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CHALLENGES AND PROSPECTS IN ADOPTING COMPUTER-ASSISTED COLLABORATIVE LANGUAGE LEARNING TECHNOLOGIES IN TECHNICAL AND VOCATIONAL EDUCATION INSTITUTIONS

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This paper discusses the outcomes of a study focusing on the efficacy of implementing computer-supported collaborative language learning technologies (CSCLLT) in developing foreign language communi-

cative competence (FLCC) among students at technical and professional educational institutions (TPEI). The proposed instructional model, based on the integration of digital tools, was piloted during an experimental phase. A comparative analysis of test and survey results indicated a marked improvement in the academic performance of students in the experimental group, notably at the "Good" and "Excellent" achievement levels. The survey highlighted students' preferences for digital tools such as online dictionaries, language learning applications, and video conferencing platforms, as well as key challenges related to technical issues and limited digital literacy. The study also emphasized the importance of methodological support and teacher training in ensuring the effective use of collaborative technologies in foreign language classrooms. The implementation of CSCLLT not only improved students' linguistic skills but also fostered teamwork, autonomy, and motivation for self-directed learning. The results suggest that systematic integration of such technologies can significantly enhance educational outcomes and align language education with the digital transformation of the modern learning environment. The study underscores the significance of CSCLLT as an effective means of enhancing the quality of foreign language instruction. It offers recommendations to increase the use of technologies for in-group collaboration, to strengthen the methodological framework, and to advance teachers' qualifications.

Key words: *collaborative information technologies, foreign-language communicative competence, foreign language teaching, digital tools, vocational education.*

ТЕХНИКАЛЫҚ ЖӘНЕ КӘСІПТІК БІЛІМ БЕРУ ҰЙЫМДАРЫНДА ШЕТ ТІЛДЕРІН ОҚЫТУ ҮДЕРІСІНЕ АҚПАРАТТЫҚ-КОЛЛАБОРАТИВТІК ТЕХНОЛОГИЯЛАРДЫ ЕНГІЗУДІҢ КЕДЕРГІЛЕРІ МЕН ПЕРСПЕКТИВАЛАРЫ

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Бұл мақалада техникалық және кәсіптік білім беру (ТжКББ) мекемелеріндегі студенттердің шетел тіліндегі коммуникативтік құзыреттілігін (ШТКҚ) дамытуда коллаборативті-ақпараттық технологияларын (КАТ) енгізудің тиімділігін зерттейтін зерттеу нәтижелері ұсынылған. Цифрлық құралдарды интеграциялауға негізделген ұсынылған білім беру моделі пилоттық кезеңде сынақтан өтті. Тест және сауалнама нәтижелерін салыстырмалы талдау эксперименттік топтағы студенттердің академиялық көрсеткіштерінің, әсіресе «Жақсы» және «Өте жақсы» деңгейлердегі оқушылардың айтарлықтай жақсарғанын көрсетті. Сауалнама студенттердің онлайн сөздіктерді, тіл үйрену қосымшаларын және бейнеконференция платформаларын пайдалануға деген қалауларын, сондай-ақ техникалық ақаулар мен цифрлық сауаттылықтың жеткіліксіздігімен байланысты негізгі қиындықтарды анықтады. Зерттеу сонымен қатар мұғалімдерге сыныпта бірлескен технологияларды тиімді пайдалануды қамтамасыз ету үшін әдістемелік қолдау мен кәсіби даму қажеттілігін атап көрсетеді. КАТ-н енгізу студенттердің тілдік дағдыларын жақсартуға ғана емес, сонымен қатар олардың командалық жұмысын, дербестігін және өз бетінше оқуға деген ынтасын дамытуға ықпал етті. Нәтижелер мұндай технологиялардың жүйелі интеграциясы білім беру сапасын айтарлықтай жақсарта алатынын және тілдік оқытуды заманауи білім беру ортасының цифрлық трансформациясының талаптарына бейімдей алатынын көрсетеді. Зерттеуге топтық өзара әрекеттесу технологияларын қолдануды кеңейту, әдістемелік базаны жетілдіру және мұғалімдердің біліктілігін арттыру бойынша ұсыныстар кіреді.

Түйінді сөздер: *коллаборативті-ақпараттық технологиялар, шет тіліндегі коммуникативтік құзыреттілік, шет тілдерін оқыту, цифрлық құралдар, кәсіптік білім.*

ПРЕПЯТСТВИЯ И ПЕРСПЕКТИВЫ ВНЕДРЕНИЯ ИНФОРМАЦИОННО-КОЛЛАБОРАТИВНЫХ ТЕХНОЛОГИЙ В ПРОЦЕСС ОБУЧЕНИЯ ИНОСТРАННЫМ ЯЗЫКАМ В УЧРЕЖДЕНИЯХ ТЕХНИЧЕСКОГО И ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ

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В данной статье представлены результаты исследования, посвящённого эффективности внедрения информационно-коллаборативных технологий (ИКТ) обучения в формировании иноязычной коммуникативной компетенции (ИКК) у студентов учреждений технического и профессионального образования (ТиПО). Предложенная учебная модель, основанная на интеграции цифровых инструментов, была протестирована в ходе экспериментального этапа. Сравнительный анализ результатов тестирования и анкетирования показал значительное улучшение академической успеваемости студентов экспериментальной группы, особенно на уровнях «Хорошо» и «Отлично». В опросе были выявлены предпочтения студентов в использовании онлайн-словарей, приложений для изучения языков и платформ для видеоконференций, а также основные проблемы, связанные с техническими сбоями и недостаточной цифровой грамотностью. В исследовании также подчёркивается необходимость методической поддержки и повышения квалификации преподавателей для обеспечения эффективного применения коллаборативных технологий в аудитории. Внедрение ИКТ способствовало не только улучшению языковых навыков студентов, но и развитию их командной работы, автономии и мотивации к самостоятельному обучению. Полученные результаты свидетельствуют о том, что системное интегрирование таких технологий может существенно повысить качество обучения и адаптировать языковую подготовку к требованиям цифровой трансформации современной образовательной среды. Работа содержит рекомендации по расширению применения технологий для группового взаимодействия, совершенствованию методической базы и повышению уровня квалификации преподавателей.

Ключевые слова: *информационно-коллаборативные технологии, коммуникативная компетентность на иностранном языке, преподавание иностранных языков, цифровые инструменты, профессиональное образование.*

Introduction. Contemporary technologies are reshaping the educational process and creating new opportunities for foreign language instruction. In this context, computer-supported collaborative technologies–that blend digital tools with interpersonal interaction–have garnered special attention for enabling a dynamic, interactive learning environment. Such technologies encompass a range of digital solutions (collaboration platforms, cloud services, learning management systems (LMS), multimedia presentations, online resources, etc.) that foster the development of communication skills, critical thinking, and autonomous learning [1, pp. 413-413; 5, p.318]. The latest SMART tools, including webinars, blogs, and podcasts, further enhance communicative abilities and boost student motivation.

However, implementing these technologies comes with several challenges, especially in institutions that prepare mid-level vocational specialists, specifically technical and professional educational institutions (TPEI). The main obstacles include an insufficient material and technical infrastructure, limited digital proficiency among educators and learners, and a limited grasp of pedagogical strategies for effectively integrating technology into language instruction. Additionally, there is a pressing need to enhance digital literacy and provide adequate technical support [2; 3, p.53; 6, p.434].

In spite of these challenges, utilizing computer-supported collaborative technologies holds substantial potential for enhancing the quality of foreign language education. These tools help strengthen students' language competencies, foster teamwork skills, and prepare learners to meet the demands of the modern professional world [4, p.5]. This article sets out to examine the challenges and opportunities involved in implementing computer-supported collaborative technologies in the process of teaching foreign languages to students at TPEIs. It draws on current research and practical examples to illustrate both the successes and limitations of using these technologies.

For successful implementation of computer-supported collaborative technologies (CSCT) in foreign language teaching, it is important to consider both the opportunities and the existing challenges. Analysis of recent studies and practical cases helps identify key factors that influence the effectiveness of integrating these technologies into educational practice. The main provisions reflecting current problems, prospects, and results of using CSCT in teaching TPEI students are outlined below:

– *Potential of CSCT in Foreign Language Teaching:* Utilizing these technologies–such as multimedia materials, interactive whiteboards, and software applications–can boost student motivation, improve speaking skills, and optimize the learning process [7, pp.136-137].

– *Challenges in Implementing CSCT in Language Teaching:* The primary barriers include inadequate technological equipment at educational institutions, low levels of digital literacy among teachers and students, and a lack of methodological support for using CSCT in instruction [8, p.8].

– *Integration of Educational Technologies in Instruction:* Incorporating innovative educational technologies into the modern digital learning environment creates optimal conditions for developing students' foreign language communicative competence [9, pp. 214-215].

– *Forms and Tools for Collaborative Interaction:* Using digital services and collaboration platforms–like virtual classrooms and online forums–helps boost student engagement and improve the effectiveness of the learning process [10, p.40].

– *Prospects for Using CSCT in Education:* Actively implementing CSCT underpins the modernization

of education, fosters the development of new technologies in language education, and enhances the quality of foreign language teaching [8, p.35].

Research Objectives and Tasks.

The purpose of this study is to examine the challenges and opportunities of implementing computer-supported collaborative technologies (CSCT) in foreign language instruction at technical and professional educational institutions (TPEIs). To achieve this, the following tasks were set:

1) Analyze existing barriers to CSCT adoption in TPEIs;
2) Develop and implement a CSCT-integrated instructional model;
3) Evaluate the model's impact on students' foreign language communicative competence;
4) Identify students' preferences for digital tools and challenges they face;
5) Formulate recommendations for enhancing CSCT integration in language education.

Materials and methods. The experiment took place at the Pedagogical College of Foreign Languages and included 72 participants. The study aimed to evaluate the effectiveness of computer-supported collaborative technologies (CSCT) in developing students' foreign language communicative competence (FLCC).

The research methodology combined diagnostic tools, an experimental design, and statistical data analysis techniques to assess CSCT's impact on students' academic performance and engagement. Descriptive statistics (means, standard deviations) and inferential tests (independent-samples t-tests) were used to analyze the data (significance level $p<0.05$). Students' foreign language communicative competence (FLCC) was assessed using a 40-point test; scores were classified as Unsatisfactory (0–15), Satisfactory (16–29), Good (30–38), and Excellent (39–40). These were aggregated into three competence levels: low (unsatisfactory), medium (satisfactory), and high (good/excellent). An integrated model was employed to foster FLCC in TPEI students through CSCT. The methodological framework comprised the following components:

Methodological block

To achieve the study's objectives, the following approaches were adopted:

- *Linguacultural approach:* Emphasizes integrating linguistic and cultural aspects.
- *Systemic-activity approach***:** Focuses on active student engagement in the learning process.
- *Integrative-technological approach***:** Utilizes digital tools to enhance learning effectiveness.
- *Cognitive-communicative approach***:** Develops language skills through cognitively engaging tasks.
- *Learner-centered approach***:** Accounts for the individual needs of each student.

Principles of organizing training

- Contextual adaptation of the educational process.
- Active and interactive learning.
- Project-based learning.
- Individualization of instruction and adaptation of materials.
- Ongoing feedback and evaluation.
- Real-time instruction.
- Continuous updating and optimization of content.

Technological block

Modern digital technologies used in the model included:

- Online learning platforms (e.g., Moodle, Coursera)
- Learning management systems (LMS)
- Video conferencing tools (Zoom, Microsoft Teams) and collaborative suites (Google Workspace)
- Social networks and messaging apps (Telegram, WhatsApp)

Procedural and content block

The training was carried out in four stages:

- *Motivational-Introductory stage***:** Sparked interest and clarified learning objectives.
- *Technological-Communicative stage***:** Mastered digital tools and learned how to apply them.
- *Pragmatic-Actualization stage***:** Completed project-based assignments.
- *Reflective-Collaborative stage***:** Analyzed results and engaged in group discussions.

Research methods

- Analysis of scholarly literature on the use of CSCT in foreign language teaching.
- Comparative analysis of the effectiveness of different technologies in the educational process.
- Conducting experimental classes incorporating CSCT.
- Processing and statistically analyzing the data from the experiments.

Result block

As a result of implementing this model, three levels of FLCC development were identified: high, medium, and low. The study demonstrated an overall improvement in the quality of foreign language instruction and in students' readiness for professional activities.

Results. The experimental work sought to evaluate the efficacy of employing CSCT in developing FLCC among students at TPEIs. The findings reflect dynamics in students' English proficiency levels, the development of sub-competencies, and the ways students perceive and use CSCT. Analysis of the data–including test results, surveys, and observations–revealed both the positive effects of CSCT implementation

and the main challenges students encountered. This section outlines the key results that validate the use of the proposed model and demonstrate its effectiveness.

Placement Test Results

The placement test revealed a wide range of English proficiency levels among the students. This 40-question test assessed fundamental grammar and vocabulary knowledge, as well as the ability to use English in everyday situations.

- *Unsatisfactory* (0–15 points): 7 students (9.72%)
- *Satisfactory* (16–29 points): 20 students (27.78%)
- *Good* (30–38 points): 36 students (50%)
- *Excellent* (39–40 points): 9 students (12.5%)

Table 1 – Comparative analysis of experimental and control groups (pre-experimental test):

Level	Experimental group	Control group
Unsatisfactory	4 (5.6%)	3 (4.2%)
Satisfactory	12 (16.7%)	8 (11.1%)
Good	16 (22.2%)	20 (27.8%)
Excellent	4 (5.6%)	5 (6.9%)

According to the pre-test results, the control group performed better overall than the experimental group. In the control group, 34.7% of students achieved “Good” or “Excellent” marks, which is higher than in the experimental group (27.8%). Comparing the pre-experimental and post-experimental data revealed changes in students’ English proficiency levels, confirming the effectiveness of the proposed teaching model.

The post-experimental assessment showed a marked improvement in students’ academic performance. An analysis of the score distribution indicated that the majority of participants attained “Good” or “Excellent” levels, reflecting the positive impact of integrating information-collaborative technologies on FLCC development. The results were as follows:

- *Unsatisfactory* (0–15 points): 4 students (5.6%)
- *Satisfactory* (16–29 points): 12 students (16.7%)
- *Good* (30–38 points): 40 students (55.5%)
- *Excellent* (39–40 points): 16 students (22.2%)

Table 2. – Comparative analysis of experimental and control groups (post-experimental diagnostics):

Level	Experimental group	Control group
Unsatisfactory	2 (2.7%)	2 (2.7%)
Satisfactory	5 (6.9%)	7 (9.7%)
Good	19 (26.7%)	21 (29.2%)
Excellent	10 (13.9%)	6 (8.3%)

The comparative analysis of pre- and post-experiment results highlights a clear improvement in the experimental group’s academic performance, demonstrating the positive impact of the proposed teaching model incorporating information-collaborative technologies.

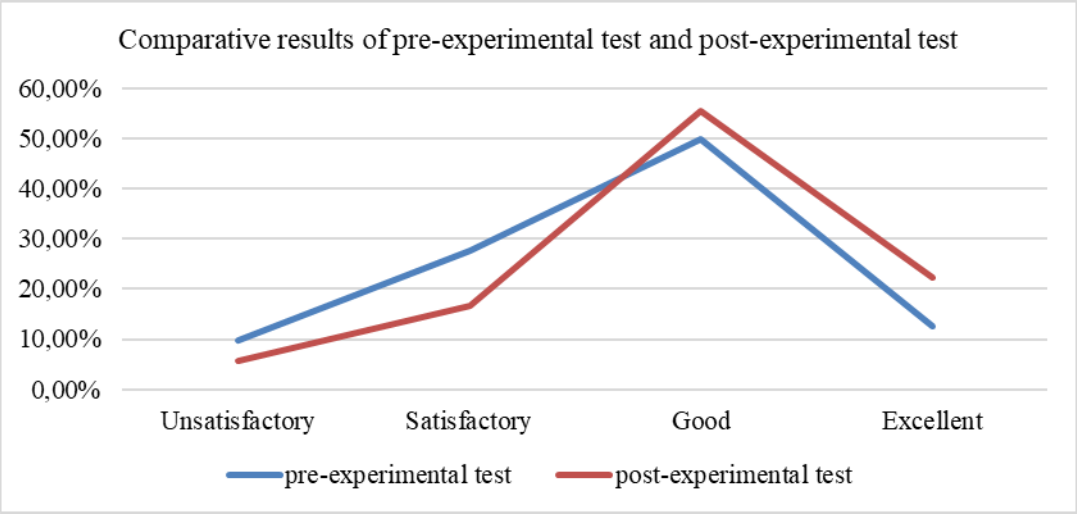

Diagram 1 – Comparative results of the pre-experimental and post-experimental tests

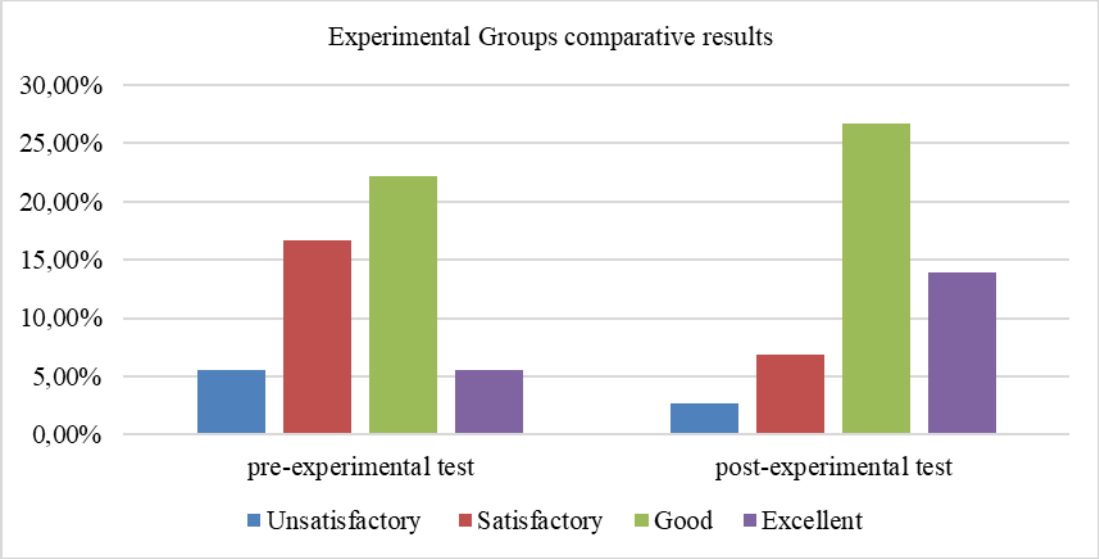

Diagram 2 – Comparative results of the pre- and post-experimental tests for the experimental group

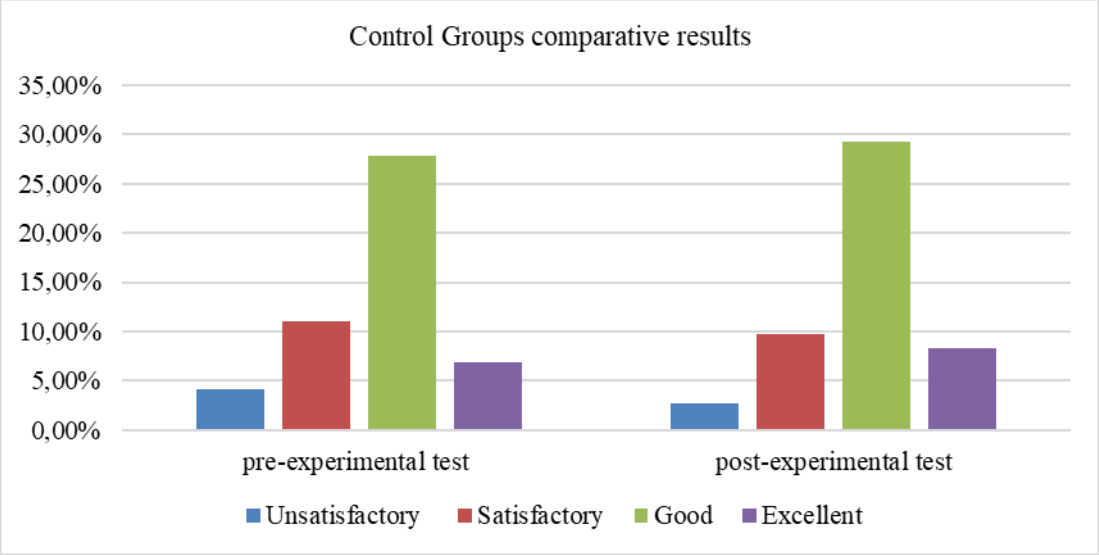

Diagram 3 – Comparative results of the pre- and post-experimental tests for the control group

Before the experiment, the control group outperformed the experimental group: 34.7% of control group students earned “Good” or “Excellent” marks, compared to 27.8% in the experimental group. This initial gap highlighted the need for an innovative teaching approach in the experimental group.

After the new model was implemented, the post-experiment results showed a major shift in the experimental group’s performance. The share of experimental group students with “Good” or “Excellent” grades increased to 40.6%, overtaking the control group’s 37.5%. Notably, the percentage of experimental students achieving an “Excellent” grade grew from 5.6% before the intervention to 13.9% afterward.

Meanwhile, the control group’s performance remained relatively stable across the two test phases, whereas the experimental group showed significant progress: fewer students fell into the “Unsatisfactory” or “Satisfactory” ranges, with a corresponding increase in higher achievement levels. This improvement attests to the effectiveness of integrating collaborative technologies into the language learning process, as these tools fostered greater engagement, practical application of skills, and improved linguistic proficiency among the students.

Overall, the findings confirm that the innovative teaching model significantly boosted the experimental group’s academic performance. It effectively closed the initial performance gap with the control group and laid a foundation for further improvement in students’ foreign language communicative competence.

This test result analysis illustrated the changes in students’ language proficiency levels, underscoring the effectiveness of CSCT in the educational process. To gain deeper insight into factors affecting academic performance, as well as students’ perceptions and experiences with CSCT, a survey was carried out. The survey gathered additional information about students’ tool preferences, the frequency of digital tool usage, and the key difficulties they encounter while learning a foreign language.

The student survey assessed how extensively CSCT is used in English teaching, identified students' preferred tools, and pinpointed the main issues that arise when using these technologies. The key findings are summarized below.

Key aspects

- *Popularity of digital tools:* 85% of students actively use technology in their learning, indicating a high degree of integration into the educational process.
- *Most popular digital tools:*
  - Online dictionaries and translation tools – used by 100% of students.
  - Language learning apps (e.g., Duolingo, Babbel) – used by 80% of students.
  - Video conferencing platforms (Zoom, Microsoft Teams) – used by 60% of students.
- *Frequency of collaborative technology use:* Daily or weekly use of collaborative tools is almost non-existent (0%). About 55% of students use these technologies monthly for group tasks, while roughly 60% report using them only rarely.
- *Skills most improved by CSCT:* Speaking – 85%; Listening – 80%; Reading and Writing – only 10%. This demonstrates a need for additional methods to further develop students' reading and writing skills.

Discussion*.* Most students favor simple tools such as online dictionaries and language apps because of their accessibility and convenience for individual work. In contrast, more interactive platforms (e.g., Padlet, Quizizz) are used by only about 35% of students, possibly due to a lack of experience or insufficient support from teachers.

Technical problems–such as unstable internet connections (reported by 65% of students) and limited access to devices (25%) – are the main barriers to using CSCT. Additionally, 30% of students noted a lack of support from teachers, underscoring the importance of improving teachers' digital literacy.

Despite these difficulties, nearly half of the respondents (48%) consider technology an effective tool for language learning, especially for developing oral skills like speaking and listening. However, better methodological support is needed to fully realize CSCT's potential in developing writing skills and facilitating group interaction.

Conclusion. This study's findings confirm the effectiveness of using computer-supported collaborative technologies (CSCT) in developing foreign language communicative competence (FLCC) among students of technical and professional educational institutions. The experimental work demonstrated that integrating digital tools could improve students' academic performance and boost their motivation and engagement in the learning process.

A comparative analysis of the test and survey results highlighted several key findings:

- Students in the experimental group made significant progress–especially with more achieving "Good" and "Excellent" marks–confirming the positive impact of CSCT integration on language learning.
- The most popular tools among students were those for individual study (e.g., online dictionaries and mobile language-learning apps), while technologies for collaborative activities were used less frequently.
- The main difficulties (such as technical problems and limited access to devices) call for a systematic solution, including improving the infrastructure and enhancing teachers' digital literacy.
- CSCT has proven highly effective for developing oral skills (speaking and listening), but additional efforts are needed to improve reading, writing, and group interaction skills.
- The CSCT implementation model developed in this study, which combines traditional methods with digital technologies, proved to be practically valuable. To further improve the learning process, it is recommended to:
- Increase the frequency of using interactive platforms focused on collaborative activities.
- Enhance the qualifications of teachers in the field of CSCT application.
- Develop additional methodological materials for the comprehensive development of language skills.

In conclusion, the study confirms that modern digital technologies are a vital tool for improving the quality of education. They offer new opportunities for developing students' key competencies and facilitate their successful adaptation to the requirements of the professional environment.

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БОЛАШАҚ ДЕНЕ ШЫНЫҚТЫРУ МҰҒАЛІМДЕРІНІҢ ГЕНДЕРЛІК ҚҰЗЫРЕТТІЛІГІН ҚАЛЫПТАСТЫРУДЫҢ ПСИХОЛОГИЯЛЫҚ-ПЕДАГОГИКАЛЫҚ ШАРТТАРЫ

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