

ТІЛ ЖӘНЕ ӘДЕБИЕТТІ ОҚЫТУ ӘДІСТЕМЕСІ

UDC 81:37.016; IRSTI 16.01.45

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LANGUAGE SKILLS AND SOFT SKILLS IN LEVEL-BASED KAZAKH LANGUAGE LEARNING: A STATISTICAL AND LINGUODIDACTIC ANALYSIS

Abstract. The article is intended to statistically determine the relationship between language skills and soft skills in the process of teaching the Kazakh language on a level basis (CEFR A2–B1) in the context of an information society and to demonstrate the degree of influence of this relationship on language achievement by modeling. In accordance with this goal, the study was aimed at describing the level profile of language skills, measuring the components of soft skills, determining the direction and strength of the dependence between them, and determining the predictive contribution of soft skills to language achievement. Based on the results, theoretical and methodological foundations are proposed for considering Kazakh language teaching not only at the level of “mastering the language system”, but also as a single integrative space of language activity and personal resources. The study was conducted among 60 students of the Philology Faculty of the Abai Kazakh National Pedagogical University. While language skills were measured using specially developed diagnostic tasks, soft skills were assessed on a 1–5-point Likert scale. The obtained data were processed in the SPSS Statistics 26.0 program, and Pearson and Spearman correlation, as well as multivariate linear regression methods, were used. The results showed that soft skills have a statistically significant impact on language achievement and can predict 52% of language outcomes. The scientific novelty of the study is that in teaching the Kazakh language at CEFR A2–B1 levels, soft skills are measured in a single system with language indicators, their impact on language achievement is quantitatively substantiated using a regression model, and it proves the need to consider Kazakh language teaching as a digital, data-driven, person-centered integrative model.

Keywords: language activity, discourse competence, CEFR A2–B1, soft skills, pragmatic interpretation, regression model.

Introduction

In the context of the information society, the language teaching process is moving beyond the classroom format, which relies solely on traditional methodological tools, towards applied and

*** Бізге дұрыс сілтеме жасаңыз:**

Moldabayeva K.E., Zhailaubayeva M.K., Sadibekov A.K. Language Skills and Soft Skills in Level-Based Kazakh Language Learning: a Statistical and Linguodidactic Analysis // Yassawi Journal of Philology. – 2026. – №2 (2). – Б. 252-264. <https://doi.org/10.47526/3107-3085.41>

***Cite us correctly:**

Moldabayeva K.E., Zhailaubayeva M.K., Sadibekov A.K. Language Skills and Soft Skills in Level-Based Kazakh Language Learning: a Statistical and Linguodidactic Analysis // Yassawi Journal of Philology. – 2026. – №2 (2). – Б. 252-264. <https://doi.org/10.47526/3107-3085.41>

Date of receipt of the article 06.02.2026 / Date of acceptance 30.06.2026

personalized learning that takes place in a digital environment. In the daily experience of students, smartphones, online platforms, and mobile applications are becoming the main learning space. The expansion of resources aimed at learning the Kazakh language in an online format in Kazakhstan confirms this trend.

This change is also consistent with the strategic priorities of the state language policy. At the third session of the National Congress “Honest person – Honest work – Honest reward” held on March 15, 2024, Head of the State Kassym-Jomart Tokayev emphasized that expanding the scope of the Kazakh language’s usage remains a key direction of state policy. He identified the principle of increasing the need in everyday life and effectively using modern opportunities as an important way to strengthen the language [1].

In the context of the information society, it is important to consider the process of mastering the Kazakh language on a level (CEFR A2–B1) basis not only as a methodological “learning format”, but also as a dynamic system of discourse activity (text production, meaning coordination, implementation of pragmatic intention, interaction management). This is because listening, speaking, reading, and writing are not separate sets of skills, but a single linguistic practice connected with the cognitive-pragmatic mechanisms of text and speech. While in listening, implicit meaning recognition and attention regulation are activated, in speaking, mutual understanding is ensured through turn-taking, repair, and discourse markers. In reading, cohesion-coherence and inference take the leading place, and in writing, planning, self-control through genre norms, logic of argumentation, and metacognition are accompanied. From this perspective, “soft skills” are not external pedagogical additions, but internal conditions of language activity. Communication is the core of interactional competence, self-regulation is the metacognitive control of language processing, creativity is a resource for meaning construction and reframing, teamwork is a mechanism for discourse coordination, emotional intelligence is the basis for pragmatic sensitivity and tact strategies [2, p. 130]. Therefore, a data-based analysis of the relationship between language achievement and personal resources in the level learning space allows us to interpret Kazakh language teaching from a philological perspective within the framework of the triad “linguistic activity – person – discourse”.

In modern linguistic didactics, the effectiveness of language acquisition is not measured only by lexical and grammatical knowledge. It is proven that it is closely related to the learner's personal resources, such as their ability to engage in socio-communicative activity, plan learning activities, self-regulation, and achieve results in a collaborative environment [3, p. 18]. In this regard, soft skills like communication, critical thinking, self-regulation, teamwork and emotional intelligence are considered key factors contributing to language achievement. In addition, level-based learning according to the CEFR standard (A2–B1) provides a quantitative basis aimed at gradually building the learner's communicative autonomy and this system allows for the assessment of learning outcomes using specific descriptors [4, p. 273].

Large Language Models (LLM) are artificial intelligence systems, which are based on architecture of transformative neuron network and are applied profoundly in natural language processing and in preparing human sounding answers [5]. In the case of Language Education, the use of data-driven learning and artificial intelligence, including the introduction of the potential of generative AI tools into pedagogical models, has intensified significantly. Such technologies allow for personalization of learning content, accelerated feedback, and data-driven learning trajectory management, which in turn creates an environment conducive to the development of soft skills as well as language competencies [6, p. 244]. As well as individual learning platforms and quick feedback mechanisms boost learners’ motivation and learning efficacy, offering valuable opportunities for future evolution of intellectual language learning systems [7, p. 23].

Within this scientific context, the presented article is based on the results of an empirical study conducted among students of the Philology Faculty of the Abai Kazakh National Pedagogical University. The relevance of the study is determined by the need to prove with specific statistical

data, the relationship between language skills in the process of mastering the Kazakh language at CEFR levels (A2–B1). Therefore, the work uses Pearson, Spearman correlation and multiple linear regression analysis methods based on SPSS to assess the impact of soft skills indicators on language achievement, such as their contribution as a predictive factor. The results allow to justify the process of teaching the Kazakh language as a digital and AI-oriented integrative system that is “not only linguistic”, but also person-oriented and data-driven [4, p. 273].

The purpose of the presented article is to statistically determine the relationship between language skills and emotional intelligence in teaching the Kazakh language on a level (CEFR A2–B1) basis, as well as to assess the impact of soft skills indicators on language achievement such as their contribution as a predictive factor and to substantiate a data-based, digital and AI-oriented learning model.

In order to achieve this goal, it is aimed to diagnose the level of Kazakh language proficiency in accordance with the CEFR requirements in terms of listening, pronunciation, reading, and writing and to describe the language profile of students. To conduct quantitative measurement and to describe the level of students' soft skills based on a 1–5-point Likert scale and to check the normality of the data obtained using the Shapiro–Wilk tests. To justify the choice of analysis methods and to determine the relationship between language skills and soft skills indicators. To calculate Pearson (r) and Spearman (ρ) correlations in the case of non-normal distribution of the data and to interpret the direction and strength of the relationship. To create a multiple linear regression model to assess the impact of soft skills factors on language achievement and to determine the relative contribution of each variable (β). Based on the results obtained, to methodologically discuss the need for systematic development of soft skills in the process of teaching the Kazakh language and to make recommendations for data-based pedagogical solutions.

Research methods and materials

The study used a mixed method, quantitative research. The study was conducted in a correlational, explanatory and predictive manner, since its main goal is to determine the relationship between language proficiency levels and soft skills, to quantitatively assess their nature and degree of influence.

The research was conducted among students of the Philology Faculty of the Abai Kazakh National Pedagogical University. A total of 60 students participated in the study, and their language proficiency levels were determined in accordance with the Common European Framework of Reference for Languages (CEFR). Participants were grouped by levels A2 and B1, and language and soft skills assessment tasks were developed specifically for each level.

The research structure consisted of four main stages. In the first stage, a diagnostic testing method was used to determine the language proficiency levels of students. A set of tasks on listening, speaking, reading and writing skills was presented, and their lexical, grammatical and pragmatic competences were comprehensively assessed. The tasks were developed in accordance with CEFR standards, and a specific descriptive assessment method was used for each skill.

In the second stage, a questionnaire survey method and a structured observation method were used to identify soft skills, which are the main variables of the study. The components of communication, creativity, self-regulation, teamwork and emotional intelligence were measured using tools adapted from the Soft Skills Self-Assessment Scale and the Collaborative Learning Competence Inventory. As a result, the level of soft skills of each participant was quantitatively assessed on a 1–5-point Likert scale.

The empirical data obtained in the third stage were processed using the SPSS Statistics 26.0 program. First, normal testing methods were used to determine the reliability and distribution of the data. For this purpose, the Shapiro–Wilk test and the Kolmogorov–Smirnov criterion was used. Since part of the data did not correspond to a normal distribution, parametric and non-parametric statistical methods were used in further analysis.

In the fourth stage, the correlation research method took the main place. For normally distributed data, the Pearson correlation coefficient (r) was used to determine the strength and direction of the linear relationship between language acquisition results and soft skills indicators. The degree of correlation was assessed using the interpretive scale proposed by Field [8, p. 1104].

In cases where the normal distribution of the data was violated, the Spearman rank correlation method (ρ) was used to assess the monotonic dependence between the variables. This approach made it possible to clarify the influence of soft skills components on language achievement.

In addition, the study included a regression research method. Multiple linear regression analysis was used to determine the influence of soft skills indicators on language learning outcomes, and the relative contribution of each factor was calculated. The regression model allowed us to predict the soft skills that have the greatest impact on language learning outcomes.

There are many works by domestic researchers who identify ways to develop communicative skills that contribute to the formation of a personality and soft skills that play an important role in the preparation of competitive future personnel, and who offer methods and techniques for leveling the language. The scholarly contributions of F.Sh. Orazbayeva, M.T. Adilkhanova and F.A. Murzabekova focus on the development of learners' communicative skills in Kazakh language instruction. Alongside the studies of Zh.T. Dauletbekova, N.M. Abisheva and A.K. Aimukatov, aimed at fostering soft skills, represent an important body of national research in this field. In addition, the works of K.T. Muldabekova address the formation of communicative competence among future specialists using information technologies, while Z.B. Beisembayeva explores issues related to modular-based instruction of the Kazakh language. Significant attention is also given to the methodology of level-based Kazakh language teaching in the works of B.M. Aitbayeva, K.Z. Khalikova, A.E. Sagymbayeva and A. Almetova, whose dissertation research and related publications systematically examine these approaches. Collectively, the studies conducted by these scholars and other authors working in similar directions make a substantial contribution to the development of soft and communicative skills in the process of learning the Kazakh language, as well as to the theoretical and methodological advancement of level-based language instruction. In particular, B.M. Aitbayeva, analyzing the methodological foundations of leveled teaching, proves the effectiveness of the stage-by-stage mastery of language material in the formation of students' communicative competence [9, p. 72].

Nowadays, the language learning process is moving beyond the traditional framework of grammatical and lexical skills and is being oriented towards an integrative educational paradigm that ensures the comprehensive development of the individual. This paradigm considers language knowledge not only as a structural system, but also as a tool for communicative, social and personal development. As a result, the language learning process is becoming a comprehensive system that aims to simultaneously develop the cognitive, emotional and social potential of the learner [10, p. 410].

The effectiveness of language acquisition is now determined not only by linguistic competence, but also by the development of soft skills. The concept of soft skills includes personal qualities that characterize a person's ability to act successfully in a professional and social environment. These include abilities such as communication, critical thinking, self-regulation, teamwork, leadership and emotional intelligence [11, p. 533]. Modern pedagogical research proves that the development of soft skills increases the motivation of language learners to learn and enhances their cognitive activity.

Soft skills play an important role in the language learning process, since language acquisition is a complex process based on the interaction of cognitive, social and emotional factors [12, p. 12]. Communicative interaction, teamwork and reflection increase the efficiency of language input and output and accelerate language internalization. Qualities such as learning motivation, self-regulation and communication skills directly affect the success of language learners [13, p. 47]. This

conclusion is consistent with functional-communicative theories that consider language competence in conjunction with communicative and strategic components.

In this regard, the scientific study of the relationship between language proficiency levels and soft skills in level-based teaching of the Kazakh language is a particularly relevant issue. The level-based teaching system based on CEFR standards is aimed at forming the communicative autonomy of the learner, gradually complicating the language material [4, 273-p.]. This conclusion is also supported by domestic scientific research, and the scientific and methodological principles of level-based teaching of the Kazakh language are comprehensively substantiated in the work of Rakhmetova N. [14, p. 227]. However, recent studies often note that the effectiveness of the level system is not limited to language indicators but is enhanced by the development of soft skills [15, p. 392].

Currently, there is a trend in language education to integrate data-driven learning approaches and artificial intelligence technologies. These approaches allow analyzing the learner's learning behavior using real data and personalizing the content of the lesson [16, p. 348]. Generative artificial intelligence tools allow for the individualization of the learning process, taking into account the cognitive and emotional characteristics of the student [17]. A generative AI-based learning environment creates favorable conditions for the development of soft skills through interactive feedback, adaptive tasks, and automated assessment mechanisms.

Such technologies create conditions for the creation of a new differentiated and interactive learning model that combines language teaching and soft skills development. This model is aimed at implementing language education in a person-oriented, flexible, and digital format, and also involves the formation of an individual learning trajectory for the learner [6, p. 244]. Thus, data-driven teaching methods supplemented with generative AI technologies are considered an effective pedagogical model that complements traditional methods in mastering the Kazakh language on a level-based basis and strengthens the interrelationship between linguistic and personal competencies.

Results and discussion

The presented section aims to systematically present the empirical data of the study and interpret them in the context of teaching the Kazakh language based on CEFR (A2–B1) levels. It describes not only the quantitative indicators of students' language and soft skills but also analyzes their interrelationships and mechanisms of influence on language achievement. The results are considered in four stages, comprehensively covering the process from initial language diagnostics to the role of soft skills as a predictive factor.

Stage 1. Diagnostic Assessment Results

In the first stage the diagnostic assessment method was carried out on listening, speaking, reading and writing skills. Assessment tasks for each skill were developed in accordance with the CEFR level descriptors A2–B1 and students' lexical, grammatical and pragmatic competences were checked comprehensively. During the assessment, the main criterion was not the mechanical mastery of language units, but their implementation at the practical and functional level (Table 1).

Table 1- Language Skills Descriptive Statistics (n = 60)

Language Skill	Mean (M)	SD	Min	Max
Listening	72.8	10.5	55	92
Speaking	70.6	12.1	52	90
Reading	75.3	9.8	58	94
Writing	68.9	11.4	50	90

In the testing of four language skills, specific goals were set for each type. While in listening, understanding of main information, speaker's intention, and contextual meaning was assessed, in speaking, fluency, systematic thought expression, and communicative interaction skills were tested

and the overall level was associated with communicative activity. In reading, the skills of identifying the main idea, recognizing logical connections, and understanding implicit meaning were assessed. It should be noted that results achieved in reading test indicated the sufficient level of analytical and critical thinking of respondents. While results of written test is explained by the high cognitive complexity of writing skills, in oral test students were able to effectively receive and process oral information. It was also noted that some students lacked linguistic accuracy and speech stability. The writing process requires the simultaneous implementation of several linguistic and metacognitive processes, such as planning, monitoring, and evaluation [18, p. 377]. Such complex cognitive activities allow learners to effectively redirect their cognitive resources and contribute to the development of higher-level writing skills, such as constructing arguments and organizing them logically [19, p. 251].

According to the results of Table 1, the highest average score was recorded in reading skills ($M = 75.3$), which indicates that students' abilities to understand, analyze and interpret the text are relatively well developed. Low results in writing ($M = 68.9$) indicate the complexity of structuring and logical systematization of written discourse. This corresponds to the stages of language development based on the CEFR and proves that writing skills require a high cognitive load.

Stage 2. Soft Skills Assessment Results

In the second stage of the study, the level of development of soft skills, which are closely related to the language acquisition process, was comprehensively assessed. The 1–5 Likert scale used in quantitatively measuring soft skills is considered a reliable psychometric tool that allows for a systematic assessment of the behavioral and attitudinal manifestations of respondents [20, p. 55].

The study measured the following key components of soft skills: communication, self-regulation, teamwork, and creativity. Each component was characterized by several indicators and assessed based on the behavioral manifestations observed in students' learning and language activities.

Table 2 - Soft Skills Descriptive Statistics

Soft Skill	Mean (M)	SD	Interpretation
Communication	4.2	0.62	High
Self-regulation	4.1	0.58	High
Teamwork	4.0	0.69	Moderate–High
Creativity	3.8	0.73	Moderate

The assessment of communication skills focused on the ability of students to express themselves clearly, logically and socially in an oral and written form. In addition, the skills of entering a dialogue, exchanging opinions, giving and receiving feedback were also taken into account. The results showed that communication skills were formed at a high level ($M = 4.2$), which indicates that students are ready to actively communicate in a linguistic environment. This indicator is also consistent with a high correlation determined with pronunciation skills.

When measuring self-regulation skills, students' abilities to plan the learning process, set goals, effectively manage time and control their own actions during learning were assessed. A high self-regulation indicator ($M = 4.1$) indicated that students had developed learning responsibility and independent work skills. The high correlation of this skill with reading and listening indicators was statistically proven at a later stage.

The ability to work in a team was tested through students' skills to participate in joint tasks, share roles, make joint decisions and interact constructively with colleagues. The average-high result ($M = 4.0$) showed that students were inclined to cooperative behavior, but in some cases, there were differences in the aspects of leadership and division of responsibility.

Creativity skills checking focused on students' abilities to propose alternative solutions and creatively perform language tasks. The average score obtained for this skill ($M = 3.8$) showed that

creative thinking was not developed to the same level in all students. However, creativity showed a moderate positive correlation with reading skills, indicating that creative thinking plays an important role in the interpretation of the text.

In general, the results of measuring soft skills showed that students' socio-communicative and metacognitive abilities were formed at a sufficient level, but additional methodological support was needed in the development of creativity and group interaction skills. This conclusion was consistently confirmed by the results of correlation and regression analysis conducted in the subsequent stages of the study.

Stage 3. Results of Correlation Analysis.

The third stage of the study was aimed at statistically determining the relationship between language skills and soft skills. The main goal of this stage was to show the extent to which the language acquisition process is correlated with personality factors by determining the nature, direction, and strength of the relationship between the empirical indicators obtained in the previous stages.

Table 3 – Pearson Correlation between Language Skills and Soft Skills

Language Skill	Soft Skill	r	p-value
Speaking	Communication	0.71	< 0.01
Listening	Self-regulation	0.64	< 0.01
Reading	Creativity	0.57	< 0.01
Writing	Self-regulation	0.63	< 0.01

Before proceeding with the correlation analysis, the distribution of the data was checked. For this, the Shapiro–Wilk normality test was used. The analysis results showed that some of the variables under study corresponded to a normal distribution ($p > 0.05$), while some indicators did not fully comply with the normality requirements. Considering these features, parametric (Pearson) and non-parametric (Spearman) correlation methods were used simultaneously during the analysis. This approach allowed to increase the statistical reliability of the results.

For normally distributed data, the Pearson correlation coefficient (r) was calculated, and the strength and direction of the linear relationships between language and soft skills like communication, self-regulation, creativity, and teamwork were determined. The correlation coefficients were interpreted using the scale proposed by Field [8, 1104-p.]. According to which r values between 0.30–0.50 were considered moderate, 0.50–0.70 was considered significant, and above 0.70 was considered strong.

The results of the Pearson correlation showed that there were positive and statistically significant relationships between language and soft skills ($p < 0.01$). The highest relationship was found between pronunciation and communication ($r = 0.71$). This result proves that students' ability to speak fluently and accurately in a language is directly related to their verbal and social communication skills. That is, success in pronunciation goes hand in hand with mastering the social function of language.

In addition, the significant relationship between listening and self-regulation ($r = 0.64$) showed that students' effective perception of oral information is closely related to their ability to concentrate, select information, and internal control mechanisms. This result demonstrates that listening is not just a passive process, but an active cognitive process.

The moderate-to-significant correlation between reading and creativity ($r = 0.57$) indicated that students' critical and creative thinking skills play an important role in text comprehension. It was found that interpreting text content, identifying underlying meaning, and recognizing contextual connections require creative thinking.

The high correlation between writing and self-regulation ($r = 0.63$) showed that planning, time management, and self-control are crucial in the process of mastering written discourse. This is

explained by the complex cognitive structure of writing skills and the fact that they require a high level of organization.

Since some of the data were not normally distributed, Spearman rank correlation (ρ) was additionally calculated to clarify the results. The study of the Spearman analysis also confirmed that all the main relationships were positive and statistically significant ($p < 0.01$). In particular, $\rho = 0.65$ was found between pronunciation and communication, $\rho = 0.61$ between listening and self-regulation, and $\rho = 0.59$ between writing and self-regulation. These results indicate that the identified dependencies are not only linear but also have a stable monotonic nature.

In general, the results of the correlation analysis proved that there is a systematic and mutually conditional relationship between students' language achievement and flexible skills. It was found that a high level of soft skills is accompanied by high language acquisition results. This conclusion scientifically justifies the need to develop personal and social competencies, not limiting language learning to linguistic content alone.

The high correlation between listening and self-regulation ($r = 0.64$) indicates that attention stability and internal control directly affect language perception.

Table 4- Spearman Rank Correlation Results

Language Skill	Soft Skill	ρ	p-value
Speaking	Communication	0.65	< 0.01
Listening	Self-regulation	0.61	< 0.01
Writing	Self-regulation	0.59	< 0.01

The results of the Spearman rank correlation coefficients confirmed that all the main dependencies between language skills and soft skills are positive and statistically significant ($p < 0.01$). These indicators prove that the relationship between soft skills and language achievement is not only linear but also has a stable monotonic character.

High values of the Spearman coefficient indicate that the gradual increase in students' soft skills is accompanied by a corresponding increase in their language performance. These dependencies are not a random phenomenon that is observed only at a certain threshold level but rather indicate that a systematic change in the level of soft skills is a regularity that causes a stable change in language learning results.

The detection of monotonic dependence reveals the complex, multifactorial nature of the language learning process. It is observed that language achievement is formed not by a sharp increase in one skill, but by the gradual, step-by-step development of soft skills components. For example, as the level of self-regulation increases, the student's ability to concentrate, plan the task, and correct errors in listening and writing tasks also improves. Similarly, the development of communication skills contributes to a steady increase in pronunciation indicators.

The significant Spearman correlation indicates that the general trend is maintained, despite the presence of ceiling effects or obvious deviations in the data. This proves that the relationship between soft skills and language achievement is not accidental, but rather strong and structural. That is, even if language indicators stabilize at a certain level, the growth of soft skills continues to have a positive effect on the quality of language acquisition.

In addition, Spearman coefficients methodologically strengthen the results obtained using Pearson correlations. If Pearson correlation shows a linear relationship between variables, Spearman correlation proves that this relationship is maintained at different levels and is independent of the distribution of the data. The combined results of these two methods increase the reliability and validity of the research findings.

Thus, Spearman's rank correlation revealed the general regularity of the relationship between soft skills and language achievement, its stability and the tendency to persist over time. This conclusion scientifically substantiates the need for systematic development of soft skills in language

teaching methodology and proves the importance of integrating them into language education programs.

Stage 4. Regression Analysis Results

Multiple linear regression analysis was conducted to determine the impact of soft skills indicators on language achievement. The study included $N = 60$ students. The regression model included language achievement as the dependent variable, and communication, self-regulation, creativity, and teamwork as independent variables. Multiple linear regression is a reliable statistical method in educational research that allows for a comprehensive assessment of the impact of several predictor variables on the dependent variable [4, p. 1104].

Table 5 - Multiple Linear Regression Predicting Language Achievement

Predictor	β	t	p-value
Communication	0.38	4.12	< .001
Self-regulation	0.33	3.68	0.001
Creativity	0.21	2.97	0.004
Teamwork	0.19	2.61	0.007

The overall regression model was statistically significant: $F(4, 115) = 18.23$, $p < .001$, the model explained a significant portion of the variance in language achievement, $R^2 = .52$. This indicates that the soft skills set explains 52% of the students' language achievement.

The standardized beta coefficients revealed that the strongest predictors were communication ($\beta = .38$, $t = 4.12$, $p < .001$) and self-regulation ($\beta = .33$, $t = 3.68$, $p = .001$). This reflects the social and metacognitive nature of the language acquisition process.

In addition, creativity ($\beta = .21$, $t = 2.97$, $p = .004$) and teamwork ($\beta = .19$, $t = 2.61$, $p = .007$) indicators were also statistically significant, but their relative contribution was at a moderate level.

Overall, the results obtained confirm the multifactorial nature of language acquisition and indicate that soft skills are important predictors of language achievement. This finding confirms the empirical validity of pedagogical models aimed at the targeted development of soft skills in Kazakh language teaching based on level.

The results of the regression model showed that the soft skills set explained 52% of the language achievement. Communication and self-regulation were identified as the most influential factors, which confirms the social and metacognitive nature of language acquisition.

Conclusion

The results of the study clearly demonstrate the close and multilevel relationship between language skills and soft skills through specific statistical data. The results of the obtained correlation and regression analysis showed that the language acquisition process is not limited to linguistic mechanisms alone but rather is carried out as a unified system of cognitive, social and metacognitive resources of the individual.

In particular, the high level of connection of listening skills with attention stability and self-regulation abilities proves that language perception is not a passive activity, but an active cognitive process. During listening, the learner uses attention management and internal control strategies to selectively perceive information and highlight the main meaning. This indicates that listening success is ensured by self-regulation mechanisms.

The close connection of pronunciation skills with communication and social interaction indicates that language is primarily a social phenomenon. Success in pronunciation is determined not only by mastering linguistic tools, but also by the ability to adapt one's thoughts to a partner, respond to feedback and act in a dialogical space. This result confirms that communicative competence is the main core of language achievement.

The connection of reading skills with creative and critical thinking indicates that the process of understanding a text requires high-level cognitive operations. In interpreting a text, determining

the author's position and discovering contextual meanings, the learner uses creative and analytical strategies, going beyond the framework of standard thinking. This proves that reading is not only an informational skill, but also a skill that contributes to cognitive and personal development.

The dependence of writing skills on planning and self-organization abilities is explained by the complex structure of written discourse. Writing requires preliminary planning of thoughts, logical systematization, text editing, and self-control. Therefore, it is considered a natural phenomenon that writing success is higher in students with developed self-regulation skills. This research scientifically justifies the need to systematically introduce soft skills components in teaching the Kazakh language on a level basis.

Thus, the study allows us to consider language learning as a complex educational process that ensures the comprehensive development of the personality, not limited to grammatical and lexical education. This direction will serve as the basis for modernizing language education, making data-based pedagogical decisions, and creating an innovative, person-centered learning model in the educational space.

Funding information

The current research was performed under financial support of the Science Committee of the Ministry of Science and Higher Education of the Republik of Kazakhstan (Grant No. IRN: AP26100757) – IT developments and programs' preparation for teaching the Kazakh language by levels, developing soft skills of language learners using generative artificial intelligence platform.

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Қазақ тілін деңгейлеп меңгеруде тілдік дағдылар мен икемді дағдылар: статистикалық және лингводидактикалық талдау

Андатпа. Мақала ақпараттық қоғам жағдайында қазақ тілін деңгейлік (CEFR A2–B1) негізде оқыту үдерісінде тілдік дағдылар мен икемді дағдылардың (soft skills) өзара байланысын статистикалық тұрғыдан анықтауға арналған және бұл байланыстың тілдік жетістікке ықпал ету дәрежесін модельдеу арқылы көрсету. Осы мақсатқа сәйкес зерттеу тілдік дағдылардың деңгейлік профилін сипаттауға, soft skills компоненттерін өлшеуге, олардың арасындағы тәуелділіктің бағыты мен күшін айқындауға және икемді дағдылардың тілдік нәтижеге болжамдық үлесін анықтауға бағытталды. Нәтижелер негізінде қазақ тілін “тілдік жүйені меңгерту” деңгейінде ғана емес, тілдік әрекет пен тұлғалық ресурстардың біртұтас интегративті кеңістігі ретінде қарастырудың теориялық-әдіснамалық негіздері ұсынылады. Зерттеу Абай атындағы Қазақ ұлттық педагогикалық университетінің филология факультетінің 60 студенті арасында жүргізілді. Тілдік дағдылар арнайы әзірленген диагностикалық тапсырмалар арқылы өлшенсе, икемді дағдылар 1–5 балдық Ликерт шкаласы негізінде бағаланды. Алынған деректер SPSS Statistics 26.0 бағдарламасында өңделіп, Пирсон және Спирмен корреляциясы, сондай-ақ көпфакторлы сызықтық регрессия әдістері қолданылды. Зерттеудің ғылыми жаңалығы – қазақ тілін CEFR A2–B1 деңгейінде оқытуда икемді дағдыларды тілдік көрсеткіштермен бір жүйеде өлшеп, олардың тілдік жетістікке әсерін регрессиялық модель арқылы сандық тұрғыда негіздеуі және қазақ тілін оқытуды цифрлық, деректерге негізделген, тұлғаға бағытталған интегративті модель ретінде қарастыру қажеттігін дәлелдеуі болып табылады.

Кілт сөздер: тілдік әрекет, дискурстық құзырет, CEFR A2–B1, икемді дағдылар, прагматикалық интерпретация, регрессиялық модель.

Языковые и гибкие навыки в уровнеом обучении казахскому языку: статистический и лингводидактический анализ

Аннотация. Цель статьи – статистически определить взаимосвязь между языковыми навыками и гибкими навыками в процессе обучения казахскому языку на уровнях CEFR A2–B1 в условиях информационного общества и продемонстрировать степень влияния этой взаимосвязи на успеваемость посредством моделирования. В соответствии с этой целью исследование было

направлено на описание профиля языковых навыков, измерение компонентов гибких навыков, определение направления и силы взаимосвязи между ними, а также определение прогностического вклада гибких навыков в успеваемость. На основе полученных результатов предложены теоретическая и методологическая основы для рассмотрения казахского языка не только на уровне «овладения языковой системой», но и как единого интегративного пространства языковой деятельности и личностных ресурсов. Исследование проводилось среди 60 студентов филологического факультета Казахского национального педагогического университета имени Абая. Языковые навыки измерялись с помощью специально разработанных диагностических заданий, а гибкие навыки оценивались по пятибалльной шкале Ликерта. Полученные данные были обработаны в программе SPSS Statistics 26.0 с использованием методов корреляционного анализа Пирсона и Спирмена, а также многомерной линейной регрессии. Результаты показали, что гибкие навыки оказывают статистически значимое влияние на успеваемость по языку и позволяют прогнозировать 52% вариативности языковых результатов. Научная новизна исследования заключается в том, что при обучении казахскому языку на уровнях CEFR A2–B1 гибкие навыки измеряются в единой системе с языковыми показателями, их влияние на успеваемость количественно обосновывается с помощью регрессионной модели, и доказывается необходимость рассматривать преподавание казахского языка как цифровую, основанную на данных, личностно ориентированную интегративную модель.

Ключевые слова: языковая деятельность, дискурсивная компетенция, CEFR A2–B1, гибкие навыки, прагматическая интерпретация, регрессионная модель.

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