ABSTRACT
of the dissertation work of Otynshiyeva Malika Tolgandievna
for the degree of Doctor of Philosophy (PhD) in the specialty
6D011900 – Foreign Language: two foreign languages on the topic
"Pedagogical conditions of differentiated teaching of English language based on Smart technologies in distance education at the University
(on the example of non-linguistic specialties)"

The Relevance of the Research. The issue of innovations in the modern education system is particularly important in the training of specialists. In this context, the university's educational policy is aimed at addressing the challenge of preparing competitive specialists with high-quality education and professional skills, as well as ensuring that they are comprehensively prepared to work in constantly changing conditions.

In this regard, the Law "On Education" of the Republic of Kazakhstan states: "The main task of the education system is to create the necessary conditions for obtaining education, aimed at the formation and professional development of the individual based on national and universal values, scientific and practical achievements, the implementation of new technologies and innovative teaching methods, the informatization of education, and integration into international global communication networks," which implies tasks for the further development of the education and upbringing system.

Socio-cultural and technological changes at the current stage of societal development led to shifts in educational paradigms, resulting not only in a reassessment of the main values and directions of education but also in changes to its content, equipment, and technological provision. An important strategic task of education in Kazakhstan is integration into the global education system while preserving the best national educational traditions and providing university graduates with internationally recognized qualifications.

A special role in achieving these goals is assigned to mastering the English language. Therefore, teaching English at higher education institutions at a professional level occupies a central place. Moreover, in Kazakhstan's Development Strategy until 2050, special attention is paid to the development of the Kazakh language and foreign language learning, where it is stated that "today, trilingual education is a requirement of the times. Multilingualism is the most important tool for interpersonal and intercultural relations, enabling the development of our state's international connections."

The English language performs a social function as a means of international communication and is aimed at achieving the following objectives: firstly, it serves to transfer knowledge from one language to another; secondly, it acts as a medium of international communication and information; thirdly, it provides a form of global exchange of ideas among people; and fourthly, it serves as a means of storing broader information. Thus, knowledge of English, as a key to globalization, opens unlimited opportunities for our future specialists.

The application of new technologies in the process of teaching English helps improve the quality of education and maintain a high level of student motivation. When effectively used, such technologies allow for the transformation of educational materials, provide interactive experiences, and enhance the learning process.

In Kazakhstan, a national model of education has been implemented, focused on the learner as the subject of educational activity—a developing individual striving for self-actualization, self-expression, and personal development. A crucial component of the pedagogical process is the personality-oriented interaction between the subjects of educational activity—the teacher and the learner. The primary task facing universities today is to educate highly qualified, active specialists proficient in three languages.

Issues of linguodidactics and foreign language teaching in Kazakhstan have been studied by B.A. Zhetpisbayeva, G.B. Sarzhanova, G.N. Amandykova, A. Mukhtarova, T.Yu. Shelestova, M.Zh. Tusupbekova, G.A. Seitova, T.T. Ayapova, and others.

Among Russian scholars, studies on foreign language education have been conducted by I.N. Vereshchagin, N.D. Galskova, O.V. Danilenko, V.N. Kartashova, N.V. Kuzovleva, E.I. Negnevitskaya, G.I. Panarina, L.A. Tsvetkova, M.Z. Biboletova, and others. They argue that foreign language education within the system of continuous education enables learners to humanize their education and strengthen its educational, developmental, cultural, and practical orientation.

Since a highly qualified specialist in the field of education is a person who is prepared for dynamically changing situations, capable of anticipating changes, developing themselves, and ensuring the continuity of values in preparing a creative individual for innovative activities, the quality of education and professional development of future specialists constitutes the central idea of current educational reforms in various countries, including Kazakhstan. For a learner to realize their potential, it is necessary to develop the essential key competencies.

Therefore, one of the primary tasks of educators is not merely the transmission of knowledge and information to students, but the satisfaction of their needs, considering their individual characteristics and abilities, to ensure effective independent assimilation of the knowledge and information provided.

One effective way to address this challenge is the implementation of differentiated instruction as one of the efficient pedagogical approaches in planning and teaching. Consequently, differentiated instruction is currently one of the pressing issues for research.

The didactic, pedagogical, and psychological justification of differentiated instruction is based on the scientific and theoretical ideas of scholars such as S. Rubinstein, L.S. Vygotsky, V.V. Davydov, L.V. Zankov, Yu.K. Babansky, B.P. Bespalko, V.M. Monakhov, and others. The principles of differentiated instruction have formed the foundation of studies by Kazakhstani scholars including Zh. Karayev, B. Kobdikova, G.G. Erkibayeva, Zh.A. Zhunisbekova, and others.

Differentiated instruction allows for a more comprehensive consideration of students' interests by modifying the structure, content, and organization of the overall educational process. It helps develop their abilities and creates conditions for learning that align with students' professional interests and their orientation toward continued education.

At present, a pressing question remains whether students will graduate from universities with an equal level of English proficiency and become competitive specialists. Differentiated instruction in English enables students in non-language majors to achieve a similarly high level of English proficiency. This type of instruction represents a combination of theory and practice. Moreover, differentiated instruction is an indispensable method in language teaching, not only for students but also for educators.

Kazakhstan's accession to the Bologna Process, the globalization and economic integration of various countries, as well as the policy of integrating Kazakhstan into an open educational space, have led to a large-scale transition to a new educational model based on a competency-based approach. This approach is relevant in both international and Kazakhstani pedagogical science.

The coronavirus pandemic and the transition to distance learning in 2020 necessitated the effective resolution of pragmatic-professional tasks, the use of various Smart technologies required for productive collaboration with colleagues and students, and the improvement of the independent educational environment for non-language majors studying remotely.

In the organization of higher education for non-language majors through differentiated instruction in distance learning, successful practices include the use of summarizing exposition elements, self-directed learning through analogies, conclusions, clarifications, modeling, and reflection, brief note-taking of educational materials, creating supporting outlines, generalizing key concepts, and developing students' abilities to become reliable collaborators through these methods.

It should be noted that the current stage of educational development is characterized by digitalization, driven by global processes of transition to a digital economy and digital society. According to the Global Education Futures report *"Education for the Modern Society"*, "digitalization of education is a megatrend that determines our future."

In this context, the Head of State, Kassym-Jomart Tokayev, in his Address to the People of Kazakhstan titled *"Economic Guideline for a Just Kazakhstan"* on September 1, 2023, stated: "You all know that I pay special attention to digitalization and the implementation of innovations. Our important strategic task is to make Kazakhstan an IT state. In terms of digitalization, we have no real achievements. The government must pay special attention to the development of artificial intelligence." Thus, the Address emphasizes the growing relevance of the digitalization process. Accordingly, teaching foreign languages using digital technologies has become a requirement of the times. Evidence of this is, on the one hand, the transition to distance learning due to the COVID-19 pandemic that began in 2020, and on the other hand, the pace and importance of the digitalization of education worldwide.

The topic of digitalization and digital transformation in education is one of the most discussed and relevant issues within the pedagogical community, both in the Republic of Kazakhstan and internationally. It is worth noting several scholars who have examined aspects of digitalization in education and contributed to the digital transformation of the educational process. Among them are V.V. Grinshkun, D.M.

Zhusubalieva, E.V. Artykbaeva, A.T. Chaklikova, K.K. Kolin, E.I. Bidaybekov, G.K. Nurgaliyeva, G.I. Abdrakhmanova, C. Blewett, Zh.K. Sagalieva, and others.
According to researchers, "digitalization of education is a current global trend in social, economic, industrial spheres, especially in the education system. During the pandemic, in many developed countries, education was primarily conducted through various digital means, necessitating an urgent transition to distance learning. This transition not only accelerated the digital transformation, designated as a strategic goal in several educational policy documents, but also made it possible to test the outcomes of educational reforms."
Issues of digitalization were also considered in the works of B. Abykanova, K. Shadieva, G.K. Nurgaliyeva, G.O. Tazhigulova, and A.E. Seilkhanova. According to these scholars, the use of ICT tools is also effective for enhancing student motivation and cognitive interest in learning.

In his Address to the People of Kazakhstan titled *"Kazakhstan in New Conditions: Period of Action"*, the Head of State, Kassym-Jomart Tokayev, noted: "Due to the coronavirus epidemic, most schoolchildren and students worldwide switched to distance learning. This is radically changing the methodology and content of education. Frankly speaking, there is still no specific online platform. It is urgently necessary to develop a unified online educational platform with all the functions required for a full-fledged learning process. One of the most important tools for the transition to distance learning is electronic textbooks."

Moreover, a key direction in the informatization of the education system is the transition to a new educational strategy based on effective and high-quality technologies for societal development in accordance with modern requirements. Kazakhstan studies the latest forms of learning worldwide, constantly updating knowledge and adopting new technologies, which have become a principal tool in our lives.

In recent years, the concept of SMART technologies has emerged, meaning intelligent learning, and we increasingly hear terms such as Smart City, Smartphone, Smart Device, Smart Installation, and Smart Environment. That is, the emergence of Smart Learning instead of E-learning, and the formation of a "smart society" instead of an information society, has reached our country. The main goal of Smart Learning is to increase the effectiveness of education by fostering competitive higher education through improving students' knowledge, partnerships, communication, social responsibility, critical thinking skills, and preparation for rapid and high-quality problem-solving, while transitioning the educational process into the electronic environment.

This technology makes it possible to organize education anywhere and at any time. Electronic education is widely used in many countries; for example, more than 90% of universities and schools in the United States extensively use this type of learning. Such open network connectivity can serve as a foundation for the application of digital technologies.

In our view, a key feature of using Smart technologies in the learning process is that they allow students to engage in creative work independently or collaboratively,

observe and evaluate the results of their work, adopt a critical approach to their own performance, and conduct research activities.

Despite the multifaceted nature and significance of existing studies on distance education and the use of Smart technologies in learning, we have determined that the issue of differentiated instruction in English in higher education via Smart-based distance learning has not been fully resolved.

Therefore, on the one hand, there is a need to systematize the accumulated experience on this problem, and on the other hand, there is a need for updates in universities through the full implementation and development of pedagogical conditions for differentiated instruction in English using Smart technologies in distance education.

Based on an analysis of scientific and pedagogical literature, legislative and normative documents studied during the research, as well as a review of scientific investigations devoted to this issue, and a ranking of conditions for studying the theoretical and practical aspects of the problem, we have identified that, to date, the level of coverage of this issue is insufficient and requires further study.

Based on the above, we have identified the following contradictions between:

- the requirements of state policy in the era of digitalization and technology and the insufficient scientific and methodological justification of the problem of differentiated instruction in English using Smart technologies in university distance education;
- the necessity of differentiated instruction in English using Smart technologies in distance education and the absence of developed pedagogical conditions for such instruction in higher education institutions;
- the necessity of using educational content, including electronic educational resources, in differentiated instruction in English using Smart technologies in university distance education and the insufficient methodological support for this process;
- the necessity of identifying positive foreign and Kazakhstani experience in addressing the problem of differentiated instruction in English using Smart technologies in distance education and the insufficient consideration of the practical significance of research in this area.

The resolution of these contradictions served as the basis for selecting the research topic, formulated as: **“Pedagogical Conditions for Differentiated Instruction in English Using Smart Technologies in University Distance Education (on the Example of Non-Language Majors)”.**

The **problem of the research** lies in the requirements of modern pedagogical science and practice, namely the need to develop pedagogical conditions for differentiated instruction in English using Smart technologies in university distance education.

Aim of the Research: to scientifically substantiate and develop pedagogical conditions for differentiated instruction in English using Smart technologies in university distance education.

Object of the Research: the pedagogical process in higher education institutions.

Subject of the Research: the process of differentiated instruction in English for students of non-language majors in distance education.

Research Hypothesis: if the pedagogical conditions developed by us are taken into account during differentiated instruction in English using Smart technologies in university distance education, and these conditions are implemented based on the developed model, **then** the effectiveness of English language learning for students of non-language majors in distance education will increase, **as** this will contribute to the development of foreign language communicative competence, subject-specific competencies, and key skills of learners.

In accordance with the research object and subject, aim, and hypothesis, the following research tasks have been identified:

1. To substantiate the essential characteristics of differentiated instruction in English for students of non-language majors and, as a result, provide an original definition of the concept *"differentiated instruction in English for students of non-language majors based on Smart technologies."*
2. To determine the role and possibilities of Smart technologies in university distance education.
3. To identify pedagogical conditions and construct a model for differentiated instruction in English using Smart technologies in university distance education.
4. To develop a methodology for differentiated instruction in English using Smart technologies in university distance education and verify its effectiveness through an experimental study.

Main Idea of the Research: Language and differentiated instruction are two interconnected domains aimed at achieving educational objectives within the context of digitalization and the integration of Kazakhstan's education system into the global educational space. Contemporary concepts of language, culture, as well as teaching and knowledge acquisition, are developed and reproduced through differentiated instruction based on Smart technologies in distance education. These principles represent the ideology of an original language, implemented through educational programs designed to support the Kazakhstani brand in the international context.

Methodological Basis of the Research:

- Theory of professionally communicative orientation of the learning process in foreign language education (A.V. Aitov, N.D. Galskova, M.G. Evdokimova, R.P. Milrud, P.I. Obraztsov, E.I. Passov, E. Porshneva, et al.);
- Theory and practice of polylingual and multicultural linguistic personality and linguistic polycultural education (V.V. Safonova, P.V. Sysoev, V.P. Furmanova, I.I. Khaleeva, et al.);
- Theory of design and modeling of professional education content (V.I. Andreev, Yu.K. Babansky, V.P. Bespalko, E.V. Bondarevskaya, V.I. Zagvyazinsky, G.I. Ibragimov, N.F. Koryakovtseva, Yu.G. Fokin, F. Smith, et al.);
- Issues of bilingualism, multilingualism, and terminology formation (K.N. Bulatbayeva, Z.K. Akhmetzhanova, Sh. Kurmanbaiuly, A. Amirhamzin, Iliuf Hadji-Murat, N.V. Baryshnikov, V.V. Lazarev, B.A. Zhetpisbaeva, T.T. Abdukadirova, Ya.M. Kolker, R.K. Minyar-Beloruchev, I.I. Zhinkin, A.S. Smagulova, et al.);

- Socio-cultural approach in foreign language education (N.I. Almazova, O.G. Oberemko, V.V. Safonova, P.V. Sysoev, V.P. Furmanova, et al.);
- Communicative-cognitive approach in foreign language teaching (N.V. Baryshnikov, I.L. Bim, S.S. Kuklina, R.P. Milrud, O.G. Oberemko, A.N. Shamov, A.V. Shchepilova, et al.);
- Activity-based approach in teaching (L.S. Vygotsky, P.Ya. Galperin, S.L. Rubinstein, D.B. Elkonin, G.V. Babina, M.A. Cherkasova);
- Personality-oriented approach (I.A. Zimnyaya; E.V. Bondarevskaya, V.B. Shadrikov, I.S. Yakimanskaya);
- Integrative approach (V.V. Kraevsky, A.V. Petrovsky, G.N. Aitmaganbetova, N.F. Talyzina, E.B. Duysenbekov, G.D. Gleyzer, V.S. Lednev, S.M. Gapeenkova, G.F. Fedorets, et al.);
- Activity-technological approach (digital educational technologies, digital didactics) (R. Puentedura, M. Koehler, P. Mishra, V.I. Zhusubalieva, et al.);
- Historical-transformational approach, studying transformative education (M.E. Mazurov, H. Beetham, G.K. Nurgaliyeva, A.K. Mynbayeva, et al.);
- Competency-based approach in foreign language education (D. McClelland, I.A. Zimnyaya, A.V. Khutorskoy, A.V. Bolotov, N.I. Almazova, G.K. Selevko, et al.).

Sources of the Research: philosophy of the studied problem; methodology of teaching foreign languages at universities; works in the fields of psychology and pedagogy; normative and legal documents of the Republic of Kazakhstan; Address of the President of the Republic of Kazakhstan, K.K. Tokayev, to the people of Kazakhstan *"Economic Guideline for a Just Kazakhstan"* (September 1, 2023); Recommendations for the Improvement of Higher Education and Resolution of the Government of the Republic of Kazakhstan No. 249 dated March 28, 2023, *"On Approval of the Concept for the Development of Education for 2023–2029"*; Address of the President of the Republic of Kazakhstan, K.K. Tokayev, to the people of Kazakhstan *"Kazakhstan in New Conditions: Period of Action"* (September 1, 2020); Resolution of the Government of the Republic of Kazakhstan No. 727 dated October 12, 2021, *"On Approval of the National Project: Technological Breakthrough through Digitalization, Science and Innovation"*; Law *"On Education"*; Law of the Republic of Kazakhstan No. 141-VII dated July 14, 2022, *"On Amendments and Additions to Issues of Information Security and Education"*; State Program for the Implementation of Language Policy of the Republic of Kazakhstan for 2020–2025, adopted by the Resolution of the Government of the Republic of Kazakhstan No. 1045 dated December 31, 2019; Address of the President of the Republic of Kazakhstan, K.K. Tokayev, to the people of Kazakhstan *"A Just State. Unified Nation. Society of Well-being"* (September 1, 2022); national mandatory standards for higher education; curricula; programs; textbooks; advanced pedagogical experience of researchers; as well as the pedagogical and research experience of the author.

Research Methods: To address the research tasks and test the hypothesis, a set of mutually enriching and complementary methods was employed:

- **Theoretical methods:** review of research studies; theoretical analysis of philosophical, psychological, and pedagogical literature; analysis of normative, legal, and educational-methodological documents related to the research problem; modeling;

study of pedagogical experience in differentiated instruction in English within university distance education.

- **Empirical methods:** pedagogical experiment; conducting interviews for statistical data processing at the ascertaining stage of the experimental work; observation; structured interviews; questionnaires; testing to determine students' foreign language proficiency; dialogic communication tests; T. Sima Paribakht and Marjorie Wesche *"Vocabulary Knowledge Scale"*. Additionally, pedagogical assessment, study of pedagogical documents, and diagnostics of students' proficiency levels as a result of differentiated instruction in English using Smart technologies in university distance education were applied.
- **Methods of statistical data processing:** ranking, scaling, rating assessment, and mathematical and statistical processing of the results obtained during the research.

Base of the Research: The research was conducted at the faculties of Karaganda E.A. Buketov National Research University that provide training for students in non-language majors.

Stages of the Research: The research was conducted over the period from 2018 to 2025 in three stages.

The First stage (2018–2020): Based on the analysis of psychological, pedagogical, and philosophical works on the research problem, the framework of the study was developed, including the determination of the research goal, objectives, object and subject, hypothesis, and research stages. During the ascertaining experiment, the initial levels of English proficiency of non-language major students were analyzed, along with the methods and techniques used by English teachers, as well as the content and process of teaching. As a result, scientific articles were published, and theoretical conclusions were drawn.

The Second stage (2021–2023): The formative experiment was conducted, pedagogical conditions were developed, and a model of differentiated instruction in English based on Smart technologies in university distance education was designed. A system of methodological measures was created, taking into account the individual characteristics of non-language major students, identifying the most effective forms and methods of instruction, and selecting the technology for their implementation. Based on the working syllabus of the course *"Foreign Language"*, an electronic practical course *"Practical course for developing students' communicative skills in English language (A2-B1 levels)"* was prepared. This electronic practical course is recommended for first-year students of all non-language majors within the university education system.

During the formative experiment, an electronic textbook on differentiated instruction in English based on Smart technologies in distance education, *"Focus ON. Handbook for Developing Communicative Skills (B1-B2 levels)"*, was developed. The electronic textbook was implemented into the pedagogical process of the research bases in accordance with the requirements of the national mandatory standards for higher education.

The Third stage (2024–2025): The final experiment was conducted, and the results of the research were systematized. The results of the ascertaining and formative experiments were compared and analyzed. Based on the research findings, scientific

data were generalized, and conclusions and recommendations were prepared. Additionally, tables, figures, and the list of references were systematized in accordance with dissertation requirements.

Scientific Novelty and Theoretical Significance of the Research:

- The essential characteristics of differentiated instruction in English for non-language major students have been substantiated, and an original definition of the concept *"Differentiated Instruction in English for Non-Language Major Students Based on Smart Technologies"* has been proposed.
- The role and potential of Smart technologies in university distance education have been determined.
- Pedagogical conditions for differentiated instruction have been identified, and a model of differentiated instruction in English based on Smart technologies in university distance education has been constructed.
- A methodology for differentiated instruction in English based on Smart technologies in university distance education has been developed and its effectiveness verified through experimental work.

Practical Significance of the Research: A methodology for differentiated instruction in English based on Smart technologies in university distance education has been developed. An electronic practical course, *"Practical Course for Developing Students' Communicative Skills in English Language (A2-B1 levels),"* has been created for first-year students of non-language majors at Karaganda E.A. Buketov National Research University and implemented in the pedagogical process within the course *"Foreign Language"* (implementation certificate available).

Additionally, an original electronic textbook, *"Focus ON. Handbook for Developing Communicative Skills (B1-B2 levels),"* has been developed for differentiated instruction in English based on Smart technologies in distance education.

The reliability and validity of the research results are ensured by the methodological and theoretical orientation of the dissertation study, the planning of experimental work, the use of mathematical methods for processing the obtained results and their effectiveness in the university pedagogical process, as well as the formation of students' educational and cognitive activities aimed at solving didactic tasks in differentiated instruction in English based on Smart technologies.

Key Provisions Submitted for Defense:

1. Essential Characteristics of Differentiated Instruction in English for Non-Language Major Students and the Author's Definition of the Concept *"Differentiated Instruction in English for Non-Language Major Students Based on Smart Technologies."*

The essential characteristic of differentiated instruction in English for non-language major students is that it can either involve teaching all students the same material using different learning strategies or require the instructor to conduct lessons of varying difficulty levels according to each student's abilities.

Differentiated instruction in English for non-language major students based on Smart technologies is understood as the adaptation of the learning process to students' individual needs, levels, and interests through the use of digital tools (artificial intelligence, VR/AR, mobile applications, online platforms), which allow flexible

selection of tasks and learning content, the creation of individual educational trajectories, enhancement of motivation, and development of communicative skills.

2. The Role and Potential of Smart Technologies in Distance Education

Smart technologies, as a key component of SMART-education, provide students with the opportunity to interact with personalized educational resources and systems using specialized teaching methods. They enable active interaction between students and instructors, create conditions for flexible and continuous feedback, and allow teachers to respond promptly to students' needs and adapt the learning process in real time. This contributes to increased learning efficiency and higher educational outcomes.

3. Pedagogical Conditions and the Developed Model of Differentiated Instruction in English Based on Smart Technologies in University Distance Education

The pedagogical conditions for differentiated instruction in English based on Smart technologies in university distance education include:

- **Diagnostic Preparation:** Assessment of initial language proficiency, cognitive styles, and students' work pace using tests, questionnaires, and portfolio analysis. Determination of needs: identification of students' interests and goals to form individualized educational trajectories.
- **Differentiation of Content and Tasks:**

Adaptive tasks: creation of a bank of tasks with varying levels of difficulty (basic, advanced), format (text, video, audio, interactive), and scope.

Project-oriented learning: allowing students to select project content according to their interests.

- **Technological Support (SMART Tools):**

LMS platforms: Learning management systems for organizing content and monitoring progress (Moodle, Canvas).

Artificial intelligence tools: chatbots for dialogic practice, grammar and pronunciation checkers.

Gamification: points, rankings, motivational badges.

Self-regulation tools: time trackers, task planners, SMART goals (including Achievable and Time-bound components).

Based on the analysis of studies defining the essence of pedagogical models, it is proposed that the implementation of Smart technologies in designing an individualized digital learning environment can be represented as a set of interconnected and interdependent blocks reflecting all aspects of the process. Consequently, a model of differentiated instruction in English based on Smart technologies in university distance education has been developed, which optimizes interaction among participants in the educational process and structures and diversifies students' learning activities.

4. Methodology of Differentiated Instruction in English Based on Smart Technologies in University Distance Education and the Results of Its Testing in an Experimental Study.

Relying on activity-based and learner-centered approaches to foreign language teaching, as well as general pedagogical principles of modern education, a methodology of differentiated instruction in English based on Smart technologies for

university distance education was developed. This methodology was piloted with an experimental group of students from the Faculty of Education and aimed at developing their subject-specific competencies and practical skills.

The implementation of the methodology involved the following educational technologies:

- **Personalized Learning:** adaptation of learning materials to students' individual needs.
- **Game-Based Learning:** use of game elements as an engaging and motivational means of knowledge acquisition.
- **Collaborative Learning:** creation of a learning environment in which students work together, exchange ideas, and share knowledge.
- **Electronic Portfolio:** an online platform for demonstrating students' academic achievements.

Approbation and Implementation of the Research Results

The content of the dissertation has been published in 12 scientific works by the author. On the topic of the dissertation, 2 textbooks, 1 electronic textbook, and 1 electronic practical guide have been published, as well as 3 articles in the proceedings of international scientific-practical conferences, 4 articles in scientific journals recommended by the Committee for Quality Assurance in the Field of Science and Higher Education of the Ministry of Science and Higher Education of the Republic of Kazakhstan, and 1 article in a foreign journal included in the Scopus database.

Structure of the Dissertation: The dissertation consists of an introduction, two chapters, a conclusion, a list of references, and appendices.

In the **Introduction**, the relevance, aim, object, subject, tasks, and hypothesis of the research are justified, along with the leading idea, scientific-theoretical and methodological foundations of the research, research methods, scientific novelty, theoretical significance, practical significance, research stages and base, and the key findings submitted for defense.

In **Chapter 1, "Methodological Foundations of Differentiated Instruction in English for Non-Language Major Students in Higher Education,"** the main characteristics of differentiated instruction in English for non-language major students are presented. The author's definition of the concept *"Differentiated Instruction in English for Non-Language Major Students Based on Smart Technologies"* is provided. The role and potential of Smart technologies in distance education are determined, pedagogical conditions are identified, and a model of differentiated instruction in English based on Smart technologies in university distance education is constructed.

In **Chapter 2, "Content of Differentiated Instruction in English Based on Smart Technologies in Distance Education,"** differentiated tasks and individualized assignments are developed in accordance with the use of Smart technologies to diagnose student levels and learning readiness. Methods, tools, and organizational forms of instruction are considered, methods and techniques for teaching English based on Smart technologies in university distance education are selected, and the methodology of differentiated instruction is developed and experimentally tested for effectiveness.

The **Conclusion** provides scientific and methodological recommendations based on the results of both theoretical and practical work.

The **Appendices** include research materials not incorporated into the main content of the dissertation.