Improvement of Foreign Language Education through Integration of Digital and Traditional Teaching Methods

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Abstract
The study aimed to examine the relationship between digital and traditional methods of work in Kazakhstani universities. The main tools for foreign language education in Kazakh universities were studied by means of comparative and contrastive analysis. The analysis at Farabi University found that traditional methods accounted for 47% and digital methods for 53% of the combination of traditional and digital tools. At the same time, training on the university platform accounted for 19%, specialized language learning applications (Duolingo, Busuu, Rosetta Stone) for 14%, and the Zoom and Microsoft Teams platforms for 13%. In the context of traditional teaching methods, 23% used face-to-face lectures and seminars, 13% analyzed fiction, and 11% used role-playing and debating. The combination of different methods of work at Nazarbayev University can be represented as follows: 45% are traditional methods, and 55% are digital methods. Among the traditional methods used, 18% used full immersion methods, 14% used team projects and group work, and 13% used face-to-face discussions and debates. Among the digital education methods, it is possible to distinguish the following: the use of Canvas – 20%, the method of full immersion – 18%, team projects and group work – 14%, and face-to-face discussions and debates – 13%. At L.N. Gumilyov Eurasian National University, digital technologies account for 71% and traditional methods of work for 29%. Digital education is represented by the following technologies: Microsoft Teams and Zoom – 20%, virtual language simulators – 18%, quizzes and tests – 17%, and role-playing games and debates – 16%. Traditional teaching methods consist of working with texts and literature (15%) and face-to-face lectures and seminars (14%). The practical significance of the study is determined by the development of new approaches to improving foreign education through the integration of digital and traditional teaching methods.
Key words: face-to-face lectures, seminars, team projects, role-playing games, debates

Introduction

The improvement of foreign language education in the context of globalization and the development of information technology has become a substantial task for modern education. In the 21st century, there is an active introduction of digital technologies into the educational process, which significantly changes the methods and forms of education, including foreign language education. Digitalization has significantly expanded access to learning materials, uses interactive platforms to improve learning, and creates flexible conditions for learning foreign languages. However, traditional methods, such as classroom teaching and communication with native speakers, remain no less relevant for the development of full-fledged language competence. The integration of digital and traditional teaching methods contributes to more effective learning and acquisition of a foreign language, which makes the study of this topic relevant.

The study by Adilbayeva et al. (2022) addressed the use of digital technologies in teaching reading, which contributes to improved learning and student engagement in the process. The analysis proved that interactive platforms can be used to adapt texts to

the level of knowledge of students, providing a personalized approach to learning. This, in turn, improves the quality of information perception and develops students' critical thinking. Brakhmetova (2024) discusses the impact of innovative technologies on motivation and academic performance in detail. The study demonstrated that in Kazakhstan, the active introduction of digital tools contributes to the growth of student motivation and improves the quality of English language learning. The use of mobile applications, online resources and interactive platforms makes the learning process more engaging and effective, which is especially relevant in the context of the digital transformation of education (Yunusova et al., 2026; Poondej et al., 2025).

According to a study by Urkevica and Daniela (2023), the digital environment requires new approaches to language teaching. This includes the adaptation of curricula, the development of digital competences among students and teachers, and the integration of hybrid forms of learning. In a modern environment, it is necessary not only to introduce digital technologies but also to teach students the skills to use them effectively, which contributes to the development of autonomous learning and independent work with materials. Based on the analysis of digital education in Fisher et al. (2024), the study concluded that the flipped classroom model increases student engagement in the learning process but requires careful preparation by teachers, as well as the availability of the necessary technical resources. Raave et al. (2024) highlighted the practical application of digital technologies in teaching. Teachers use technology to improve teaching effectiveness but face problems of adaptation and a lack of methodological support. In the context of digital education, it remains relevant to build mechanisms for the gradual and competent introduction of interactive technologies without compromising educational processes.

The impact of digital technologies on educational processes was considered in the work of Timoteu et al. (2022); in particular, their significant role in transforming traditional teaching methods was emphasized. The study noted that digitalization helps improve access to educational resources, personalize learning and increase student engagement. However, the successful implementation of technologies requires not only technical equipment but also a well-thought-out strategy, institutional support, and the development of digital competence among teachers and students.
Alenezi et al. (2023) considered the need to integrate digital education into the higher education system, as well as the main challenges that arise in this process. The study noted that the digitalization of educational institutions is associated not only with technological progress but also with several difficulties that require a comprehensive approach to solving them. One of the key challenges is the lack of technical infrastructure, especially in regions with limited access to the Internet and modern educational platforms. A study by Yilmaz (2021) demonstrated that the integration of technology into teaching promotes the development of critical and creative thinking in future teachers, as well as strengthens their academic skills. The study of maintaining a balance between digital learning platforms and traditional methods of work is necessary in the context of improving educational processes.

The results of the study by Sharif (2020) demonstrated that European foreign language learning policies have contributed to the use of technology to achieve the desired goals. The study by Iker et al. (2021) analyzed how language assessment is embedded in government discourse. The analysis showed that linguistic diversity has not received the same attention as linguistic competence. The study by Xiaowei and Li (2021) drew the following conclusions in comparison of foreign language teaching policies in China, the United States and Europe. In particular, the study demonstrated a different approach to language learning: in European countries, within the EU, more attention is paid to multilingualism, considering the linguistic diversity of the continent. In the USA and

China, learning English is a priority, and in China, it is crucial for personal growth and the country's international competitiveness.

The study aimed to analyze the impact of integrating digital and traditional methods on the implementation of foreign language education and to identify key factors contributing to the effectiveness of teaching. Based on the study's aim, the following objectives were set: to study the frequency of using digital and traditional technologies in foreign language teaching and their impact on students' motivation and performance, and to analyze examples of successful integration of digital and traditional methods in Kazakh higher education institutions.

Materials and methods

The study used comparative analysis to compare traditional and innovative teaching methods at Farabi University, Nazarbayev University, and L.N. Gumilyov Eurasian National University. Kazakhstan's pedagogical experience was analyzed in the context of improving foreign language teaching, particularly through the active introduction of digital technologies. Traditional technologies included methods such as the grammar-translation method, the audio-lingual method, and the direct method. Among the digital tools, the following were considered: Distance learning and learning management platforms – Univer, Moodle, Canvas Learning Management System (LMS), Google Classroom; Massive Open Online Course (MOOC) platforms Coursera, EdX, FutureLearn; video communication tools – Zoom, Microsoft Teams; language learning apps – Duolingo, Busuu, Rosetta Stone, Speakly, Replika, ELSA Speak; gamification platforms – Kahoot!, Quizlet, Wordwall; virtual simulations – Mondly Virtual Reality (VR), Immerse.

A survey was conducted among philology students of 4-5 years of study (150 people) at Farabi University, Nazarbayev University and L.N. Gumilyov Eurasian National University. This survey was conducted in October-November 2024. The inclusion criteria included a high level of attendance at face-to-face classes. Exclusion criteria included low attendance at face-to-face classes and lack of consent to participate in the survey. The survey consisted of 25 questions, including both closed and open-ended questions, aimed at analyzing the perceptions of different teaching methods in universities. Open questions:

1. In your opinion, what methods of work are most common in your university?
2. What methods do you think are the most effective?
3. How do interactive technologies, such as virtual and augmented reality, change the approach to learning compared to traditional methods?
4. What digital learning methods do you think are most popular among students?
5. Which traditional methods (lectures, seminars, group projects) remain relevant?
6. How effective do you think blended (hybrid) learning methods are?
7. What factors influence the choice of teaching methods by teachers at your university?
8. Do you use digital educational resources (online courses, platforms, etc.)? If so, which ones?

Examples of closed questions with multiple-choice answers:

1. How often does your university use traditional teaching methods (lectures, seminars, exams)? (“Very often”, “Quite often”, “Sometimes”, “Rarely”, “Never”).
2. How do you assess the effectiveness of digital education platforms (Moodle, Coursera, EdX, etc.)? (“Very effective”, “Rather effective”, “Neutral”, “Rather ineffective”, “Not at all effective”).

3. How often do you use video lectures to study material? (“Every day”, “Several times a week”, “Several times a month”, “Very rarely”, “Never”).
Based on the data obtained, diagrams were drawn showing the percentage of responses for each teaching method, including traditional and digital. The study was conducted in accordance with the ethical standards of academic research, in particular the European Code of Conduct for Research Integrity (2023). All respondents were informed about the purpose of the study and had the right to refuse to participate. The responses were anonymous, and the results were used only in the most general form.

Results

Foreign language education is a complex process of teaching a foreign language aimed at achieving a certain level of language proficiency that can be used efficiently for various purposes: communication, education, professional activity and cultural interaction. In the modern educational system, learning foreign languages is becoming increasingly relevant due to globalization, the need for international communication and the integration of different cultures (Altun, 2015; Gunus & Babacan, 2017; Bui, 2022).
Traditional methods of teaching include such advantages as time-tested effectiveness, the formation of a systematic mastery of grammar, a clear structure of the learning process and direct guidance from the teacher. At the same time, these methods have several disadvantages, including limited opportunities for speaking practice, monotony of classes, and insufficient adaptation to the individual needs of learners (Iker, 2021; Pires et al., 2024). With the development of technology and the introduction of digital tools into the educational process, new teaching methods based on the use of digital resources have emerged. Digital methods of foreign language teaching involve the use of online platforms, mobile applications, artificial intelligence (AI) and other technologies to improve the quality of learning. Foreign language education has several relevant functions that contribute to personal development, improve communication skills and prepare for a globalized world (Haga, 2023; Yang, 2024; Karatas et al., 2024).

The sphere of higher education in Kazakhstan is rapidly changing under the influence of global digitalization. Modern universities are adapting traditional teaching methods by introducing digital technologies to meet the demands of the times and provide their students with a quality education (Duishenbieva & Konurbaeva, 2024; Timofeev, 2023). Farabi University , Nazarbayev University and L.N. Gumilyov Eurasian National University are the country's leading universities, demonstrating examples of the successful integration of digital and traditional methods into the educational process.

Farabi University is one of the leading educational centers in Kazakhstan, and it is prominent for training specialists in various fields. With the development of technology, Farabi University is actively introducing digital teaching methods in the field of foreign language education, which can significantly improve the efficiency of the educational process. Digitalization provides an opportunity to expand access to educational resources, improve the quality of interaction between teachers and students, and make learning more interactive and accessible (Martynets et al., 2024; Smutko, 2024). At Farabi University, students have access to a variety of online resources, including foreign language learning platforms, databases of scientific articles, online courses and other educational resources. Teaching using online platforms provides learning at a convenient pace and time, as well as receiving real-time feedback from the teacher. This also contributes to the flexibility of the learning process and the ability to adapt it to individual student needs. One of the key elements of digitalization is the Univer university platform, which provides access to teaching materials and e-books, assignments and tests, individual class schedules, and forums and chats for

communication with teachers. For online learning, we use the Zoom and Microsoft Teams platforms, as well as specialized language learning applications such as Duolingo, Busuu, and Rosetta Stone. These services help students to develop phonetic skills and grammar, as well as oral and written comprehension. Farabi University has introduced virtual language labs that can improve pronunciation among students using speech recognition and AI.

The labs work interactively and provide pronunciation exercises, analysis of intonation and speech rhythm, and automatic grammar checking. In the context of globalization and the COVID-19 pandemic, virtual classrooms and video conferencing have become central elements of the educational process. Teachers at Farabi University conduct classes using Zoom, Microsoft Teams and other platforms, which connect students even if they are in different parts of the world. Virtual classrooms offer unique opportunities to communicate in a foreign language with native speakers and other students, which helps develop conversational practice (Spytska, 2023; Wu, 2024). For instance, adaptive technologies can be used to individualize learning depending on the student's level of knowledge. Such systems can analyze students' mistakes and provide personalized tasks and recommendations that help them learn the material more effectively.

The digitalization of education offers many benefits, such as flexibility in the learning process, accessibility of materials, the ability to learn at a convenient pace and increased student engagement through interactive elements (Khusanov & Kakharov, 2023; Dashko, 2023). However, despite all these advantages, there are also some challenges. One of the main ones is the need for students to have a stable internet connection and access to modern technical facilities. Teachers should also be sufficiently trained to use digital technologies effectively. The most effective approach in foreign language education is to integrate traditional and digital methods. Farabi University actively combines these two approaches, creating hybrid forms of learning that maximize the benefits of both methods. For example, classroom lessons can be supplemented with online resources, which ensures continuous learning through the material and improves mastery. This integration also helps develop independent learning and critical thinking skills.

Despite the widespread use of digital technologies, traditional methods remain a substantial element of learning. Traditional methods of foreign language teaching at Farabi University include classes, lectures, seminars and practical exercises that focus on the development of all aspects of language competence: listening, speaking, reading and writing. This approach involves active interaction between the teacher and students, which contributes to the development of communication skills and mastery of the language.

Lectures are the basis of traditional teaching. Lectures introduce students to the theoretical aspects of the language, grammatical rules, lexical features, and the basics of translation theory and intercultural communication. Lectures are often accompanied by real-life examples and cultural aspects, which improve language skills and demonstrate the culture of its speakers. Seminar classes aim to develop speaking and listening skills (Jamila, 2026; Ptushka, 2023). Students are actively involved in discussions, debates and practical assignments related to text analysis, translation and writing. Practical application of the language helps students consolidate their theoretical knowledge and develop confidence in using a foreign language in real life. As part of the traditional teaching methods, Farabi University also actively operates language clubs where students can communicate in foreign languages in an informal setting,

discuss current topics, and get acquainted with the culture of the countries whose language they are studying. This develops not only linguistic but also cultural competences, which is a substantial aspect of foreign language education.
Thus, Farabi University adopts a hybrid approach, effectively combining digital and traditional methods to improve foreign language proficiency. This is noticeable in the survey results presented above. Figure 1 shows the relationship between the different methods at Farabi University.

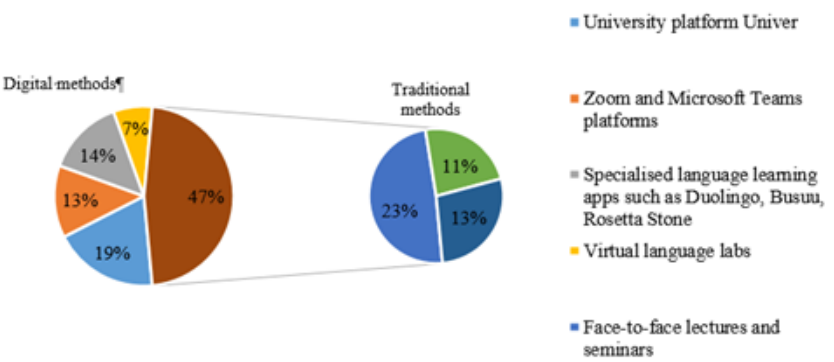


Figure 1: The relationship between digital and traditional methods at Farabi University

Source: compiled by the authors.

According to the data, digital methods of teaching prevail at Farabi University (53%), while traditional methods account for 47%. Among the digital methods, the largest share is occupied by the university platform (19%), followed by Zoom and Microsoft Teams (13%), specialized language applications (14%) and virtual laboratories (7%). Traditional methods include face-to-face lectures and seminars (23%), role-playing and debates (13%), and analysis of fiction (11%). The results indicate the active introduction of digital tools while maintaining the importance of classical forms of education.

Nazarbayev University is one of Kazakhstan's leaders in the implementation of digital technologies in education. The following are used for teaching foreign languages: Canvas LMS, a multifunctional educational platform that provides access to learning materials, tests and participation in virtual discussions; MOOC platforms, which are used to provide students with online foreign language courses from leading universities around the world. Various courses are offered at the university. English for Career Development is a course that students take independently to strengthen their professional communication skills, including writing CVs and cover letters. In classroom sessions, they discuss the results, complete practical assignments based on the course, work on presentations, and conduct role-playing games. English Grammar and Style prioritizes improving grammar and writing style. Students use the knowledge gained through MOOC to write academic papers, and in classroom sessions, they receive feedback from teachers and classmates. Intercultural Communication and Conflict Resolution. This course is used to learn methods of intercultural communication and conflict resolution. In the classroom, students work on role-playing

games that simulate conflict situations and discuss strategies for resolving them. Virtual simulations are also actively used, providing students with a unique opportunity to practice their language and professional skills in real or simulated situations. These simulations are essential for improving language skills, as they create conditions that are close to real life, developing not only language skills but also the practical skills needed in different areas. Virtual simulations include modeling negotiations, airport situations, business meetings, online classes, and court proceedings. Students learn to negotiate, use professional vocabulary, work in a team, resolve conflicts, and communicate effectively in stressful and everyday situations. These formats enhance interactivity in learning and foster the development of practical skills that regular lectures cannot provide.

Digital platforms include Canvas LMS, Zoom, Microsoft Teams and Kahoot! Canvas LMS is a large, feature-rich learning management platform that provides access to learning materials, tests, and participation in online discussions. It integrates with other tools, including a MOOC platform, to provide flexible learning. The Zoom and Microsoft Teams platforms are used for video conferencing, virtual lessons and seminars. The platform is used to connect teachers with students in real time, organize online discussions, and collaborate. Kahoot! is a platform for creating interactive tests and surveys used to test students' knowledge in real time. It can be used to organize quizzes, making learning more interactive and engaging. Nazarbayev University employs AI in education to analyze various aspects of the learning process, optimizing and enhancing its efficiency. The main areas analyzed using AI technologies are analysis of students' mistakes, personalization of learning, analysis of speech skills (spelling errors, syntax and grammar mistakes in written tasks), pronunciation, speech rate, analysis of interaction in online discussions, participant activity, and analysis of study habits.

Students participate in online discussions and group projects to improve their oral skills. Video conferencing can be used to communicate with native speakers and hold dialogues on professional topics. Virtual simulations of real-life situations are one of the innovative methods that can be used to model everyday communication in various contexts (shop, airport, business negotiations, etc.). Despite the high level of digitalization, Nazarbayev University retains traditional teaching methods: face-to-face discussions and debates are used to develop argumentation and rhetorical skills, and team projects and group work contribute to the effective mastery of the material. The immersion method is associated with the fact that students actively use a foreign language in everyday situations. Thus, Nazarbayev University successfully integrates digital technologies into traditional learning, creating a balanced educational environment. Figure 2 shows the ratio of different methods of work at Nazarbayev University.

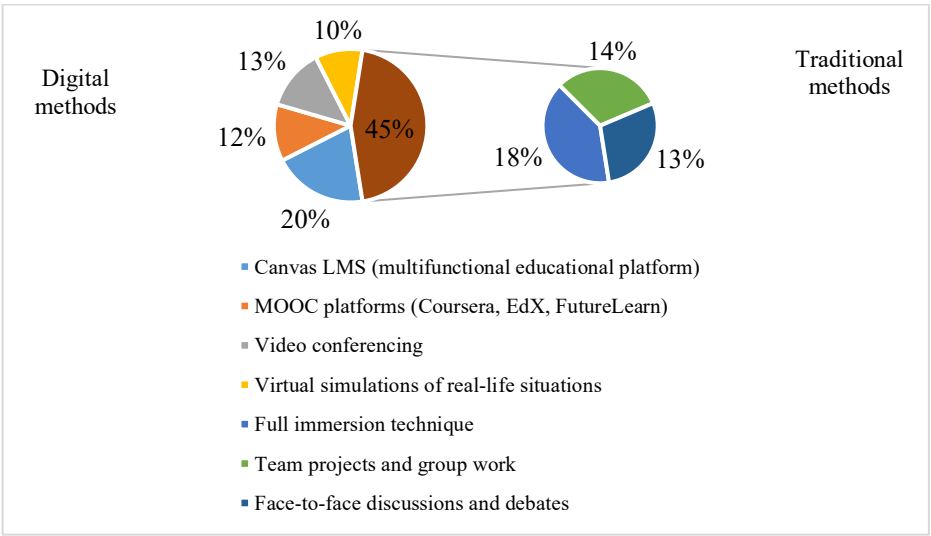


Figure 2: Digital and traditional working methods at Nazarbayev University

Source: compiled by the authors.

According to Figure 2, digital teaching methods also prevail at Nazarbayev University, accounting for 55%, while traditional methods account for 45%. The most used digital tools are the Canvas LMS platform (20%), MOOC platforms such as Coursera, EdX and FutureLearn (12%), video conferencing (13%) and virtual case simulations (10%). In the category of traditional methods, the most popular are immersive methods (18%), team projects and group work (13%), and face-to-face discussions and debates (14%). The findings confirm the high degree of integration of digital solutions into the educational process, while preserving the value of active forms of traditional learning.

L.N. Gumilyov Eurasian National University actively uses digital educational resources for teaching foreign languages. Among them are Microsoft Teams and Zoom for online lectures and seminars, a university educational platform for access to educational materials, and electronic libraries and databases where students can study scientific articles, textbooks, and dictionaries. L.N. Gumilyov Eurasian National University is implementing virtual language simulators for practicing speaking skills in real-life situations. The programs simulate dialogues with native speakers, analyze mistakes and give recommendations on how to improve speech. L.N. Gumilyov Eurasian National University is also actively implementing modern digital technologies in foreign language teaching, combining gamification, simulation, AI and flexible educational models. Gamification is one of the key tools for motivating students. For this purpose, Kahoot!, Quizlet, and Wordwall are used. Students complete interactive tasks in the form of language quests, battles, matching games, thematic quizzes and communication missions.

The accumulation of points, competitions between teams and game scenarios contribute to the active learning of vocabulary and grammar. Virtual simulations are a significant part of the learning process. Through the Mondly VR and Immerse platforms, students participate in simulations of real-life situations (traveling, visiting a doctor, business negotiations, buying goods, etc.). Thanks to the support of simulations with virtual

reality elements or dialogue bots, future specialists practice not only language skills but also culturally specific communication features. L.N. Gumilyov Eurasian National University is also actively implementing chatbots to develop language interaction in an informal or professional style. Students can conduct dialogues, train pronunciation, receive feedback and correct mistakes. The use of AI includes analysis of pronunciation, speech rate, sentence construction, and grammatical structures. For example, AI-based platforms such as ELSA Speak can identify individual student weaknesses and offer personalized tasks.

L.N. Gumilyov Eurasian National University adheres to a communicative approach, combining digital technologies with traditional methods. Face-to-face lectures and seminars help students learn the structure of the language. Working with texts and literature helps expand vocabulary. Live communication with teachers provides emotional and linguistic support. L.N. Gumilyov Eurasian National University actively uses hybrid models, combining online and offline formats. For example, students first study materials online and then engage in face-to-face seminars to discuss them, while traditional role-playing and debates complement digital dialogue simulations. Thus, L.N. Gumilyov Eurasian National University implements a comprehensive approach to ensure effective foreign language teaching. Students of L.N. Gumilyov Eurasian National University have access to the university's educational platform, where they can obtain learning materials, including lectures, presentations, additional resources and assignments.
This helps students organize their learning processes and provides access to information at all times. Electronic libraries and databases provide access to scientific articles, textbooks, dictionaries and other materials necessary for in-depth study of foreign languages and cultures. One of the innovative methods is the introduction of virtual language simulators, which are used to practice speaking skills in real-life situations. The software simulates dialogues with native speakers, analyses students' mistakes and gives recommendations on how to improve their speech. These simulators create communication conditions that are as close to reality as possible, which significantly increases the practical value of learning.

L.N. Gumilyov Eurasian National University actively develops and improves approaches to teaching foreign languages based on the integration of traditional and modern teaching methods, creating unique conditions for the comprehensive development of students. One of the most relevant aspects of the educational process is the use of a hybrid learning model that includes both face-to-face classes and online resources, which can optimize the learning process and make it more accessible and personalized. L.N. Gumilyov Eurasian National University adheres to a communicative approach, which means an emphasis on developing real-life language skills necessary for communication in different situations. Traditional face-to-face classes are substantial in this process, used not only to study theory but also to actively practice the language in group discussions, seminars and lectures. Text processing, literature, grammar and vocabulary provide a solid theoretical foundation, which is complemented by the development of practical skills such as listening, speaking and writing.

Thus, the integration of traditional and digital teaching methods at L.N. Gumilyov Eurasian National University helps to create a flexible, interactive learning environment that meets modern educational requirements and prepares students for the challenges of the globalized world. The training is conducted following a flexible model: usually, a weekly schedule involves a combination of 1-2 offline classes (for oral speech, debates, teamwork) with 1 online class (using MOOCs or interactive platforms). Students' independent assignments are done in LMS platforms: Canvas, Moodle, and Google

Classroom. These courses are integrated into the workflow through partial or full inclusion of modules in the curriculum (e.g., written assignments, listening, tests), case studies in class, and group discussions of the knowledge gained. This hybrid model will continue to evolve and adapt, providing higher-quality education and wider opportunities for students in the future. Figure 3 shows the correlation between the different working methods at L.N. Gumilyov Eurasian National University.

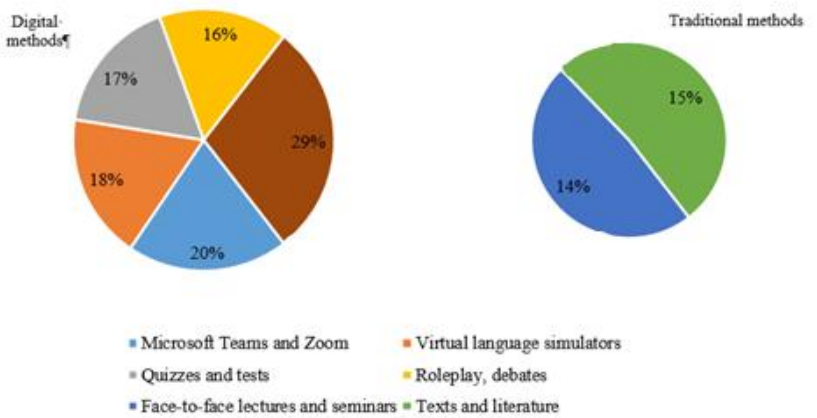


Figure 3: Percentage ratio between traditional and digital methods at L.N. Gumilyov Eurasian National University

Source: compiled by the authors.

According to Figure 3, L.N. Gumilyov Eurasian National University has a relative balance between digital (51%) and traditional (49%) teaching methods. Among the digital approaches, Microsoft Teams and Zoom (20%) and quizzes and tests (18%) account for the largest share, followed by virtual language simulators (16%) and various digital assets (17%). In the category of traditional methods, face-to-face lectures and seminars account for 14%, and work with texts and literature 15%. This data reflects the widespread adoption of digital tools alongside the continued use of classroom-based learning. Table 1 presents a comparative description of digitalization at Farabi University, Nazarbayev University and L.N. Gumilyov Eurasian National University.

Table 1: Comparative characteristics of digitalisation at Farabi University , Nazarbayev University and L.N. Gumilyov Eurasian National University

Parameter	Farabi University	Nazarbayev University	L.N. Gumilyov Eurasian National University
Emphasis	Institutional digitalisation, in-house developed platform	Integration of global EdTech trends	Adapting to a hybrid model, developing digital skills
Platforms	Univer (local LMS), Zoom	Canvas LMS, Coursera, EdX	Moodle, Microsoft Teams, Zoom

Forms	Lectures, seminars, e-textbooks, and forum discussions	Blended learning, interactive video lectures, simulations, and discussion clubs	Online/offline alternate depending on the course (e.g. online theory, offline practice)
MOOC	Limited use, mainly for self-study	Actively integrated into classroom work, for example, courses on Academic Writing and English for Business.	Optional use, mainly at the postgraduate level
AI	Almost not integrated into training	Analysis of grammar, pronunciation, sentence construction, and adaptation of material	In testing, letter review, and recommendation formation
Gamification	Individual elements in courses (quizzes, tests)	Use of Duolingo, Kahoot!, and interactive quests	Simulations, conversational trainers with bots, themed quests
Peculiarity	Maintaining the classical structure of classes	Full English and immersion methodology	Combining traditional Kazakh pedagogy with digital tools

Source: compiled by the authors.

Table 1 reflects comparative characteristics of digitalization at Farabi University , Nazarbayev University, and L.N. Gumilyov Eurasian National University. Farabi University focuses on internal digitalization using domestic LMS (Univer) and traditional teaching formats. Nazarbayev University focuses on the integration of international EdTech platforms (Canvas, Coursera, EdX) and English language immersion. L.N. Gumilyov Eurasian National University implements a hybrid model, combining online and offline formats, with an emphasis on developing digital skills through Moodle, Microsoft Teams, and Zoom. MOOCs are actively implemented at Nazarbayev University, used to a limited extent at Farabi University, and optionally at L.N. Gumilyov Eurasian National University. Nazarbayev University and L.N. Gumilyov Eurasian National University have made the most progress in developing elements of AI and gamification (Duolingo, bots, quests). Overall, the table demonstrates different approaches to digital learning at the three leading universities in Kazakhstan.

Thus, the improvement of foreign language education in a modern environment is impossible without integrating both digital and traditional teaching methods. Digital technologies, from MOOC platforms to AI tools and virtual simulations, can be used for personalization of the process, increasing its interactivity and adapting it to students' needs. At the same time, traditional forms of face-to-face discussions, seminars, and live interaction ensure the development of communication and critical and analytical skills and contribute to the formation of sustainable language practice. The experience of the leading universities in Kazakhstan demonstrates that a flexible combination of

approaches creates a high-quality educational environment, promotes deeper acquisition of a foreign language and trains competitive specialists. Thus, the future of foreign language education lies in a balanced model that combines innovation and academic traditions. The integration of digital and traditional teaching methods is not only a technological process but also a pedagogical necessity that helps achieve the harmonious development of students.

Discussion

Modern approaches to teaching foreign languages actively incorporate digital technologies, which can significantly improve the learning process and increase student motivation. The integration of traditional and digital education methods is becoming a substantial element of educational strategies in many countries, including Kazakhstan. Universities such as Farabi University , Nazarbayev University and L.N. Gumilyov Eurasian National University are actively implementing hybrid learning models, combining offline and online formats. This helps develop all aspects of students' language competence, including grammar, vocabulary, speaking and listening. A substantial aspect of these changes is how technological tools can be integrated with traditional teaching methods to create a more dynamic and effective learning environment.

Farabi University uses a blended learning model, which gives students the opportunity to study materials online and then analyze them in depth in face-to-face classes. Students use the Univer system to read theoretical material, complete assignments, and take tests. Flexibility in studies is ensured, allowing students to regulate their learning pace. Then, face-to-face classes are used to consolidate and deepen knowledge, as well as for practical discussions with teachers and colleagues. In this approach, the combination of independent work and interpersonal communication in the classroom contributes to the development of all key aspects of language competence, which correlates with the study by Liu et al. (2024) on the importance of combining traditional and digital methods to optimize language learning. In addition, Farabi University actively uses international platforms such as Coursera and EdX to expand students' educational opportunities. These students learn foreign languages and explore other disciplines, promoting an integrated approach to learning and the development of cultural competence; this is further supported by the research of Becirovic et al. (2021), which addresses the use of digital technologies for advanced language learning.

Based on the results of this study, Nazarbayev University also actively uses a hybrid learning model, combining online courses with live discussions and group projects. This approach contributes to the active involvement of students in the educational process and the development of critical thinking. Teaching through platforms such as Coursera or EdX provides students the opportunity to become acquainted with various materials and courses and then to study the topics in depth in face-to-face classes. This idea is confirmed by Sim and Ismail (2023), emphasizing that the use of digital tools in foreign language teaching helps create a dynamic and motivating learning environment.

Each educational institution uses different methods to introduce digital technologies into the process of foreign language education. Farabi University prioritizes independent learning with the materials presented in the Univer system, which improves flexibility in learning and skill development. The presented approach reflects the ideas from the article by Basar and Sahin (2022). The study argued that technology provides learning at a desired pace, which in turn increases motivation and engagement in the learning process.

Based on the results of this study, L.N. Gumilyov Eurasian National University actively combines digital technologies with traditional teaching methods. One example is the introduction of virtual language simulators for oral language practice, which helps students simulate real-life communication situations. Such simulators can be used to practice pronunciation, develop dialogue skills and improve listening skills, as confirmed by Andujar et al. (2020), who noted the importance of using mobile devices and virtual platforms to improve practical skills in foreign language learning.

However, at L.N. Gumilyov Eurasian National University, virtual simulators do not replace traditional methods such as role-playing games and debates, which are actively used in the educational process. This combination of digital technologies and live classroom communication can be used not only to develop language skills but also to learn how to apply the language in real-life contexts. A similar approach is presented in the study by Chen et al. (2023), which emphasizes the necessity of a balanced approach that includes both digital and traditional methods to improve learning quality and the sustainability of skills.

Based on the results of this study, Nazarbayev University, in turn, offers a more integrated approach, combining online courses with active seminars and group projects. This format of learning contributes not only to the development of language skills but also to the improvement of teamwork skills, which is a substantial aspect of foreign language learning, as indicated in the study by Robja (2024). The use of online courses with live discussions and project activities helps students to master the material in depth and develop critical thinking skills. Notably, L.N. Gumilyov Eurasian National University also actively introduces digital technologies but prioritizes the practical side of learning through virtual simulations and traditional methods such as role-playing and debates. This combination can be used to develop skills in real-life communication situations, as confirmed by Hockly (2023), emphasizing the importance of AI and digital simulations for practical language learning.

In foreign language teaching, technology not only supports learners in their educational process but also actively contributes to increasing their engagement (Tsymbal & Skrypnyk, 2024; Isak et al., 2023). This is notable as a substantial component of the success of digital tools within educational institutions such as Farabi University, L.N. Gumilyov Eurasian National University and Nazarbayev University. The study by Wei (2022) emphasizes the importance of technology in increasing students' motivation in English language learning and argues that the use of technology can significantly improve student motivation, as digital tools create an interactive, flexible and accessible environment that promotes self-directed learning and in-depth learning.

The study demonstrated that the use of digital technologies can significantly improve students' skills in a variety of areas, including academic writing. For instance, the study by Zulfa (2023) examined the use of AI and technological tools to develop students' academic writing. The use of such technologies improved text structure, grammar, and style, as well as increased learning efficiency. The use of digital tools, such as online learning platforms and language learning apps, is substantial in foreign language teaching in Kazakhstan. These tools help to create a flexible learning environment where students can acquire knowledge at a convenient time and at a desired pace.
Integrating digital and traditional methods in teaching can be used to create an effective educational environment that combines the best aspects of both approaches. Sim and Ismail (2023) examined multiple perspectives on the use of digital tools in English language teaching, emphasizing the importance of combining online resources with traditional teaching methods. This can be used to employ interactive platforms for

practice and testing, while traditional methods ensure stability and mastery of the material. In Kazakhstani universities, the integration of these methods is often manifested in the use of online courses and homework platforms, which can be used to quickly track student progress. Notably, this integration does not exclude traditional forms of interaction, such as seminars and individual consultations, which remain relevant for in-depth research on the subject.

The benefits of integrating digital and traditional methods are notable: they can be used to tailor learning to individual student needs, increasing engagement and motivation. However, following Poudel (2022), there are also challenges, such as the need to provide teachers with modern digital tools, as well as the adaptation of students to new learning formats. In Kazakhstan, there are still several issues related to uneven access to modern technologies in different regions of the country, as well as to the training of teachers in the use of digital learning tools. However, the gradual introduction of online courses and digital platforms in universities is helping to solve these problems and expand opportunities for students.

The prospects for integrating digital and traditional teaching methods in Kazakhstan look promising. Yang (2023) demonstrated that in the context of digital transformation, foreign languages can be taught using technologies that not only facilitate the learning process but also make it more accessible. A substantial step is to improve the infrastructure and increase the digital literacy of teachers. The conclusion is that the integration of digital and traditional methods in foreign language teaching in Kazakhstan's universities contributes to a more flexible and dynamic educational environment. This improves mastery of the material and develops the skills necessary for successful professional activities in the context of globalization and technological changes.

The integration of digital and traditional teaching methods in foreign language education in Kazakhstan has enormous potential to improve the quality and accessibility of education. Farabi University , Nazarbayev University and L.N. Gumilyov Eurasian National University demonstrate different approaches to the use of digital technologies in the learning process, which contribute to the development of flexibility, interactivity and efficiency of the learning process.

Conclusions

The most effective approach to foreign language education is to integrate traditional and digital methods. Farabi University actively combines them to create hybrid forms of learning. For instance, online resources supplement classes, aiding students in mastering the material. Traditional methods, such as lectures, seminars and practical classes, develop language competence and communication skills. Nazarbayev University uses digital technologies such as Canvas LMS, MOOC platforms and AI but also preserves traditional teaching methods, including discussions and team projects. L.N. Gumilyov Eurasian National University actively uses digital educational resources, including Microsoft Teams, Zoom, online platforms and virtual language simulators to learn foreign languages. This helps students develop speaking skills, improve pronunciation and expand vocabulary. In combination with traditional methods such as face-to-face lectures and seminars, the university provides hybrid learning, which ensures online material study and offline practice.

The analysis at Farabi University found that traditional methods accounted for 47% and digital methods for 53% of the combination of tools. At the same time, learning on the university platform accounts for 19%, specialized language learning apps (Duolingo, Busuu, Rosetta Stone) account for 14%, and the Zoom and Microsoft Teams platforms

account for 13%. In the context of traditional teaching methods, 23% used face-to-face lectures and seminars, 13% analyzed fiction, and 11% used role-playing and debating. The combination of different methods of work at Nazarbayev University can be represented as follows: 45% are traditional methods, and 55% are digital methods. Among the traditional methods used, 18% used full immersion methods, 14% used team projects and group work, and 13% used face-to-face discussions and debates. Among the methods of digital education, we can distinguish the following: the use of Canvas LMS (a multifunctional educational platform), 20%; the method of full immersion, 18%; team projects and group work, 14%; and face-to-face discussions and debates, 13%. At L.N. Gumilyov Eurasian National University, digital technologies account for 71% and traditional methods of work 29%. Digital education is represented by the following technologies: Microsoft Teams and Zoom – 20%, virtual language simulators – 18%, quizzes and tests – 17%, and role-playing games and debates – 16%. Traditional teaching methods consist of working with texts and literature (15%) and face-to-face lectures and seminars (14%). Thus, digital technologies were used the most at L.N. Gumilyov Eurasian National University (71%), while other universities maintained a balance between digital and traditional technologies.

The limitations of this study are related to the fact that only three higher education institutions were considered: Farabi University, Nazarbayev University and L.N. Gumilyov Eurasian National University. Promising areas for further research include the use of AI, particularly personalized learning programs, error analysis and real-time content adaptation, hybrid learning, integrating online courses with face-to-face classes to improve accessibility and flexibility of education, exploring elements of gamification, and the use of digital laboratories and simulators.

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