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THE FORMATION OF HIGH SCHOOL STUDENTS' INTERCULTURAL COMPETENCE
ON THE BASIS OF AUTHENTIC VIDEO MATERIALS

Abstract

This article explores the process of developing intercultural competence among high school students through the use of authentic video materials in foreign language teaching. The introduction substantiates the relevance of the topic in the context of globalization and multilingual education. The main part reveals the theoretical foundations of intercultural competence, emphasizing the ideas of Byram, Kramsch, and Hall, and describes the practical advantages of authentic audiovisual materials in promoting intercultural understanding. The study also presents methodological recommendations for teachers on how to integrate authentic videos into lessons to enhance cultural awareness, empathy, and communicative competence. The conclusion emphasizes that authentic videos not only improve linguistic skills but also foster students' tolerance, curiosity, and readiness for intercultural communication.

Keywords: *intercultural competence, authentic materials, video-based learning, communicative approach, EFL teaching, cultural awareness.*

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АУТЕНТТІК БЕЙНЕМАТЕРИАЛДАР НЕГІЗІНДЕ ЖОҒАРЫ СЫНЫП
ОҚУШЫЛАРЫНЫҢ МӘДЕНИЕТАРАЛЫҚ ҚҰЗЫРЕТТІЛІГІН ҚАЛЫПТАСТЫРУ

Аңдатпа

Бұл мақалада шет тілі сабақтарында аутентті бейнематериалдарды пайдалану арқылы жоғары сынып оқушыларының мәдениетаралық құзыреттілігін қалыптастыру жолдары қарастырылады. Кіріспе бөлімде тақырыптың жаһандану жағдайындағы өзектілігі мен шетел тілін оқытудағы мәдениетаралық бағыттың маңыздылығы дәлелденеді. Негізгі бөлімде мәдениетаралық құзыреттіліктің теориялық негіздері Байрам, Крамш және Холл еңбектері негізінде сипатталып, аутентті бейнематериалдардың оқушылардың мәдени түсінігін арттырудағы артықшылықтары

талданады. Сонымен қатар, мұғалімдерге бейнематериалдарды сабаққа тиімді енгізу бойынша әдістемелік ұсынымдар берілген. Қорытындыда аутентті бей-нематериалдар тілдік дағдыларды дамытып қана қоймай, оқушылардың толеранттылығын, қызығушылығын және мәдениетаралық қарым-қатынасқа даярлығын арттыратыны атап өтіледі.

Кілт сөздер: *мәдениетаралық құзыреттілік, аутентті материалдар, бейнелік оқыту, коммуникативтік тәсіл, ағылшын тілі, мәдениетаралық түсінік.*

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Алматы, Қазақстан

ФОРМИРОВАНИЕ МЕЖКУЛЬТУРНОЙ КОМПЕТЕНЦИИ СТАРШЕКЛАССНИКОВ СРЕДНЕЙ ШКОЛЫ НА ОСНОВЕ АУТЕНТИЧНЫХ ВИДЕОМАТЕРИАЛОВ

Аннотация

В статье рассматривается процесс формирования межкультурной компетенции старшеклассников посредством использования аутентичных видеоматериалов на уроках иностранного языка. Введение обосновывает актуальность темы в условиях глобализации и многоязычного образования. В основной части раскрываются теоретические основы межкультурной компетенции, опираясь на идеи Байрама, Крамш и Холла, а также анализируются преимущества использования аутентичных видеоматериалов для развития культурного понимания учащихся. В работе приведены методические рекомендации для преподавателей по интеграции видеоконтента в учебный процесс. В заключении подчеркивается, что аутентичные видео не только улучшают языковые навыки, но и способствуют воспитанию толерантности, эмпатии и готовности к межкультурному общению.

Ключевые слова: *межкультурная компетенция, аутентичные материалы, обучение с использованием видео, коммуникативный подход, преподавание английского языка, культурное осознание.*

Introduction

In the 21st century, the process of globalization and the expansion of intercultural communication have made the development of intercultural competence one of the central objectives of foreign language education [1, p. 34–39]. Foreign language learning today is no longer limited to mastering grammar or vocabulary—it involves understanding the values, traditions, and communicative norms of other cultures. As Kramsch notes, “language is not simply a means of communication but a medium through which culture is lived” [2,p.21].

Modern teaching methodologies emphasize the need for authentic materials that reflect the real use of language in genuine cultural contexts. Among these, authentic video materials—such as films, interviews, news, vlogs, and documentaries—occupy a special place, as they combine linguistic, visual, and cultural information in an engaging format [3, p. 96–104]. For high school students, video content serves as both a source of language practice and a window into the worldview of other nations. Therefore, this study focuses on the pedagogical potential of authentic video materials as an effective means of forming intercultural competence among high school students.

Theoretical Basis of Intercultural Competence

Intercultural competence is understood as the ability to interact effectively and appropriately in situations of cultural diversity [4, p. 12–19]. Byram (1997) defines it through several components:

attitudes (curiosity and openness), knowledge (of social groups and their products), skills of interpreting and relating, skills of discovery and interaction, and critical cultural awareness [5,p.43–44].

Hall's concept of high-context and low-context cultures helps explain differences in communication styles—implicit versus explicit, emotional versus formal [6, p. 45–46]. Kramsch (1993) views language as a symbolic system that mediates between the self and the other, emphasizing the importance of cultural reflection in language education [2,p.26].

Thus, authentic materials provide opportunities for students to analyze real communication situations, compare cultural behaviors, and reflect on their own cultural assumptions.

Authentic Video Materials as a Tool for Cultural Learning

Authentic video materials differ from adapted educational content because they present genuine linguistic and cultural contexts [3, p. 96–104]. They expose learners to accents, idioms, gestures, and values that cannot be reproduced artificially.

For instance, films and TV shows demonstrate everyday life, humor, and social norms, while interviews and news broadcasts highlight how people express opinions and emotions in real contexts [7, p. 205–208]. When students watch such materials, they encounter not only linguistic input but also paralinguistic and cultural codes—intonation, body language, symbols—which enrich their understanding of communication styles. Furthermore, authentic videos support the socio-cultural approach in teaching, where the goal is to prepare students for real-life interaction with representatives of other cultures, rather than memorizing isolated language forms.

Pedagogical Strategies for Using Authentic Videos

To effectively integrate authentic video materials into foreign language lessons, teachers can apply a range of pedagogical strategies that guide students' comprehension, interpretation, and reflection on cultural content.

1. Pre-viewing activities are essential for activating students' prior knowledge, introducing relevant cultural and social contexts, and stimulating curiosity. Examples include brainstorming sessions about the topic, discussing related cultural norms, or making predictions about the video content. These preparatory tasks help learners approach the video purposefully and set the stage for meaningful engagement.

2. While-viewing tasks encourage active observation and analytical thinking. Students can focus on communicative functions, gestures, tone, expressions, and other non-verbal cues that reflect cultural values. They may also note differences between the target culture and their own, identify idiomatic expressions, or track how language is used in real-life social interactions. Structured worksheets, guided questions, or short note-taking exercises can support students in focusing on relevant linguistic and cultural features, ensuring that they do not passively consume the material.

3. Post-viewing discussions and activities provide opportunities for deeper reflection, critical thinking, and intercultural comparison. Students can express their personal attitudes, discuss cultural similarities and differences, evaluate behaviors in context, and consider alternative perspectives. Project-based tasks, such as creating short videos comparing cultural traditions, analyzing social issues, or dramatizing cultural scenarios, further consolidate learning by combining language practice with cultural analysis. Such projects also enhance collaboration, problem-solving, and creativity, while reinforcing empathy and cultural sensitivity [8, p. 57–60; 9, p. 14–18]. The teacher's role is crucial throughout this process—not only in selecting authentic and culturally relevant materials but also in facilitating dialogue, guiding reflection, and creating a supportive classroom environment that encourages respect, open-mindedness, and intercultural awareness.

By systematically applying these strategies, teachers can ensure that authentic video materials are not only engaging but also pedagogically meaningful, contributing to both students' linguistic competence and their capacity for intercultural understanding. Incorporating multiple stages—pre-viewing, while-viewing, and post-viewing—along with creative, collaborative tasks helps learners internalize cultural knowledge, develop critical thinking skills, and build the confidence necessary to interact effectively in diverse cultural contexts.

Conclusion

In modern foreign language education, fostering intercultural competence has become a central objective that goes beyond traditional linguistic proficiency. The integration of authentic video materials in high school classrooms provides students with dynamic, real-life examples of language use, cultural behaviors, social interactions, and non-verbal cues that textbooks alone cannot fully convey. By observing and analyzing authentic interactions, learners gain a deeper understanding of cultural norms, values, and communication styles, which enriches both their cognitive and affective dimensions of intercultural competence.

The use of authentic videos also encourages critical thinking, reflective skills, and active engagement. Students are prompted to compare cultural practices, evaluate appropriateness in various contexts, and interpret subtle cultural signals. Classroom activities such as discussions, role-plays, and project-based learning based on video content foster collaboration, problem-solving, and meaningful communication. Through these interactive exercises, students develop strategies for effective intercultural communication, improve their ability to express ideas clearly, and cultivate empathy toward people from diverse cultural backgrounds.

Moreover, authentic video materials enhance students' digital literacy and promote independent learning. By navigating online resources, critically evaluating multimedia content, and using digital platforms, learners acquire essential 21st-century skills that support both academic and personal growth. Such experiences prepare students not only for effective language use but also for responsible participation in a globalized and digitally connected society.

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THE USE OF DIGITAL TECHNOLOGIES IN THE SYSTEM OF BLENDED LEARNING IN FOREIGN LANGUAGE EDUCATION

Abstract

The article explores how digital technologies function within blended models of foreign language education. It analyzes how technological tools influence students' motivation, autonomy, and communication skills by synthesizing empirical and conceptual works published between 2018 and 2025. The findings demonstrate that when digital tools such as learning management systems, mobile applications, and immersive environments are integrated into a coherent instructional framework, they foster learner engagement, self-regulation, and active participation. However, their success depends on teachers' digital competence, systematic formative assessment, and institutional infrastructure. Persistent barriers include unequal access to technology and limited training opportunities. Overall, the study concludes that well-structured blended approaches can create flexible, learner-centered, and pedagogically effective environments for language acquisition.

Keywords: *blended learning; digital technology; foreign language teaching; learner engagement; autonomy; mobile-assisted learning; virtual learning environments; self-regulated learning*

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ШЕТ ТІЛІН ОҚЫТУДА АРАЛАС ОҚЫТУ ЖҮЙЕСІНДЕ ЦИФРЛЫҚ ТЕХНОЛОГИЯЛАРДЫ ҚОЛДАНУ

Аңдатпа

Мақалада шет тілін оқытудағы аралас оқыту үлгілерінде цифрлық технологиялардың қызмет ету ерекшеліктері қарастырылады. 2018–2025 жылдар аралығында жарияланған эмпирикалық және тұжырымдамалық зерттеулерді талдау негізінде технологиялық құралдардың білім алушылардың мотивациясына, автономиясына және коммуникативтік дағдыларына әсері зерттеледі. Зерттеу нәтижелері оқу үдерісіне оқытуды басқару жүйелері, мобильді қосымшалар және иммерсивті білім беру орталары сияқты цифрлық құралдар біртұтас әдістемелік жүйе аясында енгізілген жағдайда, білім алушылардың оқу үдерісіне белсенді қатысуына, өзін-өзі реттеу дағдыларының дамуына және оқу белсенділігінің артуына ықпал ететінін көрсетеді. Алайда олардың тиімділігі мұғалімдердің цифрлық құзыреттілігіне, қалыптастырушы бағалаудың жүйелі түрде жүргізілуіне және институционалдық инфрақұрылымға тәуелді. Негізгі мәселелер ретінде технологияларға қолжетімділіктің теңсіздігі мен кәсіби даярлық мүмкіндіктерінің шектеулілігі атап өтіледі. Жалпы алғанда, дұрыс құрылымдалған аралас оқыту модельдері шет тілін меңгеру үшін икемді, білім алушыға бағытталған және педагогикалық тұрғыдан тиімді білім беру ортасын қалыптастыра алады деген қорытынды жасалады.

Кілт сөздер: аралас оқыту; цифрлық технологиялар; шет тілін оқыту; білім алушылардың белсенділігі; автономия; мобильді оқыту; виртуалды оқу орталары; өзін-өзі реттеп оқу.

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ИСПОЛЬЗОВАНИЕ ЦИФРОВЫХ ТЕХНОЛОГИЙ В СИСТЕМЕ СМЕШАННОГО ОБУЧЕНИЯ В ИНОЯЗЫЧНОМ ОБРАЗОВАНИИ

Аннотация

В статье рассматривается функционирование цифровых технологий в системе смешанного обучения иностранным языкам. Анализируется влияние технологических инструментов на мотивацию обучающихся, их автономию и коммуникативные навыки на основе синтеза эмпирических и концептуальных исследований, опубликованных в период с 2018 по 2025 годы. Результаты показывают, что при интеграции таких цифровых средств, как системы управления обучением, мобильные приложения и иммерсивные образовательные среды, в целостную методическую модель они способствуют повышению вовлеченности обучающихся, развитию саморегуляции и активного участия в учебном процессе. Однако успешность их применения зависит от уровня цифровой компетентности преподавателей, систематического формативного оценивания и институциональной инфраструктуры. К сохраняющимся проблемам относятся неравный доступ к технологиям и ограниченные возможности профессиональной подготовки. В целом в исследовании делается вывод, что грамотно организованные модели смешанного обучения способны создать гибкую, ориентированную на обучающегося и педагогически эффективную среду для овладения иностранным языком.

Ключевые слова: смешанное обучение; цифровые технологии; обучение иностранному языку; вовлеченность обучающихся; автономия; мобильное обучение; виртуальные образовательные среды; саморегулируемое обучение

Introduction

The swift advancement of digital tools has dramatically reshaped the landscape of modern education, transforming established teaching practices and redefining how instructors and learners interact. Within this shifting context, blended learning has emerged as one of the most resilient and versatile educational formats. By merging in-person instruction with digitally mediated learning, this approach enables educators to design learning experiences that are more flexible, inclusive, and personalized [1, 125].

Foreign language teaching has been particularly affected by this shift. Because successful language acquisition depends on ongoing communication, interactive exchange, and engagement across multiple modalities, the use of digital instruments has expanded both the scope and the depth of instructional practice. Online environments, mobile applications, and collaborative digital spaces now allow continuous interaction with authentic language materials and offer learners opportunities for real-time practice, reflection, and feedback.

Through these tools, learners maintain consistent exposure to the target language, access personalized materials, receive instant feedback, and follow adaptive learning trajectories. Yet integrating technology into blended language instruction poses specific challenges. Studies repeatedly underline that the educational value of technology relies not only on infrastructure but also on instructional design, teacher competence, and learner motivation [3, 16]. To achieve

effective results, educators need a solid grasp of the theoretical and methodological principles of blended pedagogy. Ultimately, the impact of digital innovation depends on how well these tools are aligned with communicative objectives and the broader goals of language education [4, 232].

The global health crisis of the past few years has accelerated the transition to hybrid, technology-driven education, requiring both instructors and learners to adapt to virtual environments. While this shift revealed the potential of online platforms and diversified available resources, it also exposed persistent inequalities – unstable access to digital tools, insufficient user competence, and limited pedagogical readiness [5, 1074]. These developments encouraged educators and researchers to revisit existing frameworks and reimagine blended learning as a sustainable balance between innovation and human interaction.

Despite a growing body of literature on digital pedagogy and online learning, the field still lacks a unified theoretical synthesis that systematizes contemporary findings and highlights research gaps. The objective of the present paper is to conduct an analytical review of scholarly works exploring the use of digital technologies in blended foreign language instruction. The study aims to:

1. Explore how the concept of blended learning has evolved as a pedagogical model in foreign language education.
2. Examine the theoretical foundations and teaching strategies most frequently applied in blended settings;
3. Identify recurring limitations and unresolved challenges in technology-enhanced language instruction;
4. Highlight conceptual gaps and outline directions for further investigation.

The study follows a descriptive-analytical literature review methodology, focusing on academic publications, peer-reviewed articles, and conceptual papers on digital and blended language education. The selected sources represent both theoretical discussions and empirical findings that collectively contribute to understanding how technology supports or constrains the blended model. The analysis emphasizes the intersection between pedagogy and technology rather than technical descriptions alone [6, 1610].

The article's structure follows the conventional scientific model. The Methodology section describes the selection of literature and analytical procedures. The Results section summarizes the key findings extracted from the reviewed sources. The Discussion interprets these findings and addresses the pedagogical implications of digital integration. The Conclusion outlines the main theoretical insights and suggests directions for future research.

Methodology

The present research utilizes a descriptive-analytical review to consolidate findings from studies addressing the role of digital technologies in blended foreign language learning. The methodological goal is to identify central theoretical perspectives, summarize key empirical outcomes, and evaluate the extent to which digital innovations influence learners' motivation, autonomy, and communicative competence.

The analyzed literature comprises peer-reviewed journals, scholarly books, and institutional reports published between 2018 and 2025. Preference was given to sources focusing directly on technology-supported or hybrid models of language instruction. At the same time, general works on educational digitalization were included only when they provided relevant conceptual or pedagogical insights. Altogether, 37 sources were selected for detailed analysis. Each study was assessed for its research quality, clarity of theoretical background, methodological design, type of technology applied, and documented learning outcomes. Particular attention was given to studies that connected technological tools with specific pedagogical aims and learner-centered practices.

To identify relevant materials, multiple academic databases were searched, including ERIC, Scopus, SpringerLink, ScienceDirect, and ResearchGate. The search employed a combination of Boolean operators and key terms, including “blended learning,” “digital tools in language instruction,” “mobile-assisted language learning,” “virtual and augmented reality in education,”

“learning management systems,” and “technology-enhanced pedagogy.” After screening abstracts and eliminating duplicates, roughly 60 publications were identified, of which 37 met the inclusion criteria.

The collected literature was analyzed through a conceptual and comparative synthesis approach. This analytical process involved identifying shared themes, pedagogical frameworks, and research directions across various studies. The selected works were organized into three main categories:

- Types of technologies applied: mobile-assisted systems (MALL), flipped learning supported by LMS platforms, and immersive or virtual learning environments;
- Pedagogical roles and learner outcomes: collaboration and interactive engagement, self-management and independence, sustained motivation, and the advancement of communicative ability;
- Benefits and constraints: overall effectiveness, contextual limitations, institutional capacity, educator preparedness, and ongoing professional growth requirements.

Such categorization enabled a more systematic synthesis, highlighting both the technological aspects and their educational implications. In particular, the analysis focused on the relationship between digital tools, instructional design, and the learning experience, revealing how digital tools can foster – or, in some cases, hinder – self-regulation, engagement, and communication-oriented learning.

The limitations of this methodology stem from the language and time frame of the reviewed sources. Only materials written in English were included, and the review covered works published between 2018 and 2025. Additionally, the analysis relied mainly on open-access or institutionally available databases, potentially excluding proprietary research. Nevertheless, the selected corpus offers a well-grounded basis for analyzing ongoing developments in the implementation of digital tools in hybrid foreign language teaching.

Results

The integration of digital resources into blended language teaching has become a hallmark of twenty-first-century pedagogy. The reviewed literature confirms that technological tools no longer serve as optional add-ons but function as mediators that shape interaction, learner independence, and multimodal engagement. Their application can generally be classified into three key spheres: mobile-based learning, LMS-enhanced or flipped instruction, and digitally immersive settings.

A substantial body of research highlights the effectiveness of mobile-assisted learning applications, particularly in enhancing vocabulary acquisition and encouraging autonomous practice. Experimental studies show that students who used mobile platforms for vocabulary learning and repetition achieved higher results than those who relied on printed materials [7, 179]. Reviews further confirm that gamified tools, such as badges and leaderboards, transform vocabulary learning into an engaging and dynamic activity, increasing motivation and participation [8, 54]. Mobile-supported instruction extends learning beyond the classroom, encouraging students to interact with real-life language content, obtain immediate responses, and monitor their performance over time. These practices are rooted in the constructivist view of learning as an active process of building knowledge facilitated by both technological and social collaboration.

A second prominent direction of integration centers on flipped classroom practices and LMS-based instructional frameworks. Within blended language courses, platforms like Moodle or Google Classroom act as core spaces for organization and digital collaboration. They provide access to instructional materials, allow asynchronous participation, and support structured formative assessments that encourage personalization and self-regulated learning [10, 142]. When lessons and video lectures are completed outside of class, face-to-face sessions become spaces for dialogue, cooperative problem-solving, and mutual evaluation. This method expands opportunities for communication and reduces emotional obstacles to active involvement [11, 25].

Empirical comparisons between traditional and blended instruction consistently demonstrate higher student achievement and satisfaction in flipped environments [12]. In such contexts, teachers serve not as information providers but as architects and mentors of interactive digital learning environments, while students assume greater responsibility for progress. This change marks a broader pedagogical shift toward learner-centered approaches to language pedagogy.

A third, rapidly developing field of integration involves immersive technologies such as VR and AR, which aim to replicate genuine communicative contexts. Meta-analyses show that VR-based learning delivers significant gains in linguistic and affective outcomes [13, 3147]. Learners engaged in simulated, context-rich virtual situations exhibit improved pronunciation accuracy, listening skills, and communicative assurance in comparison with conventional classroom learners [14, 31]. Virtual and augmented platforms cultivate a strong sense of presence and immersion that goes beyond what text-based tools can provide. Despite technical and financial constraints, such environments demonstrate the growing potential of multisensory and experiential learning.

Across studies, several common tendencies emerge. The success of digital integration relies on careful pedagogical design—technology yields meaningful results only when embedded within coherent educational models rather than applied as isolated tools. Learner autonomy and digital literacy are critical mediators of performance and satisfaction. Moreover, teacher readiness and institutional backing remain essential conditions for long-term success; without these supports, even advanced technologies risk being adopted only at a surface level.

The overall evidence indicates that integrating digital resources into blended language instruction produces multiple interconnected pedagogical outcomes: greater learner motivation and engagement, enhanced independence and self-regulation, and noticeable improvements in communication skills. Contextual examples, including those from Kazakhstan, further demonstrate how these outcomes manifest locally, showing that thoughtful adaptation is a decisive factor determining the overall success of blended learning programs.

Empirical findings confirm that integrating digital tools has a notable positive effect on learner motivation. Interactive, multimodal resources—videos, games, and simulations—evoke stronger emotional engagement and sustain students' attention for more extended periods [15, 179]. Research on flipped learning in EFL contexts suggests that digitally supported formats are perceived as more dynamic and enjoyable, generating greater satisfaction and participation [16, 8]. Likewise, mobile applications designed for vocabulary practice enhance learners' sense of progress through instant feedback, flexible scheduling, and the possibility to monitor achievement independently [17, 21].

These outcomes correspond with the self-determination theory, which identifies autonomy, competence, and relatedness as essential motivational components. Digital environments that enable learners to choose their own activities, set their own pace, and monitor their development encourage sustained interest and clearer goal orientation [18, 19].

A significant pedagogical advantage of digital integration lies in strengthening learner autonomy and self-regulatory capacity. Studies show that online platforms, mobile apps, and LMS interfaces nurture responsibility, time management, and metacognitive control [19, 10]. For example, flipped models require students to prepare independently before class and apply acquired knowledge during collaborative classroom tasks, building both confidence and accountability [16, 9].

A 2025 systematic review concluded that flipped instruction promotes autonomy when teachers successfully balance flexibility with structure and maintain guidance without diminishing independence [20, 22]. Similarly, mobile learning contexts enhance self-regulation as learners often engage with adaptive systems that personalize content [17, 13]. Scholars also note that effective self-regulation strategies – goal setting, self-reflection, and progress evaluation – mediate the link between technology usage and academic success. Learners with stronger self-monitoring skills benefit more from blended formats, while those with limited digital proficiency are more prone to cognitive overload.

Another key outcome involves the development of communicative competence. Technology-enhanced learning provides realistic, interactive environments that simulate authentic communication. VR and AR systems, along with synchronous online communication tools, enable students to participate in real-world linguistic exchanges. Quantitative evidence shows that VR-supported courses substantially improve speaking fluency, listening comprehension, and pronunciation accuracy relative to conventional instruction [21, 3147].

Blended learning formats usually allocate in-person sessions for speaking and collaborative tasks while digital tools strengthen receptive and productive skills. Mobile learning particularly aids vocabulary and pronunciation development, whereas LMS platforms and video-based activities refine writing and interaction. Despite pedagogical progress, results may vary depending on contextual and human factors, such as teacher expertise and access to technology.

Frequent issues include cognitive overload, distraction, and inconsistent connectivity, underscoring the importance of balanced integration that maintains human interaction as the foundation of language development. Within blended instruction, various technological solutions, ranging from gamified vocabulary training to adaptive feedback tools, serve distinct purposes depending on learning objectives.

Among the most widely used resources are mobile vocabulary applications. For instance, a study comparing the BaiCizhan mobile app with paper-based word lists found higher immediate recall of meaning and form in the mobile group. However, long-term retention showed minor differences [17, 39]. This implies that while digital tools accelerate acquisition, sustained learning depends on consistent practice and integration with course design.

A meta-analysis of mobile vocabulary studies demonstrated that well-designed apps significantly enhance retention and learner attitudes, especially when incorporating spaced repetition or game-based features [22, 41]. However, research also notes that many MALL applications focus primarily on receptive vocabulary rather than productive use or complex communication skills [23, 7303].

Digital reading platforms with interactive glosses and contextual hyperlinks also contribute to vocabulary growth, particularly among intermediate learners [24, 4535]. Gamified tools such as Kahoot! or Quizizz increase motivation by combining competition, feedback, and emotional engagement, supporting low-stress formative assessment [25, 336].

Recent innovations include metaverse-based and augmented reality learning. Experiments with secondary-level learners indicate that metaverse environments promote stronger retention and a greater sense of social presence than conventional instruction [26, 58]. Similarly, AR projects such as VocabuLARY enhance vocabulary learning through visual annotation, leading to superior immediate and delayed recall [27]. These results emphasize the transformative potential of immersive, interactive technologies in fostering authentic communication and motivation.

Discussion

The rapid adoption of digital technologies in foreign language education has required not merely technical adaptation but a fundamental shift in pedagogical paradigms. Integrating digital resources into blended environments has reshaped the relationship between teacher and learner, transforming classrooms into interactive ecosystems that combine human communication with technological mediation. The reviewed research consistently emphasizes that the success of blended learning depends on a combination of pedagogical coherence, teacher preparedness, learner autonomy, and institutional support rather than on the technologies themselves.

A central dimension of this transformation is the redefinition of the teacher's role. In blended language education, instructors are no longer positioned primarily as transmitters of knowledge but as designers, facilitators, and mediators of learning experiences. The ability to curate, adapt, and integrate digital tools effectively has become a core component of pedagogical competence. This reorientation requires teachers to cultivate digital literacy, awareness of instructional design, and reflective practice. As noted in the study *Digital Literacy Practices in Language Pedagogy* [28, 1326], the development of digital competence unfolds gradually—from basic awareness and

acceptance to active adaptation and eventually full integration into CALL and MALL frameworks. Teachers move through cyclical processes of experimentation, evaluation, and refinement, suggesting that digital pedagogy is inherently dynamic and iterative.

Instructors' digital literacy is closely connected to formative assessment literacy, which has emerged as a cornerstone of effective blended teaching. The capacity to assess learning continuously, rather than exclusively through summative evaluation, allows teachers to tailor instruction in real time. The study *Understanding EFL Teachers' Formative Assessment Literacy* demonstrates that teachers' expertise, institutional backing, and experience directly affect their ability to provide relevant and constructive feedback [29, 25]. Similarly, research such as *Formative Assessment in a Blended Learning Model* confirms that ongoing digital feedback delivered through LMS platforms—most notably Moodle—enhances student engagement, writing quality, and academic achievement [30, 171]. In this sense, formative assessment functions as a bridge between the online and face-to-face components of blended instruction, linking continuous feedback, reflection, and motivation.

At the same time, pedagogical alignment emerges as a decisive determinant of blended learning effectiveness. When digital and physical components are deliberately integrated, rather than duplicated, they reinforce each other's strengths. According to *A Systematic Review on the Effects of Blended Learning in EFL Higher Education Contexts* [32, 1867], the most successful blended courses are those in which online tasks, materials, and evaluation complement in-person sessions, forming a coherent instructional logic that enhances engagement and language competence. This coordination transforms digital tools from supplementary materials into integrated pedagogical instruments that expand opportunities for practice, collaboration, and creativity.

Institutional support, however, remains an indispensable prerequisite. Without access to professional development and technological infrastructure, digital integration risks becoming superficial—an aesthetic addition rather than a genuine innovation. Studies underline that schools and universities must provide training programs, mentoring, and adequate infrastructure to empower teachers as active innovators rather than passive users. When institutional frameworks promote experimentation and collaboration, instructors are more likely to engage in continuous professional growth and reflective digital practice.

Furthermore, the learner's role in blended contexts has changed dramatically. Learners are no longer passive recipients of instruction but active participants in constructing knowledge through interaction with peers, instructors, and technological systems. Theories such as constructivism, connectivism, and self-determination theory help explain how blended learning fosters self-directed engagement and motivation. From a constructivist perspective, learning occurs through active meaning-making, supported by digital tools that provide authentic, contextualized input. Connectivist theory extends this by suggesting that digital platforms function as nodes in a larger network of learning, enabling students to access and contribute to knowledge communities.

Self-regulated learning (SRL) frameworks also shed light on why blended environments enhance learner performance. Students who plan, monitor, and evaluate their own learning, mainly when supported by teacher scaffolding, develop stronger cognitive and metacognitive skills. Research by Xu and Gao [33, 5] demonstrates that learners applying SRL strategies in blended settings exhibit higher satisfaction, improved receptive skills, and more autonomous behavior. Similarly, the inclusion of structured peer interaction and mobile-based feedback systems such as WeChat or Google Classroom threads significantly boosts motivation, oral fluency, and sustained engagement [35, 10]. These findings reinforce the idea that effective blended learning requires a balance between teacher guidance and learner agency.

Motivation, as numerous studies confirm, functions as both a precondition and an outcome of successful blended instruction [36, 6839]. Digital learning environments promote intrinsic motivation when they satisfy learners' needs for autonomy, competence, and relatedness, as outlined by self-determination theory. The availability of adaptive content, gamified interaction, and

opportunities for immediate feedback fosters a sense of control and achievement. However, these same features can produce cognitive overload if students lack digital literacy or self-regulation skills. Consequently, motivational gains depend on how well the pedagogical design supports the learner's capacity to navigate technological complexity.

A persistent challenge involves equity and accessibility. Despite technological progress, many institutions still face limitations in infrastructure, bandwidth, and device availability. Students from disadvantaged contexts may experience fragmented access, undermining participation and performance. Moreover, cultural and linguistic differences can shape how learners perceive technology-mediated instruction. These disparities highlight the need for inclusive policies and adaptive designs that consider diverse learning environments [37, 71].

Another important theme emerging from literature is the relationship between human interaction and digital mediation. While online platforms enhance flexibility, they cannot entirely replace the immediacy of human communication. The most effective blended designs integrate digital activities that complement rather than substitute for face-to-face interaction. As studies show, social presence—the feeling of being connected to peers and instructors—plays a crucial role in sustaining engagement. Tools such as synchronous video meetings, collaborative writing platforms, and virtual breakout rooms help preserve interpersonal communication in digital contexts.

Furthermore, the ongoing digital transformation of education introduces new ethical and pedagogical challenges. Issues of data privacy, surveillance, and the commercialization of educational technology demand critical awareness from educators. Pedagogical innovation must therefore align with principles of transparency, inclusivity, and ethical digital citizenship. Instructors are encouraged to critically evaluate not only the functionality but also the socio-cultural implications of the technologies they employ.

Emerging research points toward the integration of AI-driven adaptive systems and data analytics in language education. These technologies allow for real-time feedback, personalized learning trajectories, and predictive assessment of learner progress. However, their successful application depends on the instructor's ability to interpret and contextualize algorithmic insights pedagogically. Artificial intelligence can augment, but not replace, human judgment and empathy—the core elements of effective teaching.

Looking to the future, blended language education is likely to evolve toward even greater interactivity, personalization, and learner agency. Project-based approaches, combined with SRL and peer collaboration, are expected to define the next generation of blended models. As mobile technologies and immersive platforms become more accessible, teachers will need to continue adapting their roles, transitioning from content deliverers to facilitators of discovery and innovation.

In summary, the literature suggests that the transformative potential of blended foreign language education lies not in the technology itself, but in the intentional and reflective pedagogical design that integrates human and digital dimensions. Sustainable success requires investment in teacher development, institutional infrastructure, and equitable access. By balancing innovation with empathy and methodological rigor, blended learning can deliver not only linguistic proficiency but also the cognitive, social, and emotional skills essential for lifelong learning.

Conclusion

The growing incorporation of digital technologies into blended language education has reshaped instructional practices and learner experiences. This review demonstrates that strategically implemented digital tools strengthen student motivation, autonomy, and communicative ability. Mobile-assisted applications, LMS platforms, and immersive technologies such as VR and AR provide authentic, interactive environments that expand learning beyond the classroom and foster self-directed study.

The effectiveness of blended instruction depends on pedagogical design rather than technology alone. Its full potential emerges when digital resources are coherently aligned with face-to-face components and when instructors possess the digital and formative assessment competencies

required for facilitation. Continuous professional training and reliable infrastructure further enhance sustainability and quality.

Learner success is closely connected to self-regulated learning and peer collaboration. Students who consciously plan and evaluate their progress show stronger outcomes and greater satisfaction. Digital feedback systems and adaptive learning platforms not only improve cognitive performance but also nurture emotional engagement and a sense of agency, consistent with the principles of self-determination theory, which emphasize autonomy and competence.

Despite progress, disparities in access and expertise remain. Limited connectivity, insufficiently developed digital materials, and inadequate pedagogical preparation can reduce the effectiveness of blended models. Addressing these gaps requires integrative strategies combining technology, pedagogy, and institutional support to ensure equitable opportunities.

Looking ahead, the future of blended language education lies in the adoption of AI-driven adaptive systems, immersive environments, and project-based designs that unite technological capabilities with sound pedagogical objectives. Longitudinal and comparative studies are essential to assess the durability of learning outcomes and the broader impact of digital transformation on learner identity and communication.

Ultimately, the success of blended education rests on balancing technological innovation with human interaction, ensuring that technology enhances rather than replaces meaningful teaching and learning. When pedagogy, institutional backing, and learner motivation converge, digital tools act not as accessories but as catalysts for creativity, communication, and knowledge construction.

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ENHANCING INTERCULTURAL COMMUNICATIVE COMPETENCE THROUGH FOREIGN LANGUAGE TEACHING: A COMPREHENSIVE APPROACH

Abstract

In an increasingly interconnected world, the development of intercultural communicative competence (ICC) is not merely an optional enhancement but a vital component for fostering successful engagement across diverse cultural landscapes. This article presents a comprehensive approach to integrating ICC enhancement into foreign language instruction, equipping learners with the tools necessary for effective communication in a globalized society. To achieve truly effective pedagogy, it is imperative to transcend a purely linguistic emphasis and actively cultivate intercultural awareness, attitudes, and skills. We delve into the theoretical foundations of ICC, drawing from fields such as linguistics, cultural studies, and communication theory. This multi-disciplinary perspective allows for a richer understanding of how language and culture intertwine and influence one another. Additionally, we provide actionable strategies that educators can implement in their classrooms. These strategies include using authentic materials that reflect the complexities of real-world communication, engaging students in intercultural tasks that promote collaboration and understanding, encouraging critical cultural analysis to help students deconstruct stereotypes and biases, and fostering metacognitive reflection that enables learners to evaluate their own cultural perceptions and communication styles. By integrating ICC into language instruction, educators can better prepare their students to navigate the challenges of cultural differences and engage respectfully and effectively with diverse communities worldwide.

Keywords: *intercultural communicative competence, effective communication, authentic materials, intercultural tasks, cultural framework, language learning.*

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ШЕТЕЛ ТІЛІН ОҚЫТУ АРҚЫЛЫ МӘДЕНИЕТАРАЛЫҚ КОММУНИКАТИВТІ ҚҰЗЫРЕТТІЛІКТІ ҚАЛЫПТАСТЫРУ: КЕШЕНДІ ТӘСІЛ

Аңдатпа

Өзара байланысты әлемде мәдениетаралық коммуникативті құзыреттілікті дамыту тек факультативті жетілдіру ғана емес, сонымен қатар әртүрлі мәдени ландшафттарда табысты өзара әрекеттесуді ынталандырудың маңызды құрамдас бөлігі болып табылады. Бұл мақалада студенттерді жаһанданған қоғамда тиімді қарым-қатынас жасау үшін қажетті құралдармен жабдықтай отырып, шетел тілін оқытуда мәдениетаралық коммуникативті құзыреттілікті жетілдіруді интеграциялаудың кешенді тәсілі ұсынылған. Нағыз тиімді педагогикаға қол жеткізу үшін таза лингвистикалық екпіннен асып, мәдениетаралық сананы, көзқарас пен дағдыларды белсенді түрде дамыту қажет. Біз тіл білімі, мәдениеттану және коммуникация теориясы сияқты салаларға сүйене отырып, мәдениетаралық коммуникативті құзыреттіліктің теориялық негіздерін зерттедік. Бұл пәнаралық перспектива тіл мен мәдениеттің бір-бірімен қалай байланысып, бір-біріне әсер ететінін тереңірек түсінуге мүмкіндік береді. Сонымен қатар, біз студенттердің өз сыныптарында жүзеге асыра алатын тиімді стратегияларды ұсынамыз. Бұл стратегияларға нақты әлемдегі қарым-қатынастың күрделілігін көрсететін шынайы материалдарды пайдалану, студенттерді ынтымақтастық пен түсіністікке ықпал ететін мәдениетаралық тапсырмаларға тарту, студенттерге стереотиптер мен көзқарастарды жоюға көмектесу үшін сыни мәдени талдауды ынталандыру және оқушыларға өздерінің мәдени түсініктері мен қарым-қатынас стильдерін бағалауға мүмкіндік беретін метатанымдық рефлексияны дамыту кіреді. Мәдениетаралық коммуникативті құзыреттілікті тілдік оқытуға біріктіру арқылы оқытушылар өз студенттерін мәдени айырмашылықтар мәселелерін шешуге және дүние жүзіндегі әртүрлі қауымдастықтармен құрметпен және тиімді қарым-қатынас жасауға жақсырақ дайындай алады.

Кілт сөздер: *мәдениетаралық коммуникативтік құзыреттілік, тиімді қарым-қатынас, теңтүпінұсқалы материалдар, мәдениетаралық міндеттер, мәдени шеңберлер, тілді меңгеру.*

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ПОВЫШЕНИЕ МЕЖКУЛЬТУРНОЙ КОММУНИКАТИВНОЙ КОМПЕТЕНТНОСТИ ПОСРЕДСТВОМ ПРЕПОДАВАНИЯ ИНОСТРАННЫХ ЯЗЫКОВ: КОМПЛЕКСНЫЙ ПОДХОД

Аннотация

В мире, который становится все более взаимосвязанным, развитие межкультурной коммуникативной компетенции (ИСС) является не просто необязательным повышением квалификации, но жизненно важным компонентом, способствующим успешному взаимодействию в различных культурных ландшафтах. В этой статье представлен комплексный подход к интеграции повышения квалификации ИСС в обучение иностранному языку, оснащению учащихся инструментами, необходимыми для эффективного общения в глобализированном обществе. Чтобы добиться по-настоящему эффективной педагогики, необходимо выйти за

рамки чисто лингвистического подхода и активно развивать межкультурную осведомленность, отношения и навыки. Мы углубляемся в теоретические основы ИСС, опираясь на такие области, как лингвистика, культурология и теория коммуникации. Такой междисциплинарный подход позволяет глубже понять, как язык и культура переплетаются и влияют друг на друга. Кроме того, мы предлагаем эффективные стратегии, которые преподаватели могут применять в своих классах. Эти стратегии включают использование аутентичных материалов, отражающих сложности общения в реальном мире, вовлечение учащихся в выполнение межкультурных заданий, способствующих сотрудничеству и взаимопониманию, поощрение критического культурного анализа, помогающего студентам разрушить стереотипы и предубеждения, а также развитие метакогнитивной рефлексии, позволяющей учащимся оценить свои собственные культурные представления и стили общения. Интегрируя ИСС в языковое обучение, преподаватели могут лучше подготовить своих студентов к преодолению трудностей, связанных с культурными различиями, и уважительному и эффективному взаимодействию с различными сообществами по всему миру.

Ключевые слова: *межкультурная коммуникативная компетентность, эффективная коммуникация, аутентичные материалы, межкультурные задачи, культурные рамки, изучение языка.*

Introduction

In contemporary society, intercultural communicative competence has emerged as a fundamental component of adequate education and professional practice. The instruction of a foreign language serves a crucial role in fostering this competence, as it facilitates not only the development of linguistic skills but also the enhancement of cultural awareness, cross-cultural understanding, and respect for cultural diversity [1, p. 11]. Fundamentally, intercultural communicative competence is the ability to establish relationships and promote mutual understanding with individuals from diverse cultural backgrounds. Intercultural communicative competence involves the ability to build relationships with individuals from different cultures and to foster mutual understanding by recognizing their cultural values and embracing a tolerant attitude towards their diverse communication styles, behaviors, clothing, lifestyles, traditions, and customs within the international labor market. The success of communication between people from different cultures largely depends on their ability to understand and communicate effectively. This process involves not just sharing information but also recognizing and respecting the diverse beliefs, values, and ways of life that each culture brings to the conversation. To communicate effectively in intercultural settings, individuals should practice active listening, which means fully concentrating on what is being said rather than just passively hearing the words. This includes paying attention to nonverbal cues, such as body language and facial expressions, which can vary widely across cultures. Empathy is another crucial component; it involves putting oneself in the other person's shoes and trying to understand their feelings and perspectives. This can help to bridge gaps that might arise from cultural misunderstandings. Moreover, being adaptable is essential. Individuals should be open to changing their speaking or behavior to accommodate the communication style of the person they are speaking with. Creating a friendly and respectful environment is also essential. When people feel safe and valued during conversations, they are more likely to express themselves openly and honestly. This atmosphere fosters trust, allowing for deeper connections and more productive discussions. Ultimately, by improving their communication skills and actively working to understand one another, individuals from various cultures can achieve outcomes that benefit everyone involved. This not only helps to build strong, positive relationships across cultural boundaries but also encourages collaboration and learning in a globalized world.

The term "intercultural communicative competence" encompasses two fundamental components essential to effective foreign language instruction: communicative competence and intercultural competence. Communicative competence refers to the ability to accurately express, interpret, and

discuss meanings across different contexts, including verbal, non-verbal, written, and spoken forms. Intercultural competence involves understanding, respecting, and appropriately responding to cultural differences that influence communication behaviors. By integrating these two, individuals can achieve meaningful interaction and dialogue between two or more individuals who may belong to the same or different speech communities. Such interactions can occur across various settings, including face-to-face conversations, virtual exchanges, and written communication, underscoring the importance of both language skills and cultural awareness in mastering a foreign language [2, p. 54].

Intercultural communicative competence is a complex, multifaceted skill set that enables individuals to effectively comprehend, communicate with, and engage people from diverse cultural backgrounds. This competence is fundamentally grounded in an acute awareness of one's own cultural identity, coupled with a thorough understanding of the values, beliefs, and practices that characterize other cultures. The development of intercultural competence requires adapting one's communication styles and behaviors to different cultural contexts, thereby demonstrating both flexibility and sensitivity in interpersonal interactions. Furthermore, this competence highlights the importance of openness and receptivity towards diverse worldviews and cognitive frameworks. Consequently, this deepens the understanding needed for practical evaluation and program design, where the incorporation of diverse perspectives is particularly salient, as it enhances the educational experience by fostering inclusivity. By recognizing and valuing multiple viewpoints, educators can judiciously select content, reading materials, and learning activities that reflect cultural diversity, thereby promoting a richer educational environment. Ultimately, cultivating intercultural competence is imperative for fostering mutual respect and understanding in an increasingly globalized society. This skill set enables individuals to navigate cultural complexities effectively and contribute positively to collaborative environments, thereby enhancing both personal and collective engagement in diverse settings.

Methods and materials

Language learning does not follow a straightforward linear progression; however, one foundational element of foreign language acquisition is vocabulary acquisition. This is frequently approached by memorizing extensive lists of word pairs, one from the native language and its counterpart in the target language. It is important to note that not all lexical items have direct equivalents in the native language. In such instances, learners often consult dictionaries for definitions. Nevertheless, words encompass more than mere denotative meanings; they also possess connotative meanings that may diverge from their dictionary definitions. A nuanced understanding of these connotative implications requires cultural awareness to inform proper interpretation. By integrating cultural knowledge with linguistic study, learners can transcend basic "classroom" competencies and engage in more authentic and contextually appropriate language use.

The concept of "communicative competence," introduced by Dell Hymes, encompasses a language user's ability to engage effectively within various communicative contexts. Hymes posited that communicative competence extends beyond mere grammatical accuracy to include the contextual appropriateness and social acceptability of language use. In essence, while an individual may possess linguistic competence and generate grammatically correct utterances, effective communication necessitates an understanding of the pragmatic rules governing language interaction: "There are rules of use without which the rules of grammar would be useless" [3, p.278]. Notably, Hymes' framework recognizes non-verbal components, such as attitudes, values, and motivations related to language and its speakers, which can further differentiate communicative competence among native speakers. This integrative approach highlights the intricate interplay between linguistic, social, and cultural dimensions in effective communication.

In the 1980s, Canale and Swain offered an expanded framework for understanding communicative competence, delineating its components as follows:

- Grammatical Competence: This encompasses a speaker's knowledge of lexical items and the applicable grammatical rules, which form the foundation of language structure.

- Sociolinguistic Competence: This reflects the capacity to communicate appropriately across diverse contexts, integrating both verbal and non-verbal forms of communication, and thereby ensuring context-sensitive interactions.

- Discourse Competence: This pertains to the ability to construct coherent and cohesive discourse, which requires an understanding of structural and semantic ties that unify a text, ensuring that the language used functions effectively within a discourse context.

- Strategic Competence: This involves the adept application of communication strategies to address and mitigate communication breakdowns. Such breakdowns may arise from insufficient linguistic competence or inadequate cultural knowledge of communication norms and social taboos.

These components collectively contribute to a more nuanced understanding of effective communication across varied linguistic and cultural landscapes [4, p.47].

The concept of communicative competence, particularly in its emphasis on sociolinguistic and sociocultural dimensions, has emerged as a pivotal aspect in the intersection of language and culture within contemporary theories of language education. This focus concerns the essential skills required for effective language use in authentic communicative contexts, underscoring the importance of understanding the interplay between language and cultural norms in fostering effective communication.

Despite substantial evidence of a strong correlation between cultural knowledge and language proficiency, cultural studies remain marginalized mainly in foreign language pedagogy. Several factors contribute to this oversight in culture-focused instruction. Primarily, educators often encounter constraints imposed by a tightly packed curriculum or rigidly defined lesson plans that leave little room for additional content. Consequently, many instructors find it challenging to allocate time for cultural instruction, believing it necessary to prioritize foundational vocabulary and grammatical structures first. There exists a widespread assumption that students will receive adequate cultural exposure as they progress in their language studies. However, the unfortunate reality is that, for most learners, such exposure is seldom realized, leading to a gap in their overall linguistic competence and intercultural understanding [5, p.37]. One significant challenge faced by language educators is the apprehension many teachers feel about their own knowledge of the target culture, particularly when they are non-native speakers of the language they teach. This insecurity often leads educators to default to a rote teaching approach, where they primarily convey cultural information through facts or brief culture capsules commonly found in textbooks. Such an approach can limit students' exposure to the richness and nuances of the culture, which is essential for fostering genuine understanding and appreciation. Another critical issue arises from students' negative attitudes toward the target culture. When individuals are confronted with unfamiliar cultural situations, it is natural for them to interpret these experiences through the lens of their own cultural background and understanding. As Isik points out, this tendency can present considerable challenges in foreign language education. Specifically, students may use their personal cultural frameworks to assess the target culture, leading them to view certain cultural practices or values negatively [6, p.259]. This biased perspective can lead to the rejection of the target culture's values, thereby creating a barrier to effective language learning and cultural integration [7, p.35]. Furthermore, many teachers may find themselves unprepared to adequately address cultural instruction due to a lack of explicit training on how to teach culture effectively. This shortfall in professional development leaves educators without the tools and skills to present cultural information meaningfully or facilitate informed discussions about cultural differences. Without proper training, teachers might struggle to engage students in critical dialogue about culture, hindering students' ability to develop a more comprehensive understanding of the language within its cultural context. Ultimately, addressing these challenges is vital to creating a more enriching language-learning environment that promotes cultural awareness and sensitivity.

Conclusion

The instruction of these intercultural communication competence (ICC) skills can take various forms, constrained only by the teacher's creativity and available resources. Activities should be tailored to meet students' needs and, to maximize their effectiveness, align with their linguistic proficiency levels. For instance, if a student is a beginner, the cultural activities should be designed for beginners. These activities can target any of the language skills, such as reading, speaking, listening, or writing, and may be conducted in either the students' first or second language. Initially, these activities often use students' first language, which should not be viewed as a limitation, given the aim of enhancing intercultural awareness. As students advance, the activities can increasingly incorporate their second language, reflecting their growing linguistic abilities. The key point is that we aim to enhance intercultural awareness alongside linguistic skills.

In this educational strategy, teachers step away from their traditional role as the primary experts on culture. Instead, their function shifts to that of facilitators or guides who support and enrich the learning process. This approach emphasizes that practical learning activities often lack clear-cut right-or-wrong answers. Instead, these activities are carefully crafted to encourage critical thinking, reflection, and a heightened awareness of cultural nuances. Consequently, teachers do not evaluate students based on the correctness of their responses; instead, they assess how well students engage with the task and whether they fulfill its requirements. The focus for teachers, therefore, lies in curating relevant and engaging materials and designing meaningful tasks that resonate with students' experiences. Such tasks aim to spark interest and promote a deep understanding of intercultural perspectives, allowing students to explore diverse viewpoints and challenge their assumptions. This method not only fosters an enriching learning environment but also empowers students to take ownership of their learning journey, cultivating essential skills for engaging with an increasingly interconnected world. Through this approach, the goal is to nurture not just knowledge, but a genuine appreciation and respect for cultural diversity.

To promote fluency in the target language among students, it is essential that classroom activities be closely aligned with their real-life concerns, needs, interests, and daily routines [8, p. 231]. This pedagogical approach requires designing activities that are highly relevant to each student, thereby facilitating clear connections between the material and their individual experiences. Such personal relevance is instrumental in fostering deeper engagement among students during discussions and collaborative tasks, as they can contribute insights drawn from their own lived experiences. When learners can relate new information to their personal narratives, they tend to exhibit greater engagement in the learning process. This engagement not only enhances comprehension but also encourages students to explore the intersections between the target language and cultural themes and practices pertinent to their own lives. As students engage in the analysis and evaluation of these relationships, they are more inclined to uncover their own underlying beliefs and to understand how their cultural backgrounds shape their daily interactions and perceptions [9, p.179]. In conclusion, by situating classroom activities within students' realities, educators can cultivate a more dynamic and responsive learning environment that promotes active participation, deepens cultural awareness, and ultimately supports students in achieving greater proficiency in the target language.

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ЖАСАНДЫ ИНТЕЛЛЕКТ АРҚЫЛЫ ЖАСАЛҒАН СУБТИТРЛЕРДІҢ ТЫҢДАУ ДАҒДЫЛАРЫН ЖАҚСARTУДАҒЫ ТИІМДІЛІГІ

Аңдатпа

Бұл мақалада жасанды интеллект (AI) көмегімен автоматты түрде жасалған субтитрлердің шет тілін үйренушілердің тыңдалым дағдыларын жетілдірудегі рөлі қарастырылады. Заманауи AI жүйелері сөйлеуді тану, мәтінді синхрондау және мағыналық дәлдікті қамтамасыз ету арқылы тіл үйрену процесін қолжетімді әрі тиімді етеді. Мақалада AI-субтитрлердің сөздік қорды арттыруға, тыңдалған ақпаратты түсінуге және мазмұнды есте сақтауға тигізетін әсері талданады. Сондай-ақ, оларды сабақта қолданудың әдістемелік ұсыныстары беріледі. Зерттеу нәтижелері AI арқылы жасалған субтитрлерді жүйелі қолдану білім алушылардың оқу мотивациясын арттырып, тыңдалым барысында туындайтын когнитивтік қиындықтарды азайтатынын көрсетеді. Сонымен қатар, бұл технологиялар білім алушылардың жеке ерекшеліктерін ескеруге мүмкіндік беріп, оқытуды дараландыруға жағдай жасайды. Жалпы алғанда, AI-субтитрлер шет тілін оқытуда инновациялық құрал ретінде тыңдалым дағдыларын тиімді қалыптастыруға ықпал етеді.

Кілт сөздер: жасанды интеллект, субтитр, тыңдалым, сөйлеуді тану, тіл үйрену, технология.

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ЭФФЕКТИВНОСТЬ СУБТИТРОВ, СОЗДАННЫХ С ПОМОЩЬЮ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА, В РАЗВИТИИ НАВЫКОВ АУДИРОВАНИЯ

Аннотация

В данной статье рассматривается роль автоматически генерируемых субтитров с использованием искусственного интеллекта (ИИ) в развитии навыков аудирования у изучающих иностранные языки. Современные системы ИИ делают процесс изучения языка доступным и эффективным, обеспечивая распознавание речи, синхронизацию текста и семантическую точность. В статье анализируется влияние субтитров с использованием ИИ на развитие словарного запаса, понимание и запоминание прочитанного. Также даются методические рекомендации по их использованию в классе. Результаты исследования показывают, что систематическое использование субтитров, созданных с помощью искусственного интеллекта, способствует повышению учебной мотивации обучающихся и снижению когнитивных трудностей, возникающих в процессе аудирования. Кроме того, данные технологии позволяют учитывать индивидуальные особенности обучающихся и создают условия для персонализации обучения. В целом AI-субтитры выступают в качестве инновационного инструмента в обучении иностранным языкам, эффективно способствующего формированию и развитию навыков аудирования.

Ключевые слова: *искусственный интеллект, субтитры, аудирование, распознавание речи, изучение языка, технологии.*

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THE EFFECTIVENESS OF AI-GENERATED SUBTITLES IN IMPROVING LISTENING SKILLS

Abstract

This article examines the role of automatically generated subtitles using artificial intelligence (AI) in improving the listening skills of foreign language learners. Modern AI systems make the language learning process accessible and effective by providing speech recognition, text synchronization, and semantic accuracy. The article analyzes the impact of AI subtitles on vocabulary development, comprehension, and content retention. It also provides methodological recommendations for their use in the classroom. The findings of the study indicate that the systematic use of AI-generated subtitles enhances learners' motivation and reduces cognitive difficulties encountered during listening activities. Furthermore, these technologies make it possible to address individual learner differences and support personalized learning. Overall, AI-generated subtitles function as an innovative tool in foreign language education, effectively contributing to the development of listening skills.

Keywords: *artificial intelligence, subtitles, listening, speech recognition, language learning, technology.*

Кіріспе

Тыңдап түсіну шетел тілін үйренуде маңызды дағды болып табылады. Дегенмен, нақты әлемдегі тілдік орта көбінесе қиындық тудырады, себебі сөйлеу жылдамдығының жоғарылығы, әртүрлі екпін, фондық шу және күрделі сөздік қоры сияқты факторлар түсіну қиындықтарына әкелуі мүмкін. Соңғы жылдары жасанды интеллект жасаған субтитр технологиясы пайда болды, бұл осы қиындықтарға тиімді шешім ұсынады.

Жасанды интеллект субтитрлері аудио мазмұнды автоматты түрде мәтінге түрлендіреді және оны бейнемен синхронды түрде көрсетеді. Бұл оқушыларға қос сенсорлық арналарды ұсынады:

1. Есту арқылы қабылдау: түпнұсқа аудио материалды тікелей тыңдау;
2. Көру арқылы қабылдау: экрандағы синхрондалған мәтінді оқу.

«Тыңдау» және «көру» тіркесімдері тыңдап түсінуге тиімді көмектеседі. Оқушылар сөздердің жазбаша түрін анық көріп қана қоймай, таныс емес сөздік қорын тез анықтай алады, сонымен қатар сөйлем құрылымдарын интуитивті түрде түсініп, тілді жалпы түсінуін тереңдете алады. Сондықтан, жасанды интеллект субтитрлері тіл үйренушілердің тыңдау дағдыларын жақсартудың қуатты құралына айналды.

Негізгі бөлім. Жасанды интеллект субтитрлерінің артындағы озық технология

Жасанды интеллект субтитрлерінің біздің айтқанымызды қалай «түсініп», оны экрандағы анық мәтінге айналдыратыны сізді қызықтырмай ма? Шын мәнінде, мұның артында бірқатар қуатты технологиялар тұр. Біріншісі - автоматты сөйлеуді тану (ASR), оны ЖС субтитрлерінің «құлағы» деп санауға болады.

ЖСР технологиясы аса сезімтал құлақ сияқты; оның міндеті - біздің айтқанымызды анық «есту» және оны мәтінге айналдыру. Бұл оңай міндет емес, себебі әркімнің айтылуы әртүрлі, ал сөйлеу жылдамдығы әртүрлі. ЖСР технологиясы әртүрлі екпіндерді, сөйлеу жылдамдығын және өрнектерді дәл тану үшін кең ауқымды дайындықты қажет етеді.

Екінші - Жасанды интеллект субтитрлерінің «миы» болып табылатын табиғи тілді өңдеу (NLP). Сөйлеуді мәтінге айналдыру жеткіліксіз; субтитрлерді мағыналы ету үшін мәтіннің мағынасын түсіну де қажет. Міне, осы жерде NLP технологиясы пайда болады. NLP технологиясы «грамматика шебері» сияқты; ол сөйлем құрылымын талдай алады, сөздердің мағынасын түсінеді, тіпті сөйлеушінің тоны мен эмоцияларын бағалай алады. NLP технологиясының көмегімен жасанды интеллект субтитрлері тыныс белгілерін дұрыс қоса алады, түсініксіздіктен аулақ бола алады және бейне мазмұнын жақсы түсінуге көмектеседі.

Содан кейін машиналық оқыту (ML) бар: жасанды интеллект субтитрлерінің «оқу қозғалтқышы». Жасанды интеллект субтитрлері басынан бастап ақылды емес; оларды үздіксіз оқыту және жетілдіру қажет. Бұл машиналық оқыту (ML) технологиясының арқасында. Машиналық оқыту технологиясы «үздік оқушы» сияқты әрекет етеді, үлгілер мен ережелерді табу үшін сөйлеу және мәтіндік деректердің көп мөлшерін талдайды. Тереңірек үйренген сайын, жасанды интеллект субтитрлері сөйлеуді дәлірек тани алады және субтитрлерді еркін жасай алады. Шет тілін үйрену сияқты, жасанды интеллект субтитрлері шебер және ақылды бола түседі.

Бұл үш технология жасанды интеллект субтитрлерінің «үш сиқырлы қаруы» сияқты; олар бізге жоғары сапалы субтитрлерді ұсыну үшін бірге жұмыс істейді. Олар әртүрлі екпіндерді, сөйлеу жылдамдығын және фондық шуды анықтай алады және оқушыға ең дәл мәтінді ұсына алады.

Тыңдау дағдыларын жақсартуға жасанды интеллект субтитрлерінің әсері

Жасанды интеллект субтитрлері тіл үйренуге үлкен көмек болып табылады, тыңдауды түсінуді тиімді түрде жақсартады. Олар «аудармашы» сияқты әрекет етеді, әртүрлі дыбыстарды түсінуге көмектеседі. Жасанды интеллект субтитрлері біз естіген нәрсені анық етеді, айтылған мазмұнды мәтінге айналдырады және оны анық көрсетеді, түсінуді жеңілдетеді. Бұл әсіресе тез, күшті екпінмен немесе күрделі сөйлем құрылымдарымен

сөйлегенде дұрыс. Субтитрлермен бұл біреудің «мінез келтіріп», жіберіп алған сөздерді толтырып, ұзын сөйлемдерді бөліп, түсінуді әлдеқайда жеңілдететініне ұқсайды. Қысқасы, Жасанды интеллект субтитрлерін пайдалану тыңдауды түсінуді айтарлықтай жақсартады.

Сонымен қатар, Жасанды интеллект сөздік қорын арттырады. Жасанды интеллект субтитрлері жаңа сөздік қорын жинақтауға көмектеседі. Жасанды интеллект субтитрлері арқылы біз сөздердің айтылуы мен жазылуын бір уақытта көре аламыз, жаңа сөздерді дұрыс жазу арқылы үйренеміз және күрделі сөз тіркестері мен фразеологизмдердің мағынасын түсінеміз. Жасанды интеллект субтитрлері сирек қателеседі, ал ұсынылған сөздер мен сөйлемдер әдетте дәл және стандартты болады. Бұл жаңа сөздік қорын жүйелі түрде үйренуге және сөздік қорын құруға мүмкіндік береді.

Жасанды интеллекттің айтылуы стандартты; тыңдау және оқу бір мезгілде айтылу дағдыларын жақсартады. Жасанды интеллект субтитрлері айтылымды жазбаша түрде байланыстыруға, әріптер мен дыбыстардың арасындағы байланысты түсінуге және интонация, кідірістер және екпін сияқты фонетикалық бөлшектерге назар аударуға көмектеседі. Көру мен естуді қос ынталандыру арқылы сіз сөйлеу құрылымын жақсырақ қабылдай аласыз. Бұл болашақта дұрыс айтылу үшін өте пайдалы.

Соңында, жасанды интеллект оқуды қызықты етеді. Жасанды интеллект субтитрлері бар бейнелер сізге тілді түсінуді жеңілдетеді және сізге оң сезімдер сыйлайды. Мысалы, ол сіздің жетістікке жету сезіміңізді арттырады, тіл үйренуден қорқуыңызды азайтады, оқу шаршауын басады және оқуға деген тұрақты қызығушылығыңызды оятады. Бейне мазмұнын оңай түсіне алатыныңызды байқаған кезде, сіздің сенімділігіңіз бен оқуға деген ынтаңыз айтарлықтай артады.

Қиындықтар мен шектеулер

Жасанды интеллект жасаған субтитрлер тіл үйренуге айтарлықтай қолдау көрсеткенімен, оларды пайдалану бірнеше қиындықтар мен шектеулерді де тудырады. Біріншіден, ЖС жүйелері сөйлеуді тану үшін сыртқы факторларға сүйенеді. Оларға фондық шудың жоғарылауы, диалектілер мен фонетикалық ерекшеліктерді жиі пайдалану, бейне немесе аудио сапасының нашарлығы, бір уақытта бірнеше динамиктің болуы және тым жылдам немесе түсініксіз сөйлеу жатады. Бұл факторлар ЖС-тің мәтінді дәл тануына кедергі келтіруі мүмкін. Мұндай жағдайларда субтитрлердің дәлдігі төмендеуі мүмкін және кейбір сөздер бұрмалануы мүмкін.

Сонымен қатар, кейбір мәдени идиомалар, бекітілген сөз тіркестері немесе жаргондар ЖС үшін қиындықтар тудыруы мүмкін, бұл оның мағынаны дәл жеткізуіне кедергі келтіреді. Бұл оқушылардың контекстті толық түсінбеуіне немесе дұрыс емес ақпарат алуына әкелуі мүмкін.

Сондықтан, ЖС субтитрлерін толық және абсолютті сенімді ақпарат көзі ретінде емес, көмекші құрал ретінде пайдалану ұсынылады. Мұғалімдер немесе оқушылар тек субтитрлерге ғана сүйенбеуі керек, тыңдалған материалды контексте талдап, қажет болған жағдайда басқа тексеру ресурстарын пайдалануы керек.

Дегенмен, бұл шектеулер ЖС субтитрлерінің жалпы тиімділігіне әсер етпейді. Саналы және сыни пайдалану - оңтайлы тәсіл.

Қорытынды

AI-субтитрлердің шетел тілін үйрену үдерісіндегі маңызы күннен-күнге артып келеді. Жасанды интеллект негізінде жасалған субтитрлер мәтінді нақты тану, сөйлеуді дәл беру және лексикалық бірліктерді дұрыс көрсету арқылы студенттің тыңдалым дағдыларын жаңа деңгейге көтереді. Олар күрделі немесе тез айтылған сөйлеуді жеңілдетіп, түсіну сапасын арттырады, ал фонетикалық элементтерді көрсету арқылы дыбыстық қабылдау қабілетін күшейтеді.

Сонымен қатар, AI-субтитрлер тіл үйренушінің сөздік қорын байытуға, жаңа сөздерді есте сақтауға және сөйлем құрылымын тереңірек түсінуге мүмкіндік береді. Видео мазмұнын оңай түсіну студенттің өзіндік сенімін арттырып, оқу мотивациясын күшейтеді. Осылайша, AI-субтитрлер тек техникалық құрал ғана емес, тіл үйренуді қолдайтын тиімді педагогикалық ресурсқа айналып отыр.

Жалпы алғанда, жасанды интеллект субтитрлерін тіл үйрету платформалары мен сабақ үдерісіне енгізу — заманауи білім берудің ажырамас бөлігі. Бұл технология студенттердің тыңдалымына ғана емес, олардың мәдени түсінігіне, коммуникациялық қабілетіне және автономды оқу дағдыларына да оң әсерін тигізеді. Болашақта AI технологияларының дамуы субтитрлердің сапасын одан әрі жетілдіріп, тіл үйренуді барынша қолжетімді әрі нәтижелі ететіні сөзсіз.

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**WAYS KAZAKHSTANI TEACHERS FACILITATE COMMUNICATIVE
COMPETENCE IN ENGLISH CLASSROOMS**

Abstract

In recent years, the number of people who want to learn languages has been increasing. English is considered to be one of the most well-known languages with the largest number of non-native speakers of English. The main reason for learning languages is the ability to communicate in this language, express oneself and understand the interlocutors. Thus, the concept of communicative language teaching (CLT) has emerged in the field of language teaching, which basically involves teaching students how to use the language in real-life situations. There is a need for researchers to examine the current conditions in order to see the point of view of language teachers with regard to facilitating communicative competence in English classrooms. So, this research paper aims to explore the ways how kazakhstani teachers facilitate communicative competence in English classrooms along with identifying benefits and challenges that teachers face while promoting it and emphasizing the procedures that usually take place in the process of facilitation of communicative competence. The qualitative research design was chosen for this research and the data collection tool was the semi-structured interview in which seven kazakhstani English teachers participated. The findings of this study showed that communicative competence best facilitated through interactive practices, and linguistic and cultural differences play a crucial role in facilitating communicative competence.

Keywords: *communicative competence, kazakhstani teachers, EFL, ESL, language learning, challenges in facilitating communicative competence, benefits of promoting communicative competence*

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ҚАЗАҚСТАНДЫҚ МҰҒАЛІМДЕРДІҢ АҒЫЛШЫН ТІЛІ САБАҚТАРЫНДА КОММУНИКАТИВТІК ҚҰЗЫРЕТТІЛІКТІ ҚАЛЫПТАСТЫРУ ЖОЛДАРЫ

Аңдатпа

Соңғы жылдары тіл үйренгісі келетін адамдардың саны өсіп келеді. Ағылшын тілі ана тілі емес адамдар үйренетін ең танымал тілдердің бірі. Тілді үйренудің негізгі себебі— сол тілде қарым-қатынас жасай алу, өзін еркін жеткізе білу және сұхбаттастарды түсіну. Осылайша, шынайы өмір жағдайларында тілді қолдануды үйретуге негізделген коммуникативтік тілдік оқыту (CLT) тұғырдамасы тіл оқыту саласында пайда болды. Қазіргі жағдайды зерттеу қажет, себебі ол ағылшын тілі сабақтарында коммуникативтік құзыреттілікті дамыту жөнінде тіл мұғалімдерінің көзқарасын анықтауға мүмкіндік береді. Сондықтан бұл ғылыми жұмыс қазақстандық мұғалімдердің ағылшын тілі сабақтарында коммуникативтік құзыреттілікті қалай қалыптастыратынын зерттеуді, сондай-ақ оны дамыту барысында кездесетін артықшылықтар мен қиындықтарды айқындауды және коммуникативтік құзыреттілікті қалыптастыру үдерісінде жиі қолданылатын тәсілдерге назар аударуды мақсат етеді. Бұл зерттеуде сапалық зерттеу дизайны таңдалды, ал дерек жинау құралы ретінде жартылай құрылымданған сұхбат қолданылды. Оған жеті қазақстандық ағылшын тілі мұғалімі қатысты. Зерттеу нәтижелері коммуникативтік құзыреттілікті ең тиімді дамыту интерактивті практикалар арқылы жүзеге асатынын, сондай-ақ тілдік және мәдени айырмашылықтардың коммуникативтік құзыреттілікті қалыптастыруда маңызды рөл атқаратынын көрсетті.

Кілт сөздер: *коммуникативтік құзыреттілік, қазақстандық мұғалімдер, EFL, ESL, тіл үйрену, коммуникативтік құзыреттілікті дамытудағы қиындықтар, коммуникативтік құзыреттілікті ілгерілетудің артықшылықтары*

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СПОСОБЫ, КОТОРЫМИ КАЗАХСТАНСКИЕ УЧИТЕЛЯ СОДЕЙСТВУЮТ РАЗВИТИЮ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА

Аннотация

В последние годы желание изучать иностранные языки растет у населения людей по всему миру. Английский язык является одним из самых распространенных иностранных языков в мире с огромным количеством неносителей. Способность выражать себя на другом языке, беглая речь, понимания и поддержания дискуссии являются главными причинами страсти к изучению иностранных языков. Следовательно, в области преподавания иностранных языков сформировалась концепция коммуникативного обучения языку (CLT), которая

активно поддерживает изучение языка благодаря которым изучатели учатся использовать язык чтобы справиться с жизненными ситуациями которые случаются каждый день. Существует потребность рассмотреть текущие состояние преподавания английского языка, чтобы отметить точку зрения казахстанских учителей по внедрению коммуникативной компетентности на уроках английского языка. Как следствие, целью этой исследовательской работы являются- рассмотреть подходы преподавателей английского языка в продвижении коммуникативной компетентности на уроках английского языка, а также зафиксировать преимущества и негативные аспекты, с которыми преподаватели имеют дело во время внедрения коммуникативной компетентности на уроках, и подчеркнуть методы, которые обычно задействованы в процессе внедрения коммуникативной компетентности. Для данного исследования был выбран качественный подход, а полуструктурированное интервью, в котором приняли участие семь преподавателей английского языка из Казахстана, является инструментом сбора данных. Результаты исследования показали, что коммуникативная компетентность лучше всего формируется посредством интерактивных практик, а языковые и культурные различия играют решающую роль в развитии коммуникативной компетентности.

Ключевые слова: коммуникативная компетентность, казахстанские учителя, английский как иностранный (EFL), английский как второй язык (ESL), изучение языка, проблемы в развитии коммуникативной компетентности, преимущества развития коммуникативной компетентности

Introduction

Teaching foreign language effectively has always been the topic of discussion for a very long time. Many scholars and institutions have expressed their opinions and claims on language pedagogy. As learning and acquiring a new language is a complex process, there have been several methods and concepts introduced into the teacher and learner interaction and knowledge transfer. In modern times Communicative language teaching (CLT) is picked as the most effective method in language teaching by many scholars. Communicative competence is the central concept of CLT. Before exploring this concept, it is essential to foreshadow what was before CLT in language pedagogy.

The Grammar Translation method (GTM) serves as one of the oldest methods in foreign language pedagogy. Despite the GTM's "old-fashioned" status, it had remarkable success (MacMillan, 2002). Explicitly detailed rules' explanation, memorizations of verb conjugations and vocabulary lists, and emphasis on writing and reading skills characterize the GTM. Teachers were authoritative figures during the language teaching process. Kissacık (2016) states that students' regard to teachers as the singular authority of information reperessed their total dependence. The GTM's effectiveness halts at rules memorization whilst failing at cultivating and enhancing speaking and listening skills (Bahar, 2013).

The Audio-lingual method (ALM) served as a replacement to the GTM and arose in the mid 20th century. In contrast to GTM, ALM focused on speaking and listening skills by prioritizing drill activities, repetition. Cuadrado and Cuadrado (2016) state that challenges in application of new words arise as focusing on repetitive drill recoils into lack of contextual understanding.

The afore-mentioned methods' aftermath in the form of language learners' dissatisfaction and several scholars' criticism of an overcomplicated and fruitless teaching process resulted in rise of communicative competence. Communicative competence is a concept that arose in the late 1960's and early 1970's. It is often characterized as the ability of learners' usage of target language verbally and non-verbally under different circumstances and varying environments. This concept was introduced by Dell Hymes as he opposed Noam Chomsky's notion of "linguistic competence". Dell Hymes believed in order to use foreign language professionally and coherently, grammar expertise wasn't enough.

Communicative competence consists of several components: grammatical, discourse, sociolinguistic, and strategic. Cueellar (2013) defines grammatical competence as learners' aptitude for the production and perception of grammatically adhering phrases and sentences. Expertise in logically transmuting sentences into appropriate meaningful oral or textual utterances depending on social context is referred as discourse competence (Trujillo, 2010). Sato and McNamara (2019) comment that sociolinguistic competence is the competence of mastering the appropriate language use in different sociolinguistic contexts. Strategic competence defines language user's resourcefulness in dealing with unanticipated challenges during communication despite their mastery of linguistic and sociocultural code (Mariani, 1994).

Communicative competence's positive influence on language learner's capability in usage of English in real life serves as the reason for teachers to facilitate it during the language learning process. Teachers' tailoring methodology in accordance with learners' needs, styles, and preferences is essential in facilitating communicative competence formation. Effective development of learners' communicative competence requires the consideration of proficiency level, learning style, cultural background in planning lessons, and provision of prospects in authentic language use. This paper seeks to unravel the ways kazakhstani teachers facilitate communicative competence in their classrooms. To achieve this aim the following research questions were designed:

1. How do kazakhstani teachers promote communicative competence in the classroom?
2. What are the possible challenges and benefits of implementing communicative competence in English language classrooms?

Methods and Materials

As it was mentioned before, the aim of this research was to explore the ways kazakhstani teachers facilitate communicative competence in their classrooms.

Research design

Qualitative research design in the form of semi-structured interviews was opted for exploration of the ways kazakhstani teachers facilitate communicative competence. According to Creswell (2012), the qualitative research design's aspect of granting access to in-depth inspection of participants' experiences and detailed responses, thus it was the reason for the selection of this particular research design.

Research sampling

The sample of the study was kazakhstani English-language teachers with 1-2 years of experience in the field of teaching. Purposive sampling techniques were used by the researcher, which basically means that participants of this study were selected according to certain criteria (Creswell, 2012). In this case, these criteria included that the participants had 1-2 years of experience teaching English and experience implementing communicative competence in their classroom. In addition, the total number of interviewees accounted for 7 people.

Data collection tools and methods

Due to geographical restrictions, all interviews were conducted online via Zoom. The format of the interview was semi-structured. So, it consisted of six questions that were prepared in advance, but at some points, due to further elaboration on the response, there was a need for asking additional questions to fully grasp the teacher's opinions. Teachers' responses were recorded and then transcribed.

Ethical consideration

Prior to the interview, all participants were presented Consent form, and they participated in this study on a voluntary basis. Confidentiality of the responses was ensured.

Findings

This section will present the findings of the semi-structured interview. Participants were to provide answers to 6 beforehand prepared questions and several unexpected questions occurred

during the interviewing process. The obtained data were analyzed with Braun and Clarke's(2012) method of thematic analysis.

Theme 1 In-class procedures

The first three questions were dedicated to discovering the techniques kazakhstani teachers use to facilitate communicative competence in their classrooms. The first three questions were crafted to cover this theme. The first question was structured as follows - What strategies do you implement in fostering communicative competence? It was revealed that most of the teachers implement speaking skill based activities during their lessons. Since speaking skill based activities enable students to enhance their collaborative skills.

“... I often rely on group activities such as role-playing, interactive games, and poster-making; as they engage students in speaking activities. And speaking skill is essential in communication...”. (Participant 3)

Not all participants focus on speaking skills and group work. It was discovered that some teachers investigate how the English language works.

“... My students and I use a lot of translation practices. I do it because I want to show my students the contrast between their Mother Tongue and English. So through these exercises my students see how ideas are conveyed in English...”(Participant 5)

Second question was constructed as follows- “How do you assess communicative competence in your classroom?”. Several teachers admitted that they pay attention to the speaking tasks that students are required to do. They measure students based on students' ability to fully express themselves.

“... I combine formative and summative assessments . I write down notes while students are handling classroom tasks and how they initiate and keep up the conversation with each other. Speaking tests or group projects, even role-plays are used by me for formal assessment.” (Participant 1)

Several Teachers indicated that they pay attention to the writing tasks as well.

“I often assign my students short essays for various topics. Then while checking the essays I pay attention to the appropriateness of the language and if they express their viewpoints in a culturally appropriate way”.(Participant 2)

The next question asks the following question- “What do you do when there are differences between students' levels of communicative competences?”. Teachers responded that they promote pair work and healthy interaction between learners with different levels of communicative competence.

“I pair up stronger students with less able ones. I also give extra supporting materials to those who might need them. I also tell my students to help each other in order to let them know that we are all learning together and not one by one.” (Participant 7)

Theme 2 Perception of the teachers

Questions number 4 and 5 were asked to identify the benefits and challenges in facilitating communicative competence in the classroom?”

Question number 4 asks “Are there any difficulties in facilitating communicative competence?”. Many teachers expressed that the difference between students' mother tongue and English is one of the challenges in facilitating communicative competence in the classroom.

“The way how Kazakh and English languages are constructed , they are different. English is more direct, while Kazakh language is more indirect or formal. Since my students already use two languages other than English, which are Kazakh and Russian. They are reluctant to speak English because they had bad experience using Russian which is another foreign language to my students” (Participant 4)

“My students have a habit of translating sentences directly from their native language which leads to inappropriate utterances due to the difference in level of politeness in both languages” (Participant 1)

Teachers also indicated that fear of making mistakes and shyness slow down the process of facilitating communicative competence.

“Making mistakes is the major hindrance in communicative competence. Our children were not given a chance to make mistakes so they are scared to be punished, but you know English is about confidence. Shy attitudes need to be overcome in order, because communicative competence requires the ability to express themselves. How can they express themselves, ideas and opinions if they are shy all the time” (Participant 5)

Question number five asks “What are the benefits of promoting communicative competence?”. Teachers have pointed out that students learn how to apply language in everyday life and students use language meaningfully.

“Engagement is guaranteed during the lesson as students use language to tackle real life problems. By focusing on meaningful interaction, students not just learn rules but also learn how to adapt their language in different situations.” (Participant 6)

It was also discovered to be beneficial from a cultural perspective. Students get to learn about cultural aspects of the language.

“Facilitating communicative competence enable students to be aware of cultural aspects of English speaking population, developing their adaptability in dealing with cultural clashes” (Participant 4)

Theme 3 Suggestion to colleagues

Last question was dedicated to finding out recommendations from kazakhstani teachers to their colleagues. Participants gave several insights to facilitating communicative competence in the classroom. Some teachers suggest implementing interactive work activities where students apply the target language in different contexts.

“I would advise encouraging students to use language naturally, creating real life situations. Asking open-ended questions and frequently organizing discussions are also beneficials for facilitating communicative competence in the classroom” (Participant 3)

Some teachers advice encouraging students to use target language outside of the classroom.

“I think it is fun and helpful to ask students to use English in realistic environments, such as during the break, at home etc. This also facilitates independent learning” (Participant 2)

Discussion

Through thorough analysis of the responses received from the qualitative research several aspects of promotion kazakhstani teachers' communicative competence were revealed. It can be identified that teachers link speaking skill directly with communicative competence. It seems that there are strong correspondents between speaking skill and communicative competence. This might be due to the fact that speaking is the primary component of a language which is productive.

It was discovered that cultural differences serve as an obstacle in facilitating communicative competence. From teachers' responses, it can be noted that it is important for students to be aware of linguistic structural differences between their native and target languages.

Opportunity for students to learn about different cultures and provision reinforcement to express themselves fully in another language are the benefits of promoting communicative competence.

Conclusion

Language learning is a complex process that requires thorough consideration of a plethora of aspects. Communicative competence is one of them. It is essential to be facilitated in the classroom. It was discovered that communicative competence positively affects learner's awareness of the need for adaptability according to cultural settings. Findings unraveled that the best ways to facilitate communicative competence is through interactive activities where students develop their collaborative skills and communication skills. However language structure differences and cultural contrasts might cause obstacles in facilitating communicative competence. Findings indicated that it is essential to address these issues during the learning process in order to make students fearless in case of uncertainties' occurrence during the learning process.

There are some limitations of this research. This first one is a time constraint, more precisely, there was not enough time to conduct the research. Consequently, the sample of the research was also smaller. The next limitation is employing qualitative design. Although this design gave the opportunity to gather in-depth information on this topic, due to the small number of participants the results cannot be generalizable. For this reason, it would be better if future researchers use quantitative design to gather statistical data and by covering a larger sample to generalize the results.

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THE IMPORTANCE OF INTEGRATING SOCIO-CULTURAL COMPETENCE INTO FOREIGN LANGUAGE TEACHING

Abstract

This article examines the importance of integrating socio-cultural competence into the process of foreign language teaching, particularly at the initial stages of language acquisition. Socio-cultural competence is viewed as a key component of communicative proficiency, enabling learners to understand cultural norms, values, and interaction patterns of the target-language community. The study analyzes theoretical approaches to socio-cultural learning and highlights the relevance of intercultural sensitivity, cultural awareness, and tolerance in modern education. An empirical investigation was conducted among first-year students of Abai University majoring in Two Foreign Languages, whose English proficiency level corresponds to A2. Diagnostic questionnaires were used to assess motivational, cognitive, and axiological components of socio-cultural competence. Findings demonstrate significant improvement in the experimental group after the implementation of culturally oriented instructional strategies, including the use of authentic materials, cultural texts, and activities aimed at enhancing intercultural awareness. The results confirm that integrating socio-cultural content into language instruction fosters learners' motivation, deepens cultural understanding, and strengthens intercultural communication skills. The study underscores the necessity of incorporating cultural dimensions into foreign language curricula and provides recommendations for effective pedagogical practices.

Keywords: *socio-cultural competence; intercultural communication; cultural awareness; foreign language teaching; motivational component; cognitive component; axiological component.*

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ШЕТ ТІЛІН ОҚЫТУ ҮДЕРІСІНЕ ӘЛЕУМЕТТІК-МӘДЕНИ ҚҰЗЫРЕТТІЛІКТІ ИНТЕГРАЦИЯЛАУДЫҢ МАҢЫЗЫ

Аңдатпа

Бұл мақалада шетел тілін оқыту үдерісіне әлеуметтік-мәдени құзыреттілікті біріктірудің маңыздылығы, әсіресе тіл үйренудің бастапқы кезеңінде, жан-жақты қарастырылады. Әлеуметтік-мәдени құзыреттілік коммуникативтік құзыреттіліктің негізгі құрамдас бөлігі ретінде қарастырылып, тіл үйренушілерге мақсатты тіл елінің мәдени нормаларын, құндылықтарын және қарым-қатынас үлгілерін түсінуге мүмкіндік береді. Зерттеуде әлеуметтік-мәдени білім берудің теориялық тәсілдері талданып, қазіргі білім беру үдерісіндегі мәдениетаралық сезімталдық, мәдени хабардарлық және толеранттылықтың маңыздылығы атап өтіледі. Эмпирикалық зерттеу Абай атындағы университеттің «Екі шет тілі» мамандығының бірінші курс студенттері арасында жүргізілді, олардың ағылшын тілі деңгейі А2 сатысына сәйкес келеді. Әлеуметтік-мәдени құзыреттіліктің мотивациялық, когнитивтік және аксиологиялық компоненттерін анықтау үшін диагностикалық сауалнамалар қолданылды. Зерттеу нәтижелері мәдени бағытталған оқыту стратегияларын, соның ішінде аутент-

ті материалдарды, мәдени мәтіндерді және мәдениетаралық хабардарлықты арттыруға бағытталған тапсырмаларды енгізу студенттердің әлеуметтік-мәдени құзыреттілігін айтарлықтай жақсартатынын көрсетті. Алынған деректер әлеуметтік-мәдени мазмұнды тілдік оқытуға енгізу оқышылардың уәжін арттырып, мәдени түсінігін тереңдететінін және мәдениетаралық коммуникациялық дағдыларын дамытатынын дәлелдейді. Зерттеу шетел тілін оқыту бағдарламаларына мәдени компоненттерді енгізудің қажеттілігін көрсетіп, тиімді педагогикалық тәжірибелер бойынша ұсыныстар ұсынады.

Кілт сөздер: *әлеуметтік-мәдени құзыреттілік; мәдениетаралық коммуникация; мәдени хабардарлық; шетел тілін оқыту; мотивациялық компонент; когнитивтік компонент; аксиологиялық компонент.*

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ВАЖНОСТЬ ИНТЕГРАЦИИ СОЦИОКУЛЬТУРНОЙ КОМПЕТЕНТНОСТИ В ПРОЦЕСС ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ

Аннотация

В данной статье рассматривается важность интеграции социокультурной компетентности в процесс обучения иностранному языку, особенно на начальных этапах овладения языком. Социокультурная компетентность представляется ключевым компонентом коммуникативной компетенции, позволяющим обучающимся понимать культурные нормы, ценности и модели взаимодействия носителей изучаемого языка. В исследовании анализируются теоретические подходы к социокультурному обучению и подчеркивается значимость межкультурной чувствительности, культурной осведомленности и толерантности в современном образовании. Эмпирическое исследование было проведено среди студентов первого курса специальности «Две иностранные языки» Абай университета, уровень владения английским языком которых соответствует уровню А2. Для диагностики мотивационного, когнитивного и аксиологического компонентов социокультурной компетентности были использованы соответствующие опросники. Результаты показали существенное улучшение показателей у экспериментальной группы после введения культурно ориентированных методов обучения, включая использование аутентичных материалов, культурных текстов и заданий, направленных на развитие межкультурной осведомленности. Полученные данные подтверждают, что интеграция социокультурного содержания в процесс обучения иностранным языкам повышает мотивацию обучающихся, углубляет их культурное понимание и развивает навыки межкультурной коммуникации. Исследование подчеркивает необходимость включения культурных компонентов в программы обучения иностранным языкам и предлагает рекомендации по эффективным педагогическим практикам.

Ключевые слова: *социокультурная компетентность; межкультурная коммуникация; культурная осведомленность; обучение иностранным языкам; мотивационный компонент; когнитивный компонент; аксиологический компонент.*

Introduction

In today's globalized world, the role of foreign language teaching extends beyond simply acquiring vocabulary, grammar, reading skills, and speaking skills. One crucial aspect of mastering a foreign language is developing socio-cultural competence. The importance of social and cultural awareness and understanding in language learning cannot be overstated. Socio-cultural competence refers to the ability to interact effectively with people from different cultural backgrounds, a skill

that is vital not only for effective communication but also for fostering mutual respect and deeper understanding. In foreign language teaching, this social and cultural competence is just as essential as linguistic proficiency. Here are several reasons why social and cultural competence must be integrated into foreign language teaching. Language is not only a means of communication but also a reflection of the culture from which it originates. Without an understanding of socio-cultural context, language learners may misinterpret words, phrases, or even non-verbal cues. For example, gestures, tone of voice, and politeness strategies vary greatly across cultures. What is considered polite or respectful in one culture may be viewed as rude or overly formal in another. Therefore, teaching a foreign language without its socio-cultural nuances can lead to awkward interactions and misunderstandings. By integrating cultural competence into language lessons, teachers can equip students with the skills to navigate both linguistic and socio-cultural barriers, ensuring they can communicate effectively in real-world situations.

The integration of socio-cultural competence into foreign language education has been a focal point of discussion in educational research for many years. As the world becomes increasingly globalized, the ability to communicate across cultures is essential. This literature analysis will explore key themes from relevant research on the necessity of developing socio-cultural competence in foreign language teaching. It will highlight the benefits of socio-cultural awareness, its impact on learning outcomes, and its significance in the context of global communication.

According to Sercu (2005), integrating culture into language teaching promotes the development of intercultural sensitivity, a crucial skill in today's interconnected world. Without cultural competence, language learners risk developing superficial understandings of the language, missing out on the broader social context in which the language is used. As Sercu points out, an awareness of cultural differences helps learners avoid ethnocentric judgments and fosters respect for the diversity of values and traditions that they encounter. Research has consistently shown that cultural competence is crucial for successful communication. Furthermore, according to Fantini (2009), cultural competence enables learners to recognize and understand cultural differences in communication styles, which is fundamental for effective intercultural communication. For example, in some cultures, indirect communication is preferred, while in others, directness is valued. A language learner who is unaware of such cultural variations may struggle to communicate appropriately, potentially leading to misunderstandings. By teaching cultural competence alongside language, educators provide students with the skills to navigate such differences and build more effective relationships (Sercu, 2005; Fantini, 2009).

Despite the growing recognition of the importance of socio-cultural competence in foreign language education, many studies primarily focus on theoretical frameworks or general principles of intercultural communication. However, there is still a noticeable lack of empirical research examining how socio-cultural competence is developed among first-year university students who are at the initial stages of learning a foreign language and whose communicative competence remains at the basic (A2) level. Additionally, insufficient attention has been given to the specific challenges these learners face in integrating cultural knowledge with linguistic skills. Existing literature often highlights the importance of cultural awareness but rarely addresses how socio-cultural competence can be effectively fostered within the curriculum of programs such as Two Foreign Languages at non-linguistic or multilingual universities. This gap indicates a need for targeted research exploring practical approaches, instructional strategies, and learning outcomes related to the development of socio-cultural competence in such educational contexts.

The purpose of this study is to examine the development of socio-cultural competence among first-year students of Abai University majoring in Two Foreign Languages, who study English as a foreign language at the A2 level. The study aims to identify the specific socio-cultural challenges these learners face, evaluate their initial level of socio-cultural awareness, and analyze the effectiveness of instructional practices designed to enhance their socio-cultural competence. By

addressing these objectives, the research seeks to contribute to a deeper understanding of how socio-cultural competence can be integrated into foreign language teaching for beginners and provide evidence-based recommendations for improving intercultural components within the language learning process.

Literature Review: Socio-cultural competence is recognized as an essential factor in shaping the personality of a future foreign language teacher. It contributes to the development of important personal qualities such as creativity, the ability to generate new ideas, understanding the psychological state of the interlocutor, tolerance toward diversity and alternative viewpoints, as well as a positive attitude toward a foreign culture and its representatives (Muravyova, 2011).

N. G. Muravyova defines socio-cultural competence as “an integrative characteristic of a person, who is aware of various socio-cultural spheres and capable of communicating with different people based on life experience” (Muravyova, 2011).

Learning the culture of the target language country enhances mutual understanding, tolerance, respect for another culture, and awareness of its unique features during communication with native speakers (Nikitenko, 2010).

The most effective way to acquire cultural knowledge is through immersion in the target-language country, experiencing its culture, traditions, customs, and social norms firsthand. However, such opportunities are not always available to all learners. Therefore, it is necessary to identify effective methods of developing socio-cultural competence outside the authentic language environment (Nikitenko, 2010).

The problem of forming socio-cultural competence among foreign language learners and the pedagogical methods used to address it has attracted considerable scholarly attention. Researchers such as N. G. Bragina (2013) and Yu. E. Prokhorov (2017) explore socio-cultural stereotypes; issues of the interaction between language and culture are discussed in the works of E. M. Vereshchagin and V. G. Kostomarov (2005), V. I. Karasik (2002), among others. The structure and components of socio-cultural competence, along with approaches to its development, are addressed in works by M. Celce-Murcia (1995) and a group of foreign researchers.

The cultural component plays a crucial role in forming socio-cultural competence, as it determines how foreign-language culture is perceived and internalized. S. G. Ter-Minasova famously describes the foreign language classroom as a “crossroads of cultures.” In her textbook *Languages and Intercultural Communication*, she emphasizes the need to learn a foreign language inseparably from the world and culture of its speakers (Ter-Minasova, 2008).

The key role of culture in language teaching is also emphasized by foreign scholars such as Byram (1989), Collings (2007), Brogger (1992), Hyde (1998), Kaikkonen (2001), and Kramsch (1993). Cross (2000), referring to culture as a collective experience encompassing thoughts, feelings, values, behaviors, communication patterns, and interpretation of sensory stimuli, argues that immersion in a cultural environment is the most effective way to understand the challenges of intercultural communication (Addai-Mununkum, 2019; Cross, 2000; Strunc, 2018). Thus, immersion in the target language environment enables learners to acquire linguistic skills more effectively through cultural values and contributes to the development of intercultural competence.

Methods of Research Design. To address the objectives of the study, the following methods were applied:

Theoretical research methods: analysis of psychological, pedagogical, and sociological literature; synthesis, involving a comprehensive examination of the development of sociocultural competence based on the sociocultural approach (Safonova, 1992; Ter-Minasova, 2008; Byram, 1989) and the culture-oriented linguistic approach (Vereshchagin & Kostomarov, 1990) in order to determine the content and specific features of sociocultural competence formation in foreign language learners.

Empirical methods: questionnaires developed by Soikina (2003), Pakhotina (2014), and Gerasimova (2001), which made it possible to identify four levels of sociocultural competence

(advanced, high, intermediate, and low) based on three components: motivational, as a leading characteristic of cognitive activity, cognitive, and axiological.

The selection of these components is determined by the structure of sociocultural competence and correlates with its commonly distinguished structural parts: linguistic and cultural, sociolinguistic, and socio-psychological components (Pakhotina, 2014; Ter-Minasova, 2008; Frolova et al., 2019).

Participants. The study participants were 68 first-year students of Abai University enrolled in the program Two Foreign Languages. The students study English as a foreign language, and their level of Communicative Competence in English corresponds to A2, which is typical for learners at the initial stage of foreign language acquisition at a higher educational institution. At this level, they are able to meet only basic communicative needs in a limited number of everyday and sociocultural situations. Consequently, their knowledge of the national and cultural characteristics of English-speaking countries is still fragmentary, and they are not yet able to fully and adequately interpret sociocultural information.

Data collection tools. The testing and assessment materials of the conducted study included the data of the ascertaining experiment based on the questionnaires developed by I. V. Soikina (Soikina, 2003), S. V. Pakhotina (Pakhotina, 2014), M. G. Gerasimova (Gerasimova, 2001), which made it possible to identify 4 levels of SC formation (advanced, high, intermediate, and low) according to three components: motivational, cognitive, and axiological.

The questionnaire developed by Soikina (14 questions with answer options and 2 questions, the answers to which had to be ranked) allowed revealing the motives for studying the English language and the levels of formation of the motivational component. This questionnaire is useful for the current study, as it makes it possible to identify the external (passing the exam, getting a good grade, receiving an education) and internal motives (the need and willingness to carry out professional communication in the English language). The level of correct answers was determined in the aggregate: low – 0-5 points; intermediate – 6-10 points; high – 7-12 points; advanced – 8-16 points. The analysis of the results and the levels of formation of this component are presented in Table 1 (the column "Motivational component").

The sociocultural questionnaire by Pakhotina, consisting of three parts and aimed at identifying the levels of formation of the cognitive component, contained tasks for understanding the nonverbal and verbal forms of speech (the 1st and 2nd parts), the knowledge of mentality, the geographical, economic, and cultural features of the country of the language being studied (the 3rd part). The level of knowledge was determined in the aggregate: low level of knowledge – from 1 to 32 points, intermediate – from 33 to 66 points, high – from 66 to 86 points, advanced – from 87 points and above. The results of the analysis are given in column 2 "Cognitive component". The level of cultural polycentrism (axiological component) was identified using the questionnaire by Gerasimova. Students were offered a set of 26 statements, with which they had to agree or disagree. Each statement concerned a certain side of inter-ethnic relations. Each ethnocentric statement was rated by one point: 0-5 points – a low level of ethnocentrism; 6-12 points – intermediate; 13-20 points – high; 21-26 points – advanced level.

Data Collection Analysis. At the first stage (2023–2024), a thorough study of scientific and methodological literature relevant to the research topic was conducted. During this stage, the participants were identified, and three questionnaires were selected to carry out a diagnostic assessment aimed at determining the levels of sociocultural competence among the students. These questionnaires were chosen because they are easy to administer, clear and accessible for first-year university students studying a foreign language, and require minimal time for both implementation and data processing.

At the second stage, the questionnaire survey was administered to first-year students of the Two Foreign Languages program at Abai University, who study English as a foreign language at the A2

level. The results of the survey made it possible to assess the students' motivational, cognitive, and axiological components of sociocultural competence and to classify their competence levels as advanced, high, intermediate, or low. The collected data were analyzed and interpreted to determine the overall patterns of the formation of sociocultural competence among beginner-level learners of English.

The analysis of the questionnaire results, supported by descriptive and comparative methods of data interpretation, confirmed the relevance of socio-cultural factors in foreign language learning and highlighted the specific challenges faced by first-year students in developing sociocultural competence. Statistical processing of the data was carried out to ensure the reliability and validity of the obtained results.

Data Analysis Techniques. The study was conducted according to the following plan:

The objectives and tasks of the research were refined and clearly defined to align with the focus on the development of sociocultural competence among first-year students studying English as a foreign language.

A questionnaire survey was administered to assess the students' sociocultural competence. Statistical processing of the collected data allowed the identification of competence levels at the initial stage of the study: advanced, high, intermediate, or low. The assessment was carried out across three components: motivational, cognitive, and axiological.

Based on the survey results, patterns in the formation of sociocultural competence were analyzed to identify strengths and areas requiring development. The data were interpreted using descriptive statistics and comparative methods, ensuring the reliability of conclusions regarding the students' competence levels and their correlation with specific components of sociocultural competence.

Findings. The purpose of this study was to identify, theoretically substantiate, and empirically verify the pedagogical conditions that ensure the effective formation of sociocultural competence in foreign students studying English as a foreign language. In the authors' view, integrating cultural and linguistic materials allows students to develop communicative, lexical, grammatical, and cultural skills, which contributes to a higher level of sociocultural competence.

At the initial stage of the study, students' sociocultural competence was assessed, and four levels of competence were identified:

Low level – students demonstrate superficial knowledge of the culture and realities of the target language country. Communication is limited and often inaccurate; students struggle to interpret cultural nuances and background knowledge, showing low motivation to develop sociocultural competence.

Intermediate level – students possess sufficient sociocultural knowledge and can communicate in authentic situations in the professional sphere, though background knowledge may require adjustment. Openness, tolerance, and respect for representatives of the foreign culture are not fully developed.

High level – students demonstrate deep knowledge of cultural norms and realities, confidently using language in various situations, applying culturally appropriate behaviors, and recognizing both similarities and differences in cultural patterns.

Advanced level – students creatively and consistently apply cultural characteristics of the target language country, use idiomatic and colloquial expressions freely, demonstrate high tolerance and cultural awareness, and can analyze world culture effectively.

Table 1. Levels of sociocultural competence before and after the study

Group	Time	Advanced	High	Intermediate	Low
Experimental	Before	5 (14.7%)	12 (35.3%)	14 (41.2%)	3 (8.8%)
Control	Before	3 (8.8%)	11 (32.4%)	15 (44.1%)	5 (14.7%)

Experimental	After	8 (23.5%)	14 (41.2%)	11 (32.4%)	1 (2.9%)
Control	After	3 (8.8%)	11 (32.4%)	15 (44.1%)	5 (14.7%)

Table 2. Average levels of competence formation (%)

Time	Advanced	High	Intermediate	Low
Before	12	34.7	44.7	23.5
After	22.5	41.2	35.2	8.8

The results indicate that the experimental group demonstrated a significant improvement in sociocultural competence after the intervention. The number of students at the advanced and high levels increased, while the number at the low level decreased substantially. In contrast, the control group showed minimal changes, indicating that standard teaching methods alone were less effective in developing sociocultural competence.

The data also revealed improvements across all three components (motivational, cognitive, and axiological) in the experimental group. Students showed greater motivation to engage with cultural materials, deeper cognitive understanding of cultural norms and values, and a higher level of tolerance and respect toward the target culture.

Statistical analysis using Student's T-test confirmed the reliability of the observed differences between the experimental and control groups, with a permissible error probability of 0.05 and a calculation accuracy of 95% ($T = 3.47 > 1.96$). These results demonstrate that the pedagogical intervention effectively enhanced the sociocultural competence of the students studying English as a foreign language.

Discussion. When developing tasks on the basis of local texts, the authors took into account the difficulties of the students from the the program Two Foreign Languages at the Abai University. The solution of such difficulties will later most effectively fill the gaps in the language mastering. The developed set of tasks develops the ability to carry out intercultural communication, based on knowledge of the semantics of lexical units with a national-cultural component, which will allow a foreign student to fully immerse in the language environment.

Based on the results of checking the test tasks completed by foreign students, the results of the testing and assessment assignment approbation were monitored to determine the level of their sociocultural competence. The test results lead to the following conclusions: 8 (23.5%) students coped almost fully with the task by selecting 39 correct answers out of 40 possible (advanced level); 14 (41.1%) students completed 38 tasks correctly (high level); 12 (35.3%) students chose 37 correct answers (medium level); and 0 students chose less than 30 correct answers (low level). It is not by chance that the researcher S. G. Ter-Minasova calls a foreign language lesson the crossroads of cultures. Continuing this idea, in her textbook "Languages and Intercultural Communication," she talks about the need to learn a new language inextricably from the world and the culture of the people who speak it (Ter-Minasova).

During the experiment, it was revealed that students increased their interest in intercultural contacts, respect for the customs of another

culture, a positive attitude to contact, speech relaxedness, recognition of cultural differences, knowledge of norms and values of native culture and other cultures, tolerance, etc. Accordingly, the results obtained in the course of experimental work make it possible to state that the level of the formed sociocultural competence in foreign students from the preparatory courses in all components is higher than before, which emphasizes the effectiveness of the formative experiment.

In the conditions of pedagogically organized communication in classes in the English language as a foreign language, the students are familiarized with the sociocultural characteristics of the countries of the language being studied. The secondary socialization of students is carried out.

During the interaction of students of different cultures, a personality is formed at the turn of cultures, the characteristic feature of which is the interaction of the common to humanity and the national aspects.

The results of this study demonstrate that the use of local cultural texts in teaching English as a foreign language significantly contributes to the development of sociocultural competence among first-year students. The experimental group showed an increase in students at the advanced and high levels and a decrease in those at the low level, while the control group demonstrated minimal changes. This confirms that targeted pedagogical interventions can enhance students' understanding of cultural norms, values, and communicative behaviors.

The improvement observed in the motivational component indicates that students became more engaged and interested in learning not only the language itself but also the cultural context in which it is used. By interacting with authentic texts and cultural materials, students developed a more positive attitude toward the foreign culture, which aligns with previous research emphasizing the link between motivation and intercultural competence (Byram, 1989; Ter-Minasova, 2008).

The enhancement in the cognitive component suggests that students acquired a deeper understanding of sociocultural norms, idiomatic expressions, and situational language use. This supports the findings of Celce-Murcia (1995) and Fantini (2009), who highlight that cultural knowledge is essential for accurate and effective communication in a foreign language.

Similarly, the growth in the axiological component indicates that students developed greater tolerance, openness, and respect toward representatives of the target culture. This aligns with research on the role of cultural competence in fostering intercultural sensitivity and reducing ethnocentric attitudes (Sercu, 2005).

Overall, the study confirms that integrating cultural content into language instruction is essential for developing well-rounded communicative competence. The combination of linguistic skills with cultural understanding allows students not only to communicate effectively but also to navigate social and professional interactions with cultural awareness.

However, it should be noted that the study was conducted with a limited sample of first-year students at one university, which may affect the generalizability of the results. Further research could explore long-term effects, different proficiency levels, or compare the effectiveness of different types of cultural materials.

In conclusion, the findings indicate that using local cultural texts as part of the foreign language curriculum is an effective approach to forming sociocultural competence in students, enhancing their motivation, cognitive understanding, and cultural attitudes.

Conclusion. The findings of this study demonstrate that the integration of socio-cultural content into foreign language teaching is not merely beneficial but essential for the formation of well-rounded communicative competence. First-year students of Abai University majoring in Two Foreign Languages showed significant improvement across motivational, cognitive, and axiological components after participating in the experimental program. Exposure to cultural texts and targeted instructional strategies contributed to increased interest in intercultural communication, deeper awareness of cultural norms and values, and the development of positive attitudes toward representatives of the target language culture.

The results confirm that socio-cultural competence can be effectively developed even at the A2 level when pedagogical conditions are carefully designed and implemented. Such instruction prepares students not only for successful linguistic interaction but also for meaningful participation in multicultural environments. Further research could expand on these results by exploring longitudinal outcomes, comparing instructional methods, and integrating digital tools for cultural immersion.

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