice and cultural immersion without geographical constraints. Advanced AI chatbots and virtual language tutors simulate real-world conversational scenarios, providing students with opportunities to refine their speaking and listening skills in a supportive and interactive environment. This continuous interaction with AI-driven language models helps students develop fluency, confidence, and accuracy in their target language, essential attributes of professional bilingualism. [8] Additionally, AI technologies enable foreign language students to access vast repositories of authentic language resources, including articles, videos, podcasts, and literature. AI-driven content recommendation systems curate personalized learning materials based on students' interests and proficiency levels, exposing them to diverse linguistic contexts and cultural perspectives. This exposure not only enriches students' language proficiency but also deepens their understanding of the cultural nuances embedded within the target language, a fundamental aspect of professional bilingualism. Furthermore, AI facilitates continuous assessment and progress tracking, providing students with real-time insights into their language development journey. AI-powered assessment tools evaluate students' performance across multiple language dimensions, such as grammar, vocabulary, and pronunciation, offering detailed feedback and actionable insights for improvement. "Currently, many generative Artificial Intelligence (AI) tools are being integrated into the educational technology landscape for instructors. The potential and challenges of using Large Language Models (LLMs) to code student-generated content in online discussions based on intended learning outcomes and how instructors could use this to assess the intended and enacted learning design. If instructors were to rely on LLMs as a means of assessment, the reliability of these models to code the data accurately is crucial." [9] This data-driven approach to language assessment empowers students to monitor their progress systematically and take proactive measures to address areas of weakness, accelerating their path towards professional bilingualism.

However, it is essential to acknowledge the ethical considerations and challenges associated with the integration of AI in language education. As AI technologies become more prevalent in language learning environments, educators and institutions must prioritize transparency, data privacy, and inclusivity to ensure equitable access and ethical use of AI-driven resources. No surprise a whole wave of research arose in reference to the ethical issues related to AI incorporation into education and science. "The ethical and responsible use of AI chatbots in education in support of critical thinking, cognitive flexibility and self-regulation in terms of their potential to enhance and motivate teaching and learning in contemporary education environments" are now the focus of numerous research teams. [10]

Methods

This study examines the convergence of generative artificial intelligence (GenAI), such as ChatGPT, and face-to face sessions aimed at the development of a whole range of foreign language skills within the context of language education. It discusses two complementary viewpoints on combining these technologies. The first perspective suggests a blended approach that combines offline classroom sessions and GenAI, leveraging their respective strengths while mitigating their individual weaknesses. The second perspective focuses on the aspects of linguistic personality formation [11] that is a crucial integral part of professional bilingualism development. Thus, we may state the main methods we lean on in the present research are innovative technology integration into the educational process and methods of personal studies, such as personality-active and competency approaches presented in the studies of domestic scholars (I.A. Zimnyaya, T.S. Serova, E.R. Porshneva, N.N. Gavrilenko, K.E. Bezukladnikov, Yu.O. Shvetsova, etc.). An overview of these approaches is contained in the monographic research of E.V. Alikina, which emphasizes that "the personality-activity approach sets the orientation towards the translator as a subject of translation pedagogy... The Federal State Educational Standard defines the competency approach as a methodological tool of modern pedagogical theory and practice" [12: 67]. Special attention in the works is devoted to the personal external and internal resources of the translator, which is consistent with the speech individuality of the translator that we are investigating. The study of the speech personality of a translator is intended to be conducted within the framework of cognitive, cultural, and synergistic competencies paradigm. The methodological foundation is laid in the author's concept of translational space, presented in our previous research and the research of students and followers. Let us mention just two collective monographs that were published under the guidance of one of the authors of this article: "Introduction to Translation Synergetics" [13] and "Translation Theory in Classical and Contemporary Research Paradigm: Ontology, Methodology, Axiology" [14].

Let us explain why, within the framework of this article, we have decided to illuminate the issue of the speech personality of the translator as a professional bilingual person. This is primarily related to the fact that our developed concept of translational space is based on two leading principles of translation theory: subject-centeredness and text-centeredness, while many existing translation models are oriented either towards the texts of the source language and translation or towards the subjects of translational

communication. In our model, a certain "balance" of these principles is maintained: we distinguish three subject fields in translational space – the author, the translator, the recipient, as well as its core, which carries a textual character, and two additional textual fields: energetic and phatic (cultural field). Each field plays a role in shaping meaning, and the translator "moves" within the translational space in search of meanings, transposing them from one linguistic-cultural context to another. This process is directed not merely towards extracting meanings but towards establishing their proportionality, relevance, i.e., harmonizing meanings, reflecting a harmonious interpretation of the text by all subjects of translational communication: the author, the translator, the recipient. Achieving harmony, symbolizing for us the model of quality translation, becomes possible thanks to the synergy of meanings. This does not mean that the entire translation process exhibits signs of synergizing meanings. The original meanings may be universally understood in any culture, they may have established meanings fixed in dictionaries, and they do not require transformations and conversions. Such meanings can be translated adequately or equivalently, posing no significant difficulties for the translator. We draw attention to unique, culturally conditioned meanings that do not have straightforward equivalents in other cultures. Transposing them requires substantial emotional and intellectual efforts from the translator [13, 14]. And here we turn to the speech personality of the translator.

The second argument in favor of studying the speech personality of the translator is the widespread integration of computer technologies into the professional activities of translators. This issue is discussed in the article by N.K. Garbovsky and O.I. Kostikova "Intelligence for Translation: Skilled or Artificial?" [15]. Following the ideas of the authors of this article, the interaction between artificial intelligence and natural intelligence, human translators, and machine translators becomes particularly relevant. This gives rise to the concept of digital translation: "Digital translation is a system of network interaction between the cognitive-communicative activity of the human translator and digital information and communication tools" [15: 10]. Scientists conclude that this activity changes the nature of cognitive processes occurring in the translator's mind.

Enhanced language proficiency in students can be achieved through a variety of activities that promote active engagement with the target language. Below are descriptions and examples of activities that contribute to improved language skills:

1. Conversation Practice: Engaging in regular conversation practice with native speakers or language partners is an effective way to enhance language proficiency. This activity involves verbal interaction, listening, and responding in real-time, which helps improve fluency and comprehension. Students who regularly participate in conversation practice sessions demonstrate increased confidence in speaking and understanding the language. By engaging in authentic dialogues, students learn to apply grammar rules, expand vocabulary, and adapt language usage to different contexts. AI Chatbots or Language Partners that had been developed in the digital era, are very powerful tools that contribute to the formation of professional bilingualism. AI-powered chatbots can simulate conversation partners, engaging students in interactive dialogues. These chatbots can provide real-time feedback on pronunciation, grammar, and vocabulary usage, enhancing speaking skills.

Speech Recognition Technology added new perspectives to both classroom sessions and students' homework: AI-driven speech recognition tools can analyze students' spoken responses during conversation practice sessions, offering instant feedback on accuracy and fluency.

2. Reading Authentic Texts: Reading authentic materials such as newspapers, books, or articles in the target language exposes students to diverse vocabulary, idiomatic expressions, and grammatical structures used in real-life contexts. Students who regularly read authentic texts show improvement in reading comprehension and language acquisition. Exposure to various writing styles and genres helps expand vocabulary and enhances overall language proficiency. Language Learning Apps repertoire is increasing on a daily basis which provides numerous opportunities to a foreign language student. AI-driven language learning apps can recommend authentic reading materials based on students' proficiency level and interests. These apps may incorporate natural language processing (NLP) algorithms to analyze text complexity and vocabulary density. Text-to-Speech (TTS) Technology is useful for both reading comprehension and pronunciation development. AI-powered TTS tools can convert written texts into spoken language, helping students improve listening comprehension while reading.

3. Watching Foreign Language Films and TV Shows: Watching films and TV shows in the target language with subtitles or without aids in developing listening skills and comprehension. This activity exposes students to natural speech patterns and colloquial expressions. Students who incorporate foreign language media into their learning routine demonstrate improved listening comprehension and pronunciation. Exposure to different accents and intonations enhances auditory discrimination and cultural understanding. Language Learning Platforms with Subtitles have become invaluable tools for foreign language learners. AI-enabled platforms can provide foreign language films and TV shows with interactive subtitles. These platforms may utilize machine learning algorithms to adjust subtitle speed and complexity based on students' comprehension levels. Content Recommendation Systems employ AI algorithms that can recommend films and shows tailored to students' language proficiency and cultural interests, optimizing exposure to authentic language usage.

4. Writing Exercises and Journaling: Regular writing exercises, such as composing essays, emails, or journal entries in the target language, help reinforce grammar rules, vocabulary usage, and sentence structures. Students who engage in consistent writing practice exhibit enhanced written communication skills. By receiving feedback on their writing, students can identify areas for improvement and refine their language proficiency over time. Automated Writing Evaluation Tools can serve both teacher and student. AI-driven writing evaluation tools analyze students' written compositions, offering personalized feedback on grammar, vocabulary, and sentence structure. Language Generation Models become an initial step for academic writing skills development. AI language generation models can assist students in generating complex sentences and idiomatic expressions, facilitating the development of written communication skills.

5. Participating in Language Immersion Programs: Immersing oneself in a language-rich environment through study abroad programs or language immersion courses provides intensive exposure to the target language and culture. Students who participate in language immersion programs demonstrate rapid improvement in language proficiency due to constant exposure and practice. Immersion experiences promote language fluency, cultural sensitivity, and intercultural communication skills. Virtual Reality (VR) and Augmented Reality (AR) tools bridge the gap between the foreign language student and the target culture, especially in situations when real immersion is problematic due to financial or other reasons. AI-powered VR and AR simulations can create immersive language environments, allowing students to interact with virtual characters and navigate real-life scenarios in the target language. AI language coaches can guide students through language immersion experiences, providing contextualized support and cultural insights.

Let us look at what AI driven resources we can use to facilitate the process of professional bilingualism development. Below are the examples of AI-powered language learning platforms that demonstrate personalized and adaptive learning experiences tailored to individual student needs and that we applied to our educational setting:

Duolingo:

Usage: Duolingo utilizes AI algorithms to personalize language learning paths for each user based on their proficiency level, learning pace, and preferences.

Features: The platform offers interactive exercises, quizzes, and lessons that adapt to the user's performance. AI algorithms track progress and provide instant feedback, highlighting areas for improvement and recommending targeted practice exercises.

Babbel:

Usage: Babbel employs AI technology to deliver personalized language lessons tailored to learners' goals and interests.

Features: The platform uses speech recognition software to assess pronunciation, offering individualized feedback and practice exercises. Babbel's AI-powered review system identifies weak spots in a learner's knowledge and schedules targeted revision sessions to reinforce learning.

Rosetta Stone:

Usage: Rosetta Stone utilizes AI to create personalized learning paths based on learners' initial language proficiency assessments.

Features: The platform uses speech recognition technology to provide real-time feedback on pronunciation. AI algorithms analyze user performance to adapt lesson content, focusing on areas that require improvement while skipping topics that users have mastered.

Lingvist:

Usage: Lingvist leverages AI to customize language learning experiences by adapting to individual learning patterns and preferences.

Features: The platform uses spaced repetition algorithms to optimize vocabulary retention. AI-driven exercises adapt based on user responses, gradually increasing difficulty and complexity to challenge learners at their optimal learning level.

Busuu:

Usage: Busuu employs AI to provide personalized study plans based on learners' language proficiency goals and preferences.

Features: The platform offers interactive exercises and quizzes designed to match each user's learning style. AI algorithms analyze performance data to deliver targeted feedback and recommend specific learning resources or activities to address individual learning needs.

These AI-powered language learning platforms demonstrate how technology can be harnessed to create personalized and adaptive learning experiences for foreign language students. By leveraging AI-driven features such as personalized feedback, adaptive exercises, and tailored study plans, these platforms optimize language learning outcomes and support the development of professional bilingualism in learners.

Overall, AI technologies can augment traditional language learning activities by offering personalized, adaptive, and interactive experiences. By leveraging AI-driven tools and platforms, students can receive targeted support, practice, and feedback that accelerates their language acquisition and fosters continuous improvement in language proficiency. Integrating AI into language education empowers students to engage more effectively with the target language and develop into proficient bilinguals.

In summary, activities that promote enhanced language proficiency and lead to the professional bilingualism involve active engagement with the target language in various contexts. Regular practice in speaking, listening, reading, and writing accelerates language acquisition and fosters linguistic competence. By incorporating these activities into their language learning routine, students can achieve tangible improvements in their language skills and develop into proficient bilinguals. AI can play a significant role in enhancing language proficiency through the described activities by providing personalized support, feedback, and resources tailored to individual learner needs.

Discussion of the results

Within the scope of this research, we consider two types of professional bilinguals: aspiring English language teachers and translators, in the training of which the authors have been continuously involved. We do not address here professionally relevant features that are essential to the people in the mentioned above occupations but are outside the scope of linguistic personality formation paradigm. On the contrary, we chose to focus on the process of the linguistic personality development, which is crucial for both, and to examine how newly introduced concept of AI as educational tool can be applied to the field of our interest. Here it should be noted that personal requirements for a translator considerably differ from those for a teacher due to the constant involvement of at least two languages int the cognitive effort. The research in AI application to teaching translation has testified that "the improvement in student translation was also relatively obvious, which can be clearly seen through students' translation test scores." [16]

The translator, regarded as a professional bilingual possessing mastery of both speech and cultural norms across multiple languages, plays a pivotal role in transforming texts from one language and cultural context to another while ensuring the proportionate and harmonious conveyance of meaning. Researchers recognize the translator as an elitist language personality due to their specialized linguistic and cultural competencies essential for effective translation.

The primary objective of a translator, as a professional bilingual, is to achieve harmonious and accurate translations of foreign language texts. Unlike ordinary readers, who may engage with texts primarily for personal enjoyment or understanding, translators operate with the intent to communicate the text's essence to a potential audience unfamiliar with the original language. Consequently, translators undertake a multifaceted task that extends beyond mere comprehension; they aim to bridge linguistic and cultural divides to facilitate meaningful communication across languages.

In the process of translation, the translator's role transcends that of the original author. "While authors create texts primarily for their immediate audience, translators re-create texts with a broader readership in mind, often anticipating and addressing potential challenges of comprehension and cultural nuances faced by non-native readers. This necessitates the inclusion of metatextual elements—annotations, clarifications, and cultural contextualization—aimed at enhancing the reader's understanding and appreciation of the translated work." [8:73]

Moreover, the translator's speech personality manifests through the strategic selection of linguistic and stylistic elements to convey the original text's meaning faithfully in the target language. This involves a nuanced understanding of lexical choices, syntactical structures, and rhetorical devices that resonate effectively with the target audience while preserving the author's intent.

The process of forming professional bilingualism in foreign language students through cooperation with AI presents several advantages and potential dangers. Let's explore both aspects in detail:

Personalized and Adaptive Learning: AI-powered language learning platforms can provide personalized and adaptive learning experiences tailored to individual student needs and preferences. By analyzing learner data and performance, AI can offer targeted exercises, feedback, and resources, optimizing the learning process for each student.

Enhanced Language Proficiency: Cooperation with AI can lead to improved language proficiency, including speaking, listening, reading, and writing skills. AI technologies can simulate real-world language contexts, allowing students to practice and refine their language abilities in a safe and supportive environment.

Access to Authentic Language Resources: AI can facilitate access to vast repositories of authentic language materials, including articles, videos, and podcasts. This exposure helps students develop a deeper understanding of language usage, cultural nuances, and context-specific expressions.

24/7 Availability and Flexibility: AI-powered tools are available round-the-clock, providing students with flexibility in their learning schedules. Students can engage with AI platforms at their convenience, enabling continuous practice and reinforcement of language skills.

Cultural Understanding: AI can contribute to cultural understanding by exposing students to diverse perspectives and cultural contexts through language learning materials and interactions. This fosters intercultural competence, an essential component of professional bilingualism.

Potential dangers that should not be overseen include, though probably are not limited to the following:

Over-Reliance on AI: Excessive dependence on AI for language learning may hinder students' development of independent language skills and critical thinking. Relying solely on AI-generated translations or feedback could limit students' ability to think creatively and adapt to real-life language situations.

Privacy and Data Security Concerns: AI platforms collect and analyze large volumes of student data to personalize learning experiences. This raises concerns about privacy, data security, and the ethical use of personal information within educational contexts.

Loss of Human Interaction: Exclusively relying on AI for language learning may reduce opportunities for authentic human interaction, such as face-to-face conversations or cultural exchanges. Language acquisition involves more than linguistic competence; it also encompasses social and communicative skills developed through interpersonal interactions.

Bias in AI Models: AI algorithms may exhibit biases in language processing or cultural representation, potentially reinforcing stereotypes or inaccuracies in language learning materials. Ensuring diversity and inclusivity in AI-driven language education is crucial to mitigating these risks.

Limited Contextual Understanding: While AI excels in processing structured data and patterns, it may struggle with nuanced language use, humor, idiomatic expressions, or cultural subtleties that are inherent to human communication. This could lead to misinterpretations or misunderstandings in language learning contexts.

To maximize the benefits and mitigate the risks associated with AI in the formation of professional bilingualism, educators and stakeholders must adopt a balanced approach that integrates AI technologies as supportive tools rather than replacements for human instruction. Emphasizing critical thinking, cultural sensitivity, and holistic language development alongside AI-driven interventions can foster robust language skills and prepare students for successful bilingualism in professional settings.

Conclusion

The translator's task goes beyond literal translation; it involves cultural adaptation and interpretation, requiring emotional intelligence and intellectual acumen to navigate cultural nuances embedded within the text. By embodying the role of a professional bilingual, the translator serves as a cultural mediator, facilitating cross-cultural communication and fostering a deeper appreciation of global linguistic diversity.

In summary, the translator, as an elitist language personality and professional bilingual, embodies a unique set of linguistic, cultural, and communicative competencies essential for harmonious and meaningful translation. Their role extends beyond linguistic proficiency to encompass cultural mediation, metatextual enrichment, and audience-oriented communication. Through their meticulous craft, translators bridge linguistic and cultural divides, enriching global discourse and fostering mutual understanding across diverse communities.

In conclusion, cooperation with AI represents a paradigm shift in the formation of professional bilingualism among foreign language students, offering unprecedented opportunities for personalized, immersive, and data-driven language learning experiences. By leveraging AI technologies, students can enhance their linguistic proficiency, cultural competence, and communicative skills, ultimately equipping themselves with the capabilities required to thrive in diverse professional contexts as proficient bilinguals. As the synergy between AI and language education continues to evolve, educators and stakeholders must embrace innovative pedagogical approaches that harness the transformative potential of AI while upholding ethical standards and promoting inclusive access to language learning opportunities. This collaborative effort between humans and AI holds promise for redefining the landscape of language education and shaping the future of professional bilingualism.

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STUDENT-CENTERED LEARNING AS A PEDAGOGICAL PROBLEM

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The article explores the application of a student-centered approach in the professional preparation of future educators, stressing the importance of outcome-based learning processes tailored to individual educational routes of a student, developing their ability to solve professional issues independently.

The authors have assessed the status of the research problem in fundamental pedagogical literature, which outlined the integration of the student-centered approach amid universities' adoption of the Bologna Process and shift to credit-based education.

The article provided a detailed review of the essence of "student-centered learning," covering its objectives, planning, organization, self-assessment mechanisms, interactive dynamics, teamwork, leadership cultivation, critical information gathering and analysis, analysis of educational and professional cases, as well as the synthesis of knowledge, principles for fostering individuality in students.

The paper highlights the university's experience in pioneering and implementing this approach as an innovative pedagogical method in higher education. The article's content serves a broader scientific purpose, elucidating the methodological underpinnings of student-centered learning in student preparation, thereby facilitating the effective development of professional competencies in practical contexts.

Key words: *student-centered approach, learning process, professional competencies, individual educational route, outcome.*

СТУДЕНТТІК ОРТАЛЫҚТАНДЫРЫЛҒАН ОҚЫТУ ПЕДАГОГИКАЛЫҚ ПРОБЛЕМА РЕТІНДЕ

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Мақалада болашақ педагогты кәсіптік даярлауда студенттік орталықтандырылған тәсілді пайдалану туралы сөз болады, бұл ретте авторлар студенттің кәсіптік қызмет саласындағы проблемаларды өз бетінше шешу қабілетін дамытатын жеке білім беру бағыты негізінде ұйымдастырылған түпкілікті нәтижеге бағдарланған оқыту процесін ұйымдастыру қажеттігін атап өтеді.