

**Linguodidactic foundations of digital learning systems for enhancing  
communicative competence in it speciality**

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<p>The modern paradigm of higher education is undergoing a fundamental shift towards digitalization, particularly within the sphere of foreign language acquisition. For students specializing in Information Technology (IT), English is not merely a subject of academic study but an essential tool for professional integration. The current research addresses the linguodidactic foundations of Digital Learning Systems (DLS) designed to foster communicative and professional competencies among IT undergraduates. </p><div>The necessity of implementing specialized DLS arises from the specific cognitive profiles of IT students, who often exhibit a preference for structured, algorithmic, and interactive learning environments. Traditional methods frequently fail to provide the high level of immersion required to master Technical English. In contrast, digital platforms offer a multidimensional approach to language learning, incorporating adaptive algorithms that tailor the difficulty of linguistic tasks to the individual learner's proficiency level. This personalization is a key factor in maintaining high motivation levels throughout the pedagogical cycle.</div><div>Our methodology emphasizes the "blended learning" framework, which integrates face-to-face instruction with autonomous digital engagement. Within this system, DLS serves several critical functions. First, it facilitates the acquisition of English for Specific Purposes (ESP) by providing access to massive linguistic corpora and real-world technical documentation. Second, it utilizes gamification elements and interactive simulations to reduce the "affective filter" often associated with foreign language production. Our preliminary data suggest that the use of specialized software for phonetic practice and syntax analysis results in a 30