REVIEW
for dissertation work of Sholpan Aldabergenovna Zhubanova
on the topic «Scientific and methodological basis of foreign language professional-oriented teaching for technical students through an interactive- immersive approach» submitted for the degree of Doctor of Philosophy (PhD)
6D011900 specialty – Foreign Language: Two Foreign Languages

The dissertation by Zhubanova Sh.A. presents a thorough investigation into the development of foreign language professional-oriented teaching towards professional needs, highlighting the significance of acquiring high-level language proficiency among specialists in an increasingly globalized context. The research is especially relevant in light of the urgent demands placed upon students of technical universities to attain proficiency in foreign languages, while simultaneously incorporating cultural and professional dimensions into their educational experiences.

A notable aspect of the dissertation is its advocacy for an interactive-immersive approach to developing foreign language professional-oriented competence (FLPOC) of technical students. This approach emphasizes the use of pedagogical strategies that engage students through active interaction and immersion in authentic professional scenarios, effectively fostering a comprehensive interplay of cognitive, social, and emotional learning factors. This holistic approach not only enhances language proficiency but also equips students with essential professional skills in a global educational environment. The dissertation articulates how creating an interactive-immersive educational ecosystem necessitates a well-structured pedagogical process that promotes student autonomy and critical thinking, thereby significantly elevating motivation and confidence in utilizing foreign languages.

Furthermore, the work examines the implementation of this approach through digital educational content, noting that it enriches the formation of FLPOC of technical students. The research highlights the integration of modern technologies, adaptation of teaching methodologies, and heightened learner engagement as crucial elements that align education with the current demands of the labor market. Sholpan Zhubanova offers valuable recommendations for incorporating a variety of digital and AI tools, elements of virtual reality, gamified and case simulations that enhance foreign language teaching effectiveness, ranging from interactive platforms for vocabulary acquisition to immersive audiovisual resources and authentic professional texts.

The dissertation also introduces an integrative model of FLPOC, which interlinks theoretical and practical knowledge with the utilization of digital educational content. Central to this model is the active engagement of students in professional training, facilitated by interactive and immersive technologies that promote skill acquisition in realistic contexts. The conceptual framework of FLPOC emphasizes the importance of generating a learning environment that stimulates student involvement in genuine professional practices, while the content component fosters systematic knowledge and personal growth.

Additionally, the organizational and technological aspects of the model encompass structured learning stages and interactive exercises designed to develop adaptive skills for

technical students. The evaluative component is equally significant, providing a means to assess competency attainment at the B1 level through diverse testing and feedback methods, ultimately working towards improving the readiness of future professionals by identifying avenues for further enhancement. Zhubanova's dissertation showcases three distinct interactive-immersive modules, each with a unique methodological structure aimed at improving student engagement in professional scenarios. The course on "Maritime Terminology," aligned with CEFR B1 standards, is particularly effective in meeting the educational needs of technical students by leveraging advanced technologies. This comprehensive study not only addresses the pedagogical challenges in foreign language education but also sets a foundation for preparing students to successfully navigate real-world professional dynamics.

Finally, the dissertation research results demonstrate that the implementation of an interactive-immersive approach significantly enhances students' motivation and engagement in foreign language learning, effectively fostering their foreign language professional-oriented competence (FLPOC). Empirical findings confirm the approach's efficacy, indicating that students exposed to this methodology achieved higher levels of competence and satisfaction compared to those taught through traditional methods.

In conclusion, I recommend the dissertation titled "Scientific and methodological basis of foreign language professional-oriented teaching for technical students through an interactive-immersive approach" for the conferment of the academic title of Doctor of Philosophy (PhD) to Sholpan Zhubanova in the specialty of "6D011900 – Foreign Language: Two Foreign Languages."

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