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REVIEW

of the doctoral dissertation by Madina Bolatovna Bekturova titled "The scientific-methodological foundations of developing academic writing competence in future foreign language teachers in the context of digitalization," submitted for the degree of Doctor of philosophy (PhD) in the educational program "8D01721 – Training of foreign language teachers"

Madina Bolatovna Bekturova's doctoral dissertation presents a timely, theoretically robust, and methodologically sound investigation into the development of academic writing competence among future foreign language teachers, responding to the growing demands of the digitalized and multilingual educational landscape in Kazakhstan. This research is distinguished by its strong conceptual foundation, original methodology, and significant practical relevance.

The dissertation addresses an acute and underexplored issue in the field of teacher education: the formation of academic writing competence as a crucial skill for integration into the global academic community. The study is highly relevant given the ongoing educational reforms in Kazakhstan, particularly the promotion of trilingual education and digital transformation in higher education.

The originality of this research lies in its integration of digital technologies, including AI tools, into a newly developed methodological model for academic writing instruction. This aligns well with global trends in education and responds effectively to the increasing need for digital literacy and academic professionalism among both educators and students. The research is methodologically robust, employing both empirical and theoretical methods. It includes modeling and an experimental design validated through SPSS-based statistical analysis. The experimental work, involving 102 master's students, demonstrates a clear cause-and-effect relationship between the developed intervention and improvements in academic writing competence. The multi-stage research design, spanning from literature review to "Integrated Academic Writing" platform development and implementation, reflects a high level of scholarly discipline and planning.

On the theoretical level, the dissertation enriches the academic discourse on academic literacy by aligning it with contemporary notions of digital and academic literacies. It also strengthens the argument for using competence-based, reflective, and interactive pedagogical approaches in foreign language teacher training. Practically, the dissertation offers scalable and adaptable educational tools that can be implemented across universities in Kazakhstan and beyond. The proposed methodology not only enhances the quality of teacher preparation but also contributes to national goals of internationalization and educational innovation.

The dissemination of research findings through 13 publications, including 6 in internationally indexed journals (Scopus and Web of Science, Q1–Q3), attests to the academic rigor and scholarly value of the work. The diversity and reach of these publications indicate both national and international recognition and applicability of the study's outcomes.

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In summary, Madina Bolatovna Bekturova's dissertation is a high-quality, impactful, and forward-looking scholarly work that successfully addresses the urgent need for modernized academic writing instruction in teacher education. This dissertation fully meets the requirements for the award of the degree of Doctor of Philosophy (PhD) and deserves the highest evaluation. I strongly recommend its approval and recognition as a significant academic contribution to the advancement of teacher training in Kazakhstan and internationally.

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