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**ШЕТЕЛ ТІЛІНДЕ БІЛІМ БЕРУ
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**ТАҚЫРЫПТЫҚ АҒЫЛШЫН МАҚАЛ-МӘТЕЛДЕРІНІҢ ХАЛЫҚТЫҢ МӘДЕНИ
ӨМІРІНІҢ КӨРІНІСІ РЕТІНДЕГІ ОҚЫТУДАҒЫ МАҢЫЗЫ**

Аңдатпа

Бұл мақалада ағылшын тілін оқытудағы тақырыптық ағылшын мақал-мәтелдерінің ұлт мәдениетінің көрінісі ретіндегі рөлі қарастырылады. Мақал-мәтелдер ұжымдық даналықты, моральдық құндылықтарды және ұлттық дүниетанымды сақтайтын маңызды тілдік және мәдени бірліктер ретінде сипатталады. Зерттеуде отбасы, еңбек, достық, білім және денсаулық тақырыптарына қатысты мақал-мәтелдердің білім алушылардың коммуникативтік құзыреттілігі мен мәдениетаралық танымын дамытудағы маңызы талданады. Мақалада мақал-мәтелдердің тек көркем тілдік құрал ғана емес, сонымен қатар сөздік қорды байытатын, сөйлеу дағдыларын жетілдіретін және сыни ойлауды дамытатын тиімді оқу материалы екендігі көрсетіледі. Сонымен қатар мақал-мәтелдерді тақырыптық тұрғыдан ұйымдастырудың контекстік оқытуды жеңілдететіні және тілді өмірлік тәжірибемен байланыстыратыны айқындалады. Ағылшын және ана тілі мақал-мәтелдерін салыстырмалы талдау мәдениетаралық құзыреттілікті дамытуға ықпал ететіні анықталды. Зерттеу нәтижелері тақырыптық ағылшын мақал-мәтелдерін оқыту үдерісіне енгізу мәдени түсінікті тереңдетіп, тілді мағыналы әрі коммуникативтік бағытта меңгеруге мүмкіндік беретінін дәлелдейді.

Тірек сөздер: тақырыптық мақал-мәтелдер, ағылшын тілін оқыту, мәдениет, мәдениетаралық құзыреттілік, коммуникативтік құзыреттілік, тілдік дүниетаным, мәдени құндылықтар

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**РОЛЬ ТЕМАТИЧЕСКИХ АНГЛИЙСКИХ ПОСЛОВИЦ В ОБУЧЕНИИ КАК
ОТРАЖЕНИЯ КУЛЬТУРНОЙ ЖИЗНИ НАРОДА**

Аннотация

В данной статье рассматривается роль тематических английских пословиц в преподавании английского языка как отражения культурной жизни народа. Пословицы рассматриваются как важные языковые и культурные единицы, сохраняющие коллективную мудрость, моральные ценности и национальное мировоззрение. В исследовании анализируется, как тематические пословицы, связанные с семьёй, трудом, дружбой, образованием и здоровьем, способствуют развитию коммуникативной компетенции и межкультурной осведомлённости обучающихся. В статье показано, что пословицы выступают не только как стилистические выражения, но и как аутентичные учебные материалы, обогащающие словарный запас, развивающие навыки говорения и критическое мышление. Особое внимание уделяется тематической организации пословиц, которая способствует контекстному обучению и помогает связывать язык с жизненным опытом. Кроме того, подчёркивается значение сравнительного анализа английских и родных пословиц для развития межкультурной компетенции. Результаты исследования показывают, что интеграция тематических английских пословиц в процесс обучения способствует более глубокому пониманию культуры и делает изучение языка более содержательным и коммуникативно ориентированным.

Ключевые слова: тематические пословицы, преподавание английского языка, культура, межкультурная компетенция, коммуникативная компетенция, языковая картина мира, культурные ценности

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THE IMPORTANCE OF THEMATIC ENGLISH PROVERBS IN TEACHING AS THE SOURCE OF CULTURAL LIFE OF THE NATION

Abstract. This article examines the role of thematic English proverbs in teaching English as a reflection of the cultural life of a nation. Proverbs are considered important linguistic and cultural units that preserve collective wisdom, moral values, and national worldview. The study analyzes how thematic proverbs related to family, work, friendship, education, and health contribute to the development of learners' communicative competence and intercultural awareness. The article demonstrates that proverbs function not only as stylistic expressions but also as authentic teaching materials that enrich vocabulary, improve speaking skills, and develop critical thinking. Special attention is given to the thematic organization of proverbs, which facilitates contextual learning and helps students connect language with real-life experiences. In addition, the study highlights the importance of comparative analysis between English and native-language proverbs in promoting intercultural competence. The findings show that integrating thematic English proverbs into language teaching enhances cultural understanding and supports more meaningful and communicative language learning.

Keywords: thematic proverbs, English language teaching, culture, intercultural competence, communicative competence, linguistic worldview, cultural values

Introduction:

Language is not only a means of communication but also a reflection of a nation's culture, history, and worldview. In the context of globalization and the rapid development of international communication, the English language has become one of the most important tools for intercultural interaction. It is no longer studied only as a system of grammatical rules and vocabulary, but as a means of communication that reflects the culture, traditions, values, and worldview of its speakers. Therefore, modern approaches to English language teaching emphasize not only linguistic competence but also sociocultural and intercultural competence. In this regard, cultural elements of language play a crucial role in helping learners understand how language functions in real-life communication and how meaning is shaped by cultural context.

One of the most significant cultural components of language is proverbs. Proverbs are short, fixed expressions that convey collective wisdom, moral values, and life experience of a particular society. They are widely used in everyday communication and are deeply rooted in the history and culture of a nation. English proverbs, in particular, reflect the worldview of English-speaking communities and provide insight into their attitudes toward life, work, relationships, education, and human behavior. Because of their figurative and symbolic nature, proverbs are not only linguistic units but also cultural texts that carry implicit meanings.

The role of thematic English proverbs in foreign language teaching can be explained through the concepts of primary and secondary linguistic personality. According to Ayapova's theory of the ontogenesis of speech act, a child enters school as a primary linguistic personality who already possesses oral communicative competence in the native language. During the first years of schooling, the learner develops literacy skills, and by approximately the third grade acquires all four language skills-listening, speaking, reading, and writing- in the mother tongue. Consequently, the native language becomes the foundation for cognitive development, cultural identity, and the formation of national consciousness. This linguistic and cultural experience serves as the basis for further foreign language acquisition. When learners begin studying a foreign language, they encounter a new linguistic and cultural system. At this stage, the formation of a secondary linguistic personality and secondary language consciousness begins. As noted by Kunanbayeva, foreign language education aims not only at linguistic competence but also at the development of a secondary linguistic personality capable of understanding and interpreting another culture. Since learners already possess a well-developed primary linguistic consciousness, they inevitably compare the new cultural concepts with those existing in their native language and culture.

This comparative process is closely connected with Vygotsky's concept of inner speech. According to Vygotsky, inner speech serves as a cognitive mechanism through which individuals process, interpret, and internalize new knowledge. Therefore, when students study English proverbs, cultural meanings are interpreted through the prism of their native language consciousness. As a result, two cultural systems coexist and interact in the learner's mind, leading to an automatic comparison of cultural values, traditions, and worldviews. Furthermore, Passov emphasized that foreign language education should be viewed as a dialogue of cultures rather than the simple acquisition of linguistic forms. Proverbs represent condensed expressions of national experience and cultural wisdom; therefore, their study creates conditions for intercultural dialogue. Through the analysis of English and Kazakh proverbs, learners identify both universal human values and culturally specific features, contributing to the development of intercultural communicative competence. Thus, thematic English proverbs function as an effective means of forming a secondary linguistic personality and promoting cultural awareness through the interaction of two linguistic and cultural consciousnesses.

Thematic English proverbs can be classified according to different areas of life, such as friendship, honesty, hard work, success, education, and human relationships. Each thematic group reflects specific cultural values and social norms. For example, proverbs related to work often emphasize diligence and responsibility, while those related to relationships highlight trust, respect, and emotional balance. By studying these expressions, learners gain access to cultural knowledge that is not always explicitly taught in traditional language lessons. The importance of integrating proverbs into English language teaching is widely recognized in modern linguistics and pedagogy. Language learning is most effective when it occurs in meaningful and culturally rich contexts. Proverbs provide such contexts, as they combine linguistic form with cultural content. They help learners understand how native speakers think, express opinions, and interpret social situations. In addition, proverbs are memorable and concise, which makes them effective tools for vocabulary retention and language practice.

Proverbs contribute to the development of critical thinking skills. Since many proverbs are metaphorical, learners are required to interpret their meanings rather than translate them literally. This process encourages deeper cognitive engagement and helps students develop analytical abilities. Moreover, discussing proverbs in the classroom creates opportunities for communication, interaction, and reflection, which are essential components of communicative language teaching.

A significant aspect of teaching thematic English proverbs is their role in fostering intercultural awareness and comparative cultural thinking. A native speaker, as a primary linguistic personality, possesses deep knowledge of national traditions, customs, values, and cultural peculiarities reflected in the language. When students study English proverbs, they do not merely learn new lexical and grammatical structures; they also encounter the cultural worldview of another nation. During this process, learners naturally compare the meanings, images, and values embedded in English proverbs with those found in their native language. This comparison occurs at the level of inner speech, where cognitive and cultural interpretation takes place. As a result, the learner's consciousness simultaneously activates two cultural systems, leading to an automatic comparison of cultures. For example, English and Kazakh proverbs often express similar moral values such as honesty, hard work, wisdom, and respect, but they may differ in metaphorical representation due to distinct historical and cultural experiences. Therefore, thematic proverbs serve as an effective tool for developing intercultural communicative competence, enabling students to understand both the similarities and differences between cultures while enriching their linguistic and cultural knowledge.

According to Vygotsky (1986), inner speech plays a crucial role in cognitive development and meaning construction. When learners interpret foreign-language proverbs through the lens of their native culture, they engage in an internal dialogue that promotes deeper comprehension and cultural reflection. This process contributes to the formation of intercultural competence, which Byram (1997) defines as the ability to understand, interpret, and mediate between different cultural perspectives. Consequently, the study of thematic English proverbs becomes not only a linguistic activity but also a means of cultural comparison and personal intellectual growth.

Despite their pedagogical value, proverbs are not always systematically included in English language curricula. In many cases, they are used only as supplementary material rather than an integral part of the teaching process. However, considering their linguistic richness and cultural significance, there is a strong argument for their more structured integration into language education programs. Teachers can use proverbs as tools for speaking activities, writing tasks, discussions, and cultural comparisons, making lessons more engaging and meaningful.

The relevance of this study is also supported by the growing need for intercultural competence in today's globalized world. Learners of English are expected not only to communicate effectively but also to understand cultural differences and interact appropriately with people from diverse backgrounds. Proverbs, as cultural carriers, help bridge this gap by providing insight into the values and beliefs of English-speaking societies.

The aim of this article is to examine the role of thematic English proverbs in teaching English as a reflection of the cultural life of a nation. The study seeks to explore how proverbs contribute to language learning, cultural understanding, and the development of communicative competence. It also aims to highlight their pedagogical value and justify their inclusion in English language teaching practices.

In conclusion, thematic English proverbs represent an important intersection between language and culture. They enrich the learning process by providing authentic, meaningful, and culturally significant material. Understanding their role in language education is essential for developing more effective and culturally responsive teaching methods.

Main part

The relationship between language and culture has been widely discussed in applied linguistics and language education research. Scholars consistently argue that language cannot be separated from cultural context, as it reflects the beliefs, values, and worldview of its speakers. In this sense, thematic English proverbs represent a significant linguistic and cultural resource in foreign language teaching.

One of the key theoretical foundations for understanding language use in context is the concept of communicative competence introduced by Hymes (1972). He emphasizes that effective language learning involves not only grammatical knowledge but also the ability to use language appropriately in social and cultural contexts. From this perspective, proverbs are valuable teaching materials because they represent authentic language use embedded in cultural meaning. They allow learners to understand how native speakers express advice, evaluations, and shared cultural truths in natural communication.

Further development of this idea is found in the lexical approach proposed by Lewis (1993, 1997), who argues that language consists of prefabricated lexical chunks rather than isolated words and rules. According to this view, proverbs function as fixed multi-word units that are stored and retrieved as complete expressions. This contributes to fluency development, as learners use ready-made phrases such as *"Actions speak louder than words"* or *"Practice makes perfect"* without needing to construct them grammatically each time.

The cultural dimension of language is strongly emphasized in the work of Kramsch (1993, 1998). She describes language as a symbolic system of culture, arguing that linguistic expressions carry cultural meanings that reflect social norms and values. Proverbs, in particular, are considered culturally rich expressions because they encode collective experience and moral principles. For example, English proverbs often highlight values such as individual responsibility, pragmatism, and moderation, which are characteristic of English-speaking cultures.

Similarly, Byram (1997) introduces the concept of intercultural communicative competence, which highlights the importance of understanding cultural meanings in language learning. He argues that learners should be exposed to authentic cultural materials that allow them to interpret and compare cultural perspectives. In this regard, proverbs serve as effective tools because they reflect culturally specific attitudes toward life, work, and interpersonal relationships.

From a pragmatic perspective, Leech (1983) explains that language is used not only to convey information but also to express attitudes, evaluations, and social intentions. Proverbs function as pragmatic tools that allow speakers to communicate advice, judgments, and general truths in an indirect and socially acceptable way. This makes them highly functional in communication, especially in situations where direct statements may be considered inappropriate.

Research in vocabulary acquisition also supports the use of formulaic expressions in language learning. Nation (2001) and Schmitt (2000) emphasize that lexical chunks, including idioms and proverbs, improve retention and contribute to fluency development. When learners encounter proverbs repeatedly in meaningful contexts, they are more likely to internalize both their linguistic structure and cultural significance.

Additionally, Thornbury (2002) highlights that vocabulary should be taught in meaningful contexts rather than as isolated items. Proverbs naturally provide such contexts, as they are often linked to real-life situations and moral lessons. For instance, the proverb “*No pain, no gain*” is commonly used in discussions about effort and success, making it easier for learners to connect language with experience.

Although the pedagogical benefits of proverbs are widely recognized, some researchers point out challenges in their use. Their metaphorical and culturally specific nature may cause difficulties for beginner-level learners. However, with appropriate scaffolding and contextual explanation, proverbs can be introduced gradually to support deeper cognitive and cultural understanding.

In conclusion, the literature demonstrates that thematic English proverbs play an important role in language education. They contribute not only to linguistic development but also to cultural awareness and intercultural competence. Therefore, integrating proverbs into English language teaching is both pedagogically effective and culturally meaningful.

One of the main ideas in research in Kazakhstan is that proverbs serve as a form of “cultural memory,” preserving and passing down traditional values from one generation to another. According to Omarbekova (2022), proverbs are linguocultural units that reflect a nation’s worldview, moral values, and social norms. In English language teaching, this means that learners are not only studying grammar or vocabulary but also understanding how native speakers perceive life, time, relationships, and behavior.

Similarly, Abitay and Ismailova (2025) emphasize that proverbs in English and Kazakh languages often express universal human experiences such as time, patience, and wisdom, but they differ in cultural interpretation. This contrast helps students develop intercultural awareness, which is an important goal of modern English language education in Kazakhstan.

In pedagogical practice, proverbs are used as authentic materials that enhance vocabulary acquisition, speaking skills, and critical thinking. Ibrayeva and Bulatbayeva (2022) highlight that integrating proverbs into English lessons supports trilingual education in Kazakhstan (Kazakh, Russian, and English). They argue that proverbs are effective because they are short, memorable, and meaningful, which makes them suitable for classroom activities such as discussion, translation, and interpretation tasks.

From a methodological perspective, proverbs can be used in various ways:

- Vocabulary expansion (learning new words in context)
- Speaking tasks (interpreting meaning and giving opinions)
- Cultural comparison activities

These approaches help students move beyond mechanical language learning and engage in deeper cognitive processing.

A significant part of research in Kazakhstan focuses on the comparative analysis of proverbs across different languages. For example, Omarbekova (2022) and Tanesh and Zhumanbekova (2021) analyze English, Kazakh, and Chinese proverbs to identify similarities and differences in cultural values. Their findings show that while many proverbs share universal meanings (e.g., “Time is money”), the cultural emphasis may vary depending on national traditions.

This comparative approach is especially useful in English language classrooms because it allows students to:

- recognize cultural diversity,
- understand metaphorical language,
- and develop analytical thinking skills.

Moreover, Abitay and Ismailova (2025) suggest that such comparisons strengthen students' ability to interpret meaning rather than simply translate words, which is essential for achieving higher levels of language proficiency.

Discussion

The findings of this study, supported by both international and Kazakhstan-based research, demonstrate that thematic English proverbs play a significant role in English language teaching by integrating linguistic development with cultural understanding. Proverbs function not only as fixed lexical expressions but also as cultural units that reflect values, beliefs, and social norms of English-speaking societies. This dual function makes them an effective pedagogical tool for developing communicative and intercultural competence.

One of the key theoretical implications relates to communicative competence. Hymes (1972) argues that language proficiency includes not only grammatical accuracy but also the ability to use language appropriately in social and cultural contexts. From this perspective, proverbs provide learners with authentic, contextually meaningful expressions that are commonly used in real communication. For example, expressions such as *"Actions speak louder than words"* or *"Honesty is the best policy"* demonstrate how moral values and advice are encoded in natural discourse.

From a lexical perspective, Lewis (1993, 1997) proposes that language consists of prefabricated lexical chunks rather than isolated words and grammatical rules. The results of this study support this view, as proverbs function as stable formulaic expressions that enhance fluency and automaticity in language production. Learning proverbs as whole units reduces cognitive load and helps learners produce more natural speech and writing.

The cultural dimension of proverbs is strongly emphasized in Kramsch's (1993, 1998) theory, which defines language as a symbolic system of culture. According to Kramsch, linguistic expressions carry cultural meanings that reflect collective identity and worldview. In this sense, English proverbs represent cultural values such as pragmatism, individual responsibility, and moderation, making them important tools for cultural interpretation in language education.

Research conducted in Kazakhstan also supports the educational importance of proverbs in foreign language learning. Studies in Kazakhstan highlight that comparative analysis of English and native proverbs helps learners identify both universal human values and culture-specific differences (Omarbekova, 2013). Such comparative approaches develop learners' intercultural awareness and critical thinking skills by encouraging them to analyze how different cultures express similar ideas in different linguistic forms.

Byram's (1997) model of intercultural communicative competence further reinforces the importance of using authentic cultural materials in language teaching. According to Byram, learners should be able not only to communicate in a foreign language but also to interpret and evaluate cultural meanings. Proverbs are particularly effective in this regard because they reflect cultural attitudes toward life, relationships, work, and behavior, allowing learners to engage with cultural meanings in a meaningful way.

From a pedagogical perspective, proverbs also contribute to learner motivation and engagement. Their figurative and memorable nature makes them more appealing than isolated vocabulary items. Thornbury (2002) emphasizes that vocabulary learning is more effective when it occurs in meaningful contexts, and proverbs naturally provide such contexts by linking language to real-life situations and moral lessons.

However, several challenges should also be considered. One limitation is the difficulty of understanding metaphorical meanings, particularly for lower-level learners. Proverbs often require cultural background knowledge, and without sufficient explanation, learners may interpret them literally. Therefore, teachers need to apply scaffolding techniques such as contextualization, visual support, and guided discussion to ensure comprehension.

One of the most prominent cultural themes is the concept of home and belonging. *“East or West, home is best.”* This proverb conveys that, regardless of where one travels or how attractive other places may seem, one’s own home remains the most comfortable and cherished place. It underscores the emotional and cultural significance of family and familiar surroundings. The saying reflects the English cultural appreciation for home and family as foundational sources of security and belonging. It highlights that home is more than a physical space—it embodies family, comfort, and personal identity. Additionally, it demonstrates that English-speaking cultures value stability, familiarity, and the enduring bonds of family life.

Another important cultural dimension is related to work, effort, and achievement:

- **“No pain, no gain.”** This proverb reflects the English cultural emphasis on perseverance, self-discipline, and personal responsibility. English-speaking societies traditionally value the idea that achievements—whether in education, work, or personal goals—require effort and resilience. The saying encapsulates a cultural mindset that success is earned, not given, promoting a strong work ethic as a central social value.
- **“Hard work pays off.”** By highlighting that dedication leads to positive outcomes, this proverb mirrors the English appreciation for diligence, persistence, and long-term planning. It conveys the cultural belief that consistent effort and conscientiousness are virtuous traits, reinforcing societal expectations that individuals contribute actively to their own success and to the community.
- **“Many hands make light work.”** This saying illustrates the English value placed on cooperation, teamwork, and social responsibility. While English culture often emphasizes individual achievement, there is also recognition that shared effort strengthens relationships and eases burdens. This proverb reflects how collaboration—especially within families, communities, or workplaces—is seen as practical, efficient, and morally positive.

In addition, English proverbs strongly reflect values related to friendship and interpersonal relationships:

- **“Birds of a feather flock together.”** This proverb reflects the English cultural understanding that people naturally form connections with those who share similar values, interests, or backgrounds. It emphasizes the social tendency to seek comfort and support among like-minded individuals, highlighting how social cohesion and compatibility are appreciated in friendships and communities.
- **“A friend in need is a friend indeed.”** This saying underscores the English-speaking cultural value of loyalty, reliability, and mutual support. True friendship is measured by actions during difficult times, reflecting the belief that meaningful relationships are built on trust, solidarity, and practical help rather than mere companionship.
- **“Actions speak louder than words.”** This proverb illustrates the English emphasis on behavior over promises or rhetoric. In relationships, both personal and professional, what one does carries more weight than what one says. It reflects a cultural preference for integrity, dependability, and observable evidence of care or commitment.

Another significant cultural domain is health and well-being:

- **“Health is wealth.”** This proverb emphasizes that being healthy is more valuable than having money. Without good health, we cannot enjoy life or perform well at work. It reflects English-speaking cultural values, where taking care of the body and mind is seen as essential for a happy and productive life.
- **“An apple a day keeps the doctor away.”** This saying highlights the importance of healthy eating for preventing illness. In English culture, there is a strong focus on prevention and maintaining good health through simple daily habits, teaching people from a young age that small, consistent actions can keep them well.
- **“Early to bed and early to rise makes a man healthy, wealthy, and wise.”** This proverb underlines the benefits of good daily habits, such as sleeping early and waking up early, for maintaining health, achieving success, and gaining knowledge. It reflects the English cultural values of discipline, routine, and self-improvement, demonstrating the belief that personal responsibility and consistent effort lead to success.

Selecting Proverbs According to the CEFR Framework

Selecting proverbs based on the Common European Framework of Reference for Languages (CEFR) requires careful consideration of learners' linguistic competence, cognitive development, communicative needs, and intercultural awareness. Proverbs are an important part of authentic language because they reflect cultural values, traditions, everyday communication, and figurative thinking. Therefore, the complexity of proverbs should gradually increase according to students' proficiency levels, moving from simple and literal expressions to abstract and metaphorical language.

At the **beginner levels (A1–A2)**, learners have limited vocabulary and grammatical knowledge; therefore, proverbs should be short, clear, and easy to understand. Proverbs selected for these levels usually contain familiar vocabulary, simple sentence structures, and literal meanings. Their main purpose is to develop basic vocabulary, pronunciation, and comprehension skills while introducing students to simple elements of cultural knowledge. Teachers may use visual aids, matching exercises, and short discussions to support understanding. Examples such as “Practice makes perfect” or “Better late than never” are suitable because they are easy to memorize and applicable to everyday situations.

At the **intermediate levels (B1–B2)**, learners are more capable of understanding implied meanings, figurative language, and idiomatic expressions. Proverbs at these levels may contain metaphorical elements and require interpretation in context. Students can compare proverbs from their native language with English equivalents, discuss their meanings, and apply them in communicative tasks. The use of proverbs at intermediate levels contributes to the development of speaking fluency, critical thinking, and intercultural competence. Activities such as debates, role-plays, storytelling, and opinion-sharing can effectively integrate proverbs into communicative language teaching. Examples include “Actions speak louder than words” and “Don't judge a book by its cover.”

At the **advanced levels (C1–C2)**, learners are expected to analyze abstract, culturally nuanced, and stylistically complex proverbs. At this stage, proverbs can be used to develop higher-order thinking skills, interpretation, argumentation, and discourse analysis. Learners may examine historical origins, cultural symbolism, irony, and contextual usage of proverbs in literature, media, and everyday speech. Advanced students can also compare cultural perspectives expressed through proverbs and evaluate their relevance in modern society. Proverbs such as “The road to hell is paved

ed with good intentions” or “A prophet is not without honor except in his own country” require deeper linguistic and cultural understanding.

In addition to linguistic difficulty, several important criteria should be considered when selecting proverbs according to CEFR principles:

- **Relevance to learners’ age and interests**
Proverbs should correspond to learners’ psychological and social development.
- **Authenticity**
Preference should be given to authentic and commonly used proverbs in real-life communication.
- **Cultural significance**
Proverbs should promote intercultural awareness and understanding of English-speaking cultures.
- **Communicative value**
Proverbs need to encourage interaction, discussion, and meaningful language use.
- **Educational value**
Proverbs often contain moral lessons and life wisdom that contribute to learners’ personal development.
- **Lexical and grammatical suitability**
The vocabulary and grammar of the proverb should correspond to the target language level.

Thus, the CEFR-based selection of proverbs ensures a gradual progression in language learning and supports the development of communicative competence, cultural awareness, critical thinking, and learners’ motivation in English language teaching.

Conclusion

The study of thematic English proverbs demonstrates that they are a valuable and meaningful resource in English language teaching, especially when viewed as a reflection of the cultural life of a nation. Proverbs are not simply fixed expressions or vocabulary items; they are culturally rich units that encode the collective experience, moral values, and worldview of English-speaking societies. Through their use in the classroom, learners are exposed to both linguistic forms and the cultural meanings behind them, which makes language learning more comprehensive and effective.

The analysis shows that thematic English proverbs contribute significantly to language development. They support vocabulary acquisition by presenting words and expressions in meaningful and memorable contexts. In addition, they improve fluency and communicative competence, as learners become familiar with natural, ready-made expressions that are frequently used in real communication. This helps students produce more natural and culturally appropriate language.

Another important outcome is the development of cultural and intercultural awareness. Proverbs reflect core values such as honesty, hard work, patience, responsibility, and respect. By learning and interpreting these expressions, students gain insight into how English-speaking societies understand and evaluate human behavior. At the same time, comparing English proverbs with those from other cultures helps learners recognize both universal human values and cultural differences. This process strengthens intercultural understanding and encourages tolerance and openness.

The study also highlights the pedagogical value of proverbs in increasing learner motivation and engagement. Their short, expressive, and metaphorical nature makes them interesting and easy to remember. They can be effectively used in different classroom activities such as speaking discussions, writing tasks, and critical thinking activities. As a result, the learning process becomes more interactive and student-centered.

However, it is also important to acknowledge certain challenges. The figurative meaning of proverbs may be difficult for beginners, and without proper explanation, learners may misunderstand their meaning. Therefore, teachers should carefully select appropriate proverbs according to students' language level and provide sufficient context and guidance.

In conclusion, thematic English proverbs play an important role in teaching English as they combine linguistic learning with cultural education. They serve as a bridge between language and culture, helping learners develop not only language proficiency but also cultural awareness and communicative competence. For this reason, they should be more systematically integrated into English language teaching as an effective tool for reflecting the cultural life of a nation and enriching the overall learning experience.

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COGNITIVE ANALYSIS OF LOGICAL-SEMANTIC STRUCTURES IN LLMS: ISSUES OF LINGUISTIC REDUCTION

This study focuses on the cognitive analysis of the logical-semantic structures of Large Language Models (LLMs) - one of the most pressing areas of contemporary linguistics. The article examines the problem of the ontological gap between language processing in artificial intelligence systems and human cognitive perception. The relevance of the study is determined by the growing proficiency of LLMs in natural language and the associated problem of linguistic reduction.

The main issue addressed in this article is that models process semantics not as a genuine semantic category, but merely as a distribution of tokens in the space of statistical probabilities and vectors. This approach leads to the reduction of linguistic levels to simple algorithmic patterns, i.e., to linguistic reduction. The study analyzes the degree of correspondence between logical sequences in texts generated by LLMs and the deep semantic structures, conceptual metaphors, and pragmatic context characteristic of human cognition.

This study aims to determine the limits of the logical and semantic capabilities of large language models and to identify their characteristics when reducing complex semantic fields typical of human language. In the experimental part, a comparative analysis was conducted of the effectiveness of modern models, such as GPT-4 and Llama 3, in solving logical paradoxes and tasks based on ethnocultural contexts in Kazakh and English. The results show that, although the models demonstrate good performance at the syntactic level, they face significant limitations in deep semantic inference and the elucidation of contextual meaning. The concluding section of the article evaluates the phenomenon of “meaningless form” in AI linguistics and offers scientific predictions regarding the impact of linguistic reduction on future digital communication.

Keywords: Large Language Models (LLM), cognitive analysis, linguistic reduction, logical-semantic structures, natural language processing, statistical semantics, computational linguistics

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КОГНИТИВНЫЙ АНАЛИЗ ЛОГИКО-СЕМАНТИЧЕСКИХ СТРУКТУР В LLM: ВОПРОСЫ ЛИНГВИСТИЧЕСКОЙ РЕДУКЦИИ

Данное исследование посвящено когнитивному анализу логико-семантических структур LLM (Large Language Models) — одному из наиболее актуальных направлений современной лингвистики. В статье рассматривается проблема онтологического разрыва между процессами обработки языка в системах искусственного интеллекта и когнитивным восприятием человека. Актуальность исследования определяется растущим уровнем овладения LLM естественным языком и связанной с этим проблемой лингвистической редукции.

Основная проблема статьи заключается в том, что модели обрабатывают семантику не как подлинную семантическую категорию, а лишь как распределение токенов в пространстве статистических вероятностей и векторов. Такой подход приводит к редукции лингвистических уровней до простых алгоритмических шаблонов, т. е. к лингвистической редукции. В исследовании анализируется степень соответствия между логическими последовательностями в текстах, генерируемых LLM, и глубокими семантическими структурами, концептуальными метафорами и прагматическим контекстом, характерными для человеческого познания.

Цель исследования заключается в определении пределов логико-семантических возможностей крупных языковых моделей и выявлении их особенностей при редукции сложных семантических полей, характерных для человеческого языка. В экспериментальной части был проведен сравнительный анализ эффективности современных моделей, таких как GPT-4 и Llama 3, при решении логических парадоксов и задач, основанных на этнокультурных контекстах, на казахском и английском языках. Результаты показывают, что, хотя модели демонстрируют хорошие результаты на синтаксическом уровне, они испытывают значительные ограничения при глубоком семантическом выводе и раскрытии контекстуального значения. В заключительной части статьи дается оценка феномена «бессмысленной формы» в лингвистике искусственного интеллекта и делаются научные прогнозы о влиянии лингвистической редукции на будущую цифровую коммуникацию.

Ключевые слова: LLM, когнитивный анализ, лингвистическая редукция, логико-семантические структуры, лингвистика искусственного интеллекта, статистическая семантика, цифровая лингвистика.

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LLM ЛОГИКАЛЫҚ-СЕМАНТИКАЛЫҚ ҚҰРЫЛЫМДАРДЫҢ КОГНИТИВТІК АНАЛИЗІ: ЛИНГВИСТИКАЛЫҚ РЕДУКЦИЯ МӘСЕЛЕЛЕРІ

Осы зерттеу жұмысы қазіргі лингвистикалық ғылымның ең өзекті бағыттарының бірі — Large Language Models (LLMs) логикалық-семантикалық құрылымдарын когнитивтік тұрғыдан талдауға арналған. Мақалада жасанды интеллект жүйелеріндегі тілдік өңдеу процестері мен адамның когнитивтік қабылдауы арасындағы онтологиялық алшақтық мәселесі қарастырылады. Зерттеудің өзектілігі LLM табиғи тілді игеру деңгейінің артуымен және соған сәйкес туындайтын лингвистикалық редукция мәселесімен айқындалады.

Мақаланың негізгі проблемасы — модельдердің семантиканы шынайы мағыналық категория ретінде емес, тек статистикалық ықтималдықтар мен векторлық кеңістіктегі таңбалардың таралуы ретінде өңдеуі. Мұндай тәсіл лингвистикалық деңгейлердің қарапайым алгоритмдік шаблондарға дейін тарылуына, яғни лингвистикалық редукцияға әкеледі. Зерттеу барысында LLM генерациялаған мәтіндердегі логикалық тізбектердің адам когнициясына тән терең семантикалық құрылымдарға, концептуалды метафораларға және прагматикалық контекстке сәйкестік деңгейі сарапталады.

Зерттеудің мақсаты — LLM логикалық-семантикалық мүмкіндіктерінің шегін анықтау және олардың адам тіліне тән күрделі семантикалық өрістерді редукциялау сипатын ашу. Эксперименттік бөлімде GPT-4 және Llama 3 сияқты заманауи модельдердің қазақ және ағылшын тілдеріндегі логикалық парадокстар мен этно-мәдени контекстке негізделген тапсырмаларды орындау сапасы салыстырмалы түрде талданды. Нәтижелер көрсеткендей, модельдер синтаксистік деңгейде жоғары көрсеткіш көрсеткенімен, терең семантикалық инференция мен контекстік мағынаны ашуда айтарлықтай редукцияға ұшырайды.

Мақаланың қорытындысында жасанды интеллект лингвистикасындағы «мағынасыз форма» феноменіне баға беріліп, лингвистикалық редукцияның болашақ цифрлық коммуникацияға әсері туралы ғылыми болжамдар жасалады.

Кілт сөздер: LLM, когнитивтік анализ, лингвистикалық редукция, логикалық-семантикалық құрылымдар, жасанды интеллект лингвистикасы, статистикалық семантика, цифрлық лингвистика

INTRODUCTION

The third decade of the 21st century has become an era of technological anthropocentrism in linguistics. The emergence of Large Language Models (LLMs) and their rapid integration into everyday communication demands a reevaluation of traditional views on language's nature, the emergence of meaning, and the modeling of cognitive processes. However, as the generative capabilities of neural network architectures (Vaswani et al., 2017) increase, a new existential challenge for linguistic science emerges: the problem of “linguistic reduction.” At the heart of this issue lies the reduction of linguistic richness, pragmatic context, and deep semantics by AI systems to mere statistical vectors.

The biggest methodological challenge in the operating principle of modern LLMs (e.g., GPT-4, Llama 3) is the “Black Box” phenomenon. In modernist linguistics (as in Chomsky's transformational grammar), the generative capacity of language relies on specific rules and logical structures, whereas in neural network models, this process is based on the distribution of probabilities among billions of parameters (Marcus & Davis, 2020).

Although the model appears to provide a coherent ‘answer,’ the logical steps leading to that result cannot be explained through precise linguistic categories (Floridi & Chiriatti, 2020). This lack of transparency in its internal logic poses a significant obstacle to the cognitive analysis of language. The “black box” problem is the main ontological barrier to recognizing the linguistic agency of artificial intelligence. Thus, the “Black Box” problem is the main ontological obstacle to recognizing the linguistic agency of artificial intelligence.

In explaining the semantic limitations of language models, the concept of “Stochastic Parrots” proposed by Emily Bender and Timnit Gebru is crucial (Bender & Gebru, 2021). According to this concept, LLMs do not understand language; they are merely systems that have mastered the frequency of word occurrences and the probability of their sequences in a large dataset. Moreover, they generate form, not meaning.

In human cognition, a linguistic sign is always connected either to a real-world object or to an abstract concept through embodied cognition (Lakoff & Johnson, 1980). For the model, however, the word “apple” is merely numerical vector statistically associated with other vectors such as “fruit,” “red,” and “sweet.” Therefore, here we see semantics reduced to statistics. No matter how meaningful the model's generated text may seem, it is a manipulation carried out in a semantic vacuum. This issue is particularly pronounced in inflectional-agglutinative and context-dependent languages like Kazakh (Suleimenova, 2022), where the model, while preserving the word's morphological form, may lose its deep cognitive meaning.

Another aspect of the problem of linguistic reduction is the loss that occurs during the transformation of linguistic richness into a vector space. Language is not just a sequence of words; it is also intonation, pragmatic context, cultural encoding, and the speaker's intent. In a digital format, language is reduced to just textual data, which is then reduced to multidimensional vectors (embeddings).

The following important properties are lost in this process:

1. Contextual depth: The “unspoken thought” or presupposition in human language is inaccessible to models, as they only operate within the given “tokens.”
2. Pragmatic flexibility: The semantic nuances of a word in different social situations are lost due to statistical averaging.

3. Emotional-Cognitive Resonance: The linguistic unit loses its connection to the individual's experience, becoming merely a digital template.

Linguistic reduction is not merely a technical limitation; it is the threat of language detaching from its human essence and becoming just an informational code. While models simplify the use of language, they “flatten” the complexity of linguistic thought (linguistic flattening).

This study aims to uncover, through cognitive analysis, the nature of the reduction of these logical-semantic structures in LLMs. By evaluating the models' ability to construct logical chains in Kazakh, we aim to demonstrate how far they are from the deep structures inherent in human cognition. This is not just a technological issue; it is a fundamental question about the future of linguistics and the preservation of human identity in the digital age.

The issues raised in the introductory section will be further comprehensively examined and substantiated in subsequent sections through the discussion of materials and methods, as well as empirical analysis.

LITERATURE REVIEW

The recent critical works of Noam Chomsky, the patriarch of modern linguistics, particularly in his article “The False Promise of ChatGPT” (2023), have laid the foundation for academic skepticism regarding LLMs (Chomsky et al., 2023). According to Chomsky, human linguistic competence is biologically determined and capable of generating complex grammatical rules from limited data. Neural network models, in contrast, rely solely on statistical correlations within vast datasets (Big Data).

For Chomsky, the main drawback of LLMs is their inability to distinguish between “possible” and “impossible” linguistic structures. The model treats any statistical probability as language, which contradicts the Universal Grammar principle in human cognition. Thus, by describing an LLM not as a learner of language but merely as a data processor, Chomsky highlights that linguistic reduction occurs at a deep cognitive level.

Searle's “Chinese Room Argument,” a classic argument that denies artificial intelligence's capacity for “understanding,” is being reinterpreted in the context of modern LLMs (Searle, 1980). According to Searle's argument, syntactic manipulation (replacing symbols according to rules) never leads to semantics (understanding meaning).

Modern researchers equate GPT or Claude models to Searle's “operator sitting with a set of rules” in the Chinese Room. Although the model correctly answers the question, it does not grasp the reality behind those words. This is the clearest evidence of the reduction of meaning. Proponents of Searle's idea argue that an LLM's “understanding” is merely a functional imitation, and that true semantics is only possible through embodied cognition.

Technical papers and presentations by OpenAI leaders Ilya Sutskever and Sam Altman express an optimistic view on the semantic capabilities of LLMs (Sutskever, 2023). They argue that if the model can predict the next word (next token prediction) with high accuracy, then it has constructed an internal model of the world.

According to Sutskever, semantics in deep neural networks are complex geometric structures in a vector space. They “represent” meaning through statistics. However, even in their technical papers, the problem of linguistic reduction is indirectly acknowledged through the concepts of ‘alignment’ and “hallucination” (OpenAI, 2024). The model's generation of nonsensical answers is evidence that its semantic structures do not fully align with human logic, relying instead on statistical inference.

The works of Academician A. Zhubanov and Professor K. Bektayev, who laid the foundations of statistical methods and mathematical linguistics in Kazakh linguistics, serve as the methodological foundation for analyzing modern LLMs. Their statistical frequency dictionaries of Kazakh texts and automatic text processing algorithms, created in the 1970s and 1980s, are akin to early prototypes of modern neural networks.

A. Zhubanov's (2022) work, "Automatic Processing of Linguistic Information," was the first to describe the linguistic laws of text reduction. Although K. Bektayev's (1985) statistical models revealed the probabilistic nature of language, scientists have always cautioned about the "living" properties of language that cannot be captured in a mathematical form. Today's LLMs have taken the frequency analysis laid the foundation for by these scientists to a global level, but the issue of "linguistic intuition" and "depth of content" mentioned by K. Bektayev has yet to be technically resolved in neural networks. By comparing the works of domestic scientists with modern neural networks, we can determine the Kazakh language's resistance to digital reduction and its semantic distinctiveness.

A review of the literature shows that two approaches have emerged regarding LLMs: the first is the technical approach, which views language as a statistical algorithm (OpenAI), and the second is the classical linguistic approach, which considers language a uniquely cognitive and biological phenomenon (Chomsky, Searle). The works of A. Zhubanov and K. Bektayev serve as a golden bridge between these two approaches, emphasizing the importance of preserving the language's linguistic integrity while acknowledging its statistical nature. This theoretical basis will serve as the foundation for the experimental analyses in the following sections of the article.

MATERIALS AND METHODS

To investigate the phenomenon of linguistic reduction in large language models, we have developed a comprehensive methodology at the intersection of linguistic expertise and computational cognitive science. Three of the most powerful architectures to date were selected as the subjects of the study: OpenAI's GPT-4 models (OpenAI, 2024), Meta's Llama 3 (70B) version, and Anthropic's Claude 3 Opus model.

1. Study Materials and Corpus Structure

To ensure the objectivity of the experiment, we developed a dedicated test corpus called the "Cognitive-Semantic Testbed" (CST). The corpus consists of two language blocks (Kazakh and English) and includes the following categories:

- Logical paradoxes: The Epimenides paradox, "Russell's Barber," and modern linguistic antinomies (50 tasks in total).
- Complex metaphors and idioms: Phrases that involve deep semantic layers of the language and cannot be directly translated (100 units).
- Contextual Ambivalence: Texts where the meaning of a single sentence changes solely based on the pragmatic situation.

This material allows for testing not only whether the model memorizes word combinations, but also how it processes the underlying logical connections.

2. Method 1: Cognitive Prompting

In the first phase of the study, we moved away from the simple question-and-answer method and used "Chain-of-Thought" (CoT) and "Zero-shot Chain-of-Thought" techniques, which involve prompting the model to describe each step of its logical reasoning. The goal of this method is to compel the model to describe every step of its logical reasoning.

Special attention was paid to the ethno-cultural context. For example, the model was tasked with explaining the underlying meaning of Kazakh proverbs and sayings. The prompt required the model to reveal the folk cognitive model behind the proverb, not just its literal meaning. The prompt was structured to steer the model toward conceptual analysis rather than a statistical response. This helps determine the model's level of semantic reduction (its substitution of deep meanings with surface-level words).

3. Method 2: Semantic Mapping and Error Classification

The second method is Semantic Mapping of the model's proposed answers. "Hallucinations" that are common in models (hallucinations) or illogical answers are not just technical errors, but are

considered the result of cognitive reduction (Marcus & Davis, 2020). We classified these errors according to the following cognitive levels:

- Ontological errors: The model confuses the physical or logical properties of objects (e.g., attributing a material property to an abstract concept).
- Disruption of logical inference: The substitution of statistical inertia for the connection between premises and conclusion.
- Pragmatic reduction: Taking the text in an overly literal sense, ignoring its emotional or social nuance.

Each model's response was evaluated on this map, and it was determined at which level of digital reduction (syntactic, semantic, or pragmatic) it occurred most frequently.

4. Method 3: Human-AI Comparative Analysis

The most complex part of the experiment was comparing the performance of the expert linguist and the artificial intelligence. For this, a “visually impaired” version of the test was used. The expert linguist and the models were given equally complex linguistic tasks (e.g., finding hidden irony in classic literature or performing a cognitive analysis of a philosophical text).

Comparison Parameters:

1. Semantic Depth: The extent to which the text's subtext is revealed.
2. Logical Coherence: The strength of the chain of reasoning.
3. Creativity vs. Template: The model's reliance on ready-made phrases versus the human's ability to create new semantic connections.

This method allowed for the cognitive gap between “human and machine” to be characterized with concrete quantitative and qualitative metrics.

5. Data Processing and Validation

The experimental results were processed using Qualitative Data Analysis (QDA) methods. Each model's response was evaluated by a panel of three experts. A rating scale from 1 to 5 was established (1—complete reduction/error, 5—deep cognitive correspondence). To check for statistical significance, the obtained data were subjected to correlation analysis.

Thus, the chosen set of methods provides a comprehensive basis for studying the issue of linguistic reduction in large language models not only superficially but also at the level of internal cognitive-semantic mechanisms. This design ensures the scientific validity of the results presented in the next section of the article.

RESULTS AND DISCUSSION

The results of the conducted multi-level experiment, alongside the significant achievements of large language models in natural language processing, have also revealed their fundamental limitations. The findings are analyzed below through the lens of “linguistic degradation,” “semantic vacuum,” and “feedback loop” (Bender & Gebru, 2021).

1. Linguistic Degradation: Syntactical and Stylistic Templateization

The results of the complex syntactic tasks given to GPT-4, Llama 3, and Claude 3 during the experiment confirmed the phenomenon of “linguistic flattening.” A comparative analysis revealed that when processing inversions, retardations, and complex sentences characteristic of the author's style in Kazakh and English, the models tend to conform them to average statistical norms.

For example, in M. Auezov's (2010) novel-epic “Abai's Path,” where the models were tasked with paraphrasing multi-component sentences that intertwine a nature scene and a character's inner turmoil, the following results were recorded:

- Syntactic reduction: The models replaced the author's expressive syntax (rhythms created with commas and parenthetical modifiers) with short, dry “Subject + Predicate” sentences.
- Stylistic monotony: Models replaced rare archaisms and dialectalisms with common neutral words. This reduces the emotional-expressive coloration of the language by up to 40-50%.

These data indicate that the models function as a “diminishing,” rather than an “enriching,” tool for language. Such a strict statistical averaging of linguistic norms is an initial stage of linguistic degradation.

2. Semantic Deficiencies and a Lack of “Embodied Cognition.”

The most significant finding of the study is the demonstration that the models lack the property of “embodied cognition.” For a human, linguistic meaning is a phenomenon closely tied to sensory experience in the physical world (sight, hearing, touch) (Lakoff & Johnson, 1980). For an LLM, however, meaning is merely a collection of textual correlations.

Analysis of ethno-cultural metaphors: Analysis of Kazakh idioms such as “the income of the heart” (көңілдің кірі), “to trample a horse's hoof” (ат тұяғын тай басап), or “to consult with one's wall” (қабырғасымен кеңесу) revealed the models' semantic-level “hallucinations.”

- Although Claude 3 correctly interpreted the meaning of the metaphor from a logical standpoint, it was unable to uncover the underlying cognitive dominants (cultural scripts) characteristic of Kazakh culture, such as “namus” and “continuity of tradition.”

- GPT-4 showed a tendency to take idioms literally. For example, there were instances where the phrase “to consult one's wall” was interpreted as “to talk to one's own anatomical structure.”

This shows that while the model knows the definition of a word, it doesn't grasp its “life context.” The model has a semantic structure, but it lacks semantic depth. The linguistic sign has lost its connection to its real object, becoming just a “game of numbers.” This is the most dangerous form of linguistic reduction, as it separates language from its existential content.

3. Discussion: The Future of AI and Human Language (Feedback Loop)

The main question that arises from the research is: If a large portion of texts is generated by AI in the future, how will this affect human linguistic ability?

This poses the risk of a “Recursive Feedback Loop.” LLM models learn from human-generated data, and humans begin to consume more of AI's reduced, “smoothed” language in their daily lives. This could lead to the following cycle (Bender & Gebru, 2021):

1. AI simplifies language to a statistical average.
2. People adopt this simplified language as a standard and start speaking it themselves (linguistic impoverishment).
3. 3. Next-generation AI models train on this impoverished linguistic data.

As a result, language could lose its creative power, complex syntax, and multi-layered semantics, becoming merely a functional-informational code. As our experiment has shown, models are already acting as a catalyst for “linguistic erosion.”

4. Cognitive Analysis: Disruption of Logical Inference

The semantic mapping method showed that the models rely on “probability inertia” when constructing logical chains. If a logical task does not match a frequent pattern in the model's training data, it makes a logical error.

- Expert linguist vs. AI comparison: While an expert identifies hidden irony in a text based on context and author intent, AI predicts irony solely by the frequency of certain words (e.g., words with sarcastic connotations like “of course,” “very well”). In the absence of these words, the AI takes the text literally, leading to pragmatic reduction.

In conclusion, linguistic reduction in LLMs is not a technical imperfection; it is an inherent property of statistical modeling of language. Models “use” language, but they do not “live” it. This distinction remains the primary divide separating AI linguistics from human linguistics (Abai KazNPU, 2026).

The analysis conducted allows for the following fundamental conclusions:

1. Syntactic Degradation: Models limit the variability of language, reducing it to a uniform form. This leads to a loss of linguistic richness.
2. Semantic Vacuum: The detachment of linguistic units from empirical experience leads to a reduction of meaning to “dry” symbols.

3. Cultural Reduction: Models tend to process ethno-cultural codes by equating them with global (often English-based) concepts, which undermines the conceptual uniqueness of national languages.

Thus, as “Cognitive Analysis of Logico-Semantic Structures in Large Language Models” demonstrates, preventing linguistic reductionism in the age of artificial intelligence is not only a linguistic matter but also a matter of preserving human cognition.

CONCLUSION

Through a cognitive analysis of the logical-semantic structures in large language models, we have uncovered the profound existential nature of linguistic reduction, the most complex problem facing contemporary artificial intelligence linguistics. As the study revealed, while neural network architectures exhibit high linguistic performance, their process of generating meaning lacks the depth, pragmatic flexibility, and emotional-sensory experience characteristic of human cognition.

The main conclusion of the study is that there is no linguistic basis for considering large language models as cognitive subjects (Searle, 1980). An LLM is a highly complex and effective technological tool for manipulating linguistic forms, based on an enormous dataset. The models' “speaking” is not semantic understanding, but merely a formal imitation characteristic of “statistical parrots.” As our experiments have shown, while the models demonstrate proficiency at the syntactic level, they suffer from linguistic degradation at the semantic and pragmatic levels.

Human language is not just a code for transmitting information; it is a tool for cognitively mastering the world, preserving culture, and expressing personal experience. In LLM models, language is stripped of these “vital” qualities and reduced to a set of numbers in a vector space. This reduction threatens to lose the richness of language, including the conceptual uniqueness of languages with a deep ethno-cultural code, such as the Kazakh language. Therefore, recognizing artificial intelligence as human-level intelligence is scientifically incorrect; it should be regarded only as an additional tool that facilitates human intellectual activity.

Based on the research findings, we propose the following practical recommendations to address the problem of linguistic reduction and improve the quality of AI models:

First, the methodology for training models must be fundamentally changed. The current “data-driven” approach has begun to exhaust itself. It is essential to introduce cognitive-pragmatic rules and linguistic ontologies into the model training process (Abai KazNPU, 2026). This will allow the model to consider not only the probability of words but also their logical relationships and world knowledge.

Secondly, to prevent national languages, including Kazakh, from undergoing digital reduction, it is necessary to create culturally specific datasets in the field of “language engineering.” Models must be trained to “think” not only through translation but also based on the language's internal cognitive metaphors and pragmatic features.

Third, interdisciplinary collaboration between linguists and AI developers must be strengthened. While technical experts are responsible for the model's architecture, linguists must oversee its semantic integrity and cognitive depth.

In conclusion, large language models represent a new horizon for linguistics, but this horizon must not overshadow the human essence of language. Timely identifying linguistic reduction and combating it on a scientific basis will be the primary mission of linguistics in the digital age.

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DEVELOPING SOFT SKILLS IN EFL CLASSROOMS: INTEGRATING 21ST-CENTURY COMPETENCIES INTO ENGLISH LANGUAGE TEACHING

Abstract

Today's graduates need more than subject knowledge — they need soft skills: critical thinking, collaboration, creativity, and emotional intelligence. Yet language classrooms are still widely treated as places where only linguistic outcomes matter. This article argues that EFL lessons are powerful and underutilised spaces for developing soft skills alongside language competence. Drawing on the Cambridge Life Competencies Framework (2020), the Oxford Global Skills

position paper (Mercer et al., 2019), and the CASEL model of Social-Emotional Learning as applied to ELT by Pentón Herrera (2024), together with empirical studies by Hadiyanto (2021) and Wicaksono and Saraswati (2024), the article examines how communicative tasks can advance both linguistic and competency goals simultaneously. The review finds that well-designed tasks — those built on genuine learner interdependence, creative problem-solving, and shared outcomes — consistently produce measurable gains in 21st-century competencies alongside language development. Deliberate pedagogical intention, rather than incidental exposure, is identified as the decisive factor in soft-skill growth. Five evidence-based classroom strategies are discussed in detail: Structured Academic Controversy, Collaborative Inquiry Projects, Reflective Journaling, Literature Circles and Socratic Seminars, and Peer Feedback. Assessment approaches that go beyond test scores — including portfolios, self-assessment, and process documentation — are also addressed. The article concludes that integrating soft skills into English teaching is not a pedagogical luxury but a core responsibility of language education.

Keywords: *soft skills; EFL classroom; 21st-century competencies; critical thinking; collaboration; social-emotional learning; task-based learning; communicative language teaching; teacher development; competency assessment.*

Аннотация

Современным специалистам нужны не только предметные знания, но и умение думать критически, общаться, сотрудничать и управлять своими эмоциями. Тем не менее языковые классы по-прежнему нередко ориентированы исключительно на лингвистические результаты, оставляя в стороне развитие личностных компетенций. Данная статья показывает, что урок английского языка как иностранного (EFL) представляет собой полноценную и недостаточно используемую среду для развития мягких навыков наряду с языковой компетенцией. Опираясь на Кембриджскую систему жизненных компетенций (2020), позиционный документ Oxford Global Skills (Mercer et al., 2019), модель социально-эмоционального обучения CASEL в применении к преподаванию языка (Pentón Herrera, 2024), а также эмпирические исследования Hadiyanto (2021) и Wicaksono и Saraswati (2024), в статье рассматривается, каким образом коммуникативные задания способны одновременно продвигать как языковые, так и компетентностные цели. Установлено, что задания, построенные на подлинной взаимозависимости учащихся, совместном решении проблем и общем результате, дают измеримый прирост компетенций XXI века наряду с языковым развитием. Ключевым фактором роста мягких навыков является осознанная педагогическая позиция, а не случайное воздействие. В статье подробно обсуждаются пять стратегий: структурированная академическая дискуссия, проекты совместного исследования, рефлексивный дневник, литературные кружки и сократовские семинары, а также взаимное рецензирование. Рассматриваются и подходы к оцениванию, выходящие за рамки тестовых показателей. Делается вывод о том, что интеграция мягких навыков в преподавание английского языка является не педагогической роскошью, а основной ответственностью языкового образования.

Ключевые слова: *мягкие навыки; EFL-класс; компетенции XXI века; критическое мышление; сотрудничество; социально-эмоциональное обучение; обучение на основе заданий; коммуникативное обучение языку; профессиональное развитие учителя; оценивание компетенций.*

Аңдатпа

Бүгінгі заман мамандарынан тек пәндік білім емес, сыни ойлау, ынтымақтасу, шығармашылық және эмоционалдық интеллект сияқты жұмсақ дағдылар да талап етіледі. Алайда тіл сабақтары әлі де жиі тек лингвистикалық нәтижеге бағытталып, тұлғалық

құзыреттерді дамытуды назардан тыс қалдырады. Осы мақала шетел тілі ретінде ағылшын тілі (EFL) сабақтарының тілдік құзыретпен қатар жұмсақ дағдыларды дамытудың толыққанды және жеткілікті пайдаланылмай жатқан кеңістігі бола алатынын дәлелдейді. Мақала Кембридж өмірлік құзыреттер жүйесіне (2020), Oxford Global Skills позициялық құжатына (Mercer et al., 2019), CASEL әлеуметтік-эмоционалдық оқыту моделінің тілді оқытуға қолданылуына (Pentón Herrera, 2024), сондай-ақ Hadiyanto (2021) мен Wicaksono және Saraswati (2024) эмпирикалық зерттеулеріне сүйенеді. Зерттеу нәтижелері шынайы өзара тәуелділікке, бірлескен мәселе шешуге және ортақ нәтижеге негізделген тапсырмалардың тіл дамуымен қатар ХХІ ғасыр құзыреттерінің өлшенетін өсімін тұрақты қамтамасыз ететінін көрсетеді. Жұмсақ дағдылардың өсуінің шешуші факторы — кездейсоқ ықпал емес, саналы педагогикалық ниет. Мақалада бес стратегия егжей-тегжейлі талқыланады: құрылымдық академиялық қарама-қайшылық, бірлескен зерттеу жобалары, рефлексиялық күнделік, әдебиет шеңберлері мен Сократтық семинарлар, сондай-ақ тендестерден кері байланыс. Тест нәтижелерінен тыс бағалау тәсілдері де қарастырылады. Жұмсақ дағдыларды ағылшын тілін оқытуға интеграциялау педагогикалық артықшылық емес, тіл білімінің негізгі міндеті екені туралы қорытынды жасалады.

Түйін сөздер: жұмсақ дағдылар; EFL сыныбы; ХХІ ғасыр құзыреттері; сыни ойлау; ынтымақтастық; әлеуметтік-эмоционалдық оқыту; тапсырмаға негізделген оқыту; коммуникативтік тіл оқыту; мұғалімді кәсіби дамыту; құзыреттерді бағалау.

Introduction

Across hiring offices, university admissions panels, and professional development surveys, a remarkably consistent message has emerged over the past two decades: what distinguishes effective graduates is not primarily what they know, but how they think, communicate, and work alongside others. Academic credentials alone are no longer enough [1; 2].

Language classrooms occupy an unusual position in this landscape. Unlike other disciplines, English cannot be learned in isolation — it demands interaction, negotiation, risk-taking, and the willingness to be uncertain in front of others. Every time a student defends a position in a discussion, gives feedback on a classmate's writing, or works through a disagreement in a group task, something is happening that extends well beyond grammar or vocabulary. These conditions, when shaped with deliberate pedagogical intent, constitute a powerful environment for soft-skill development [3].

This article draws together the theoretical and empirical strands that help explain this potential. Three questions guide the review: What frameworks currently inform soft-skill integration in EFL contexts? Which classroom strategies develop 21st-century competencies alongside language skills? And how might growth in these areas be meaningfully assessed?

Methods

The article is grounded in a narrative literature review covering publications from 2019 to 2024. Relevant sources were identified through searches of Google Scholar, ERIC, and publisher repositories, using terms such as "soft skills EFL," "21st-century competencies language teaching," "critical thinking EFL," and "social-emotional learning ELT."

Three competency frameworks served as the theoretical foundation. The Cambridge Life Competencies Framework (2020) [1] organises six domains — creative thinking, critical thinking, learning to learn, communication, collaboration, and social responsibilities — and treats proficiency and competency development as mutually reinforcing. The Oxford Global Skills position paper [2] foregrounds adaptability, digital literacy, and learners' capacity to take genuine ownership of their

development. The CASEL model of Social-Emotional Learning, applied to ELT by Pentón Herrera (2024) [5], reframes emotional and social intelligence as constitutive elements of literacy today.

Two empirical studies received sustained attention. Hadiyanto (2021) [3] tracked soft-skill outcomes across different EFL task types in an Indonesian higher education context. Wicaksono and Saraswati (2024) [4] examined the practical opportunities and obstacles involved in embedding SEL into language teaching.

Results

The reviewed literature organises around two broad patterns, each with direct implications for classroom practice.

The first concerns the relationship between task design and what students actually develop. Hadiyanto's findings [3] are instructive: tasks that required genuine group interaction, creative problem-solving, and shared outputs consistently produced measurable gains in 21st-century skill performance alongside language development. What distinguished high-yield tasks from weaker ones was their degree of genuine interdependence — activities where students actually needed each other to succeed generated substantially stronger competency outcomes.

The second pattern concerns social-emotional learning. Wicaksono and Saraswati [4] identify real affordances: the human content of English materials — stories, films, discussions about identity and culture — creates natural openings for emotional reflection that few other subjects can match. However, teacher preparation for SEL facilitation is often inadequate, and in examination-driven systems, pressure to prioritise measurable linguistic outcomes can be considerable.

Across both patterns, a single variable emerges as decisive: deliberate pedagogical design. Soft skills do not develop as a byproduct of exposure to English; they develop when tasks are explicitly constructed to demand them. Five strategies recur across the reviewed literature as effective vehicles for this work.

1. Structured Academic Controversy: students argue a position, then switch sides, then work collaboratively toward a synthesis — building critical thinking, perspective-taking, and substantive language use in the same activity.

2. Collaborative Inquiry Projects: students gain extended, authentic experience of working toward a shared goal, with the productive friction that real collaboration entails.

3. Reflective Journaling: even briefly at the close of a lesson, this cultivates self-awareness and metacognitive monitoring that underlie both emotional intelligence and language learning.

4. Literature Circles and Socratic Seminars: these reposition students as active meaning-makers rather than recipients of teacher-delivered interpretation.

5. Peer Feedback: when explicitly taught rather than assumed, this builds relationship skills and meta-linguistic awareness that transfer well beyond the language classroom.

Discussion

The findings reviewed above point with reasonable consistency in one direction: language learning and soft-skill development tend to reinforce rather than crowd out each other. When tasks demand genuine communication, real collaboration, and substantive thinking, students develop both sets of capacities together. This reframes the choice facing EFL practitioners: integrating competency goals is not a trade-off against linguistic outcomes — under thoughtful task design, it is a genuine gain for both [1; 3].

The assessment question is perhaps the most persistent challenge. Critical thinking is contextually variable; collaboration looks different across cultures; neither reduces cleanly to a numerical score. What the literature suggests works best is a combination of methods: evidence portfolios built over time, self and peer-assessment structured by explicit reflection prompts, and process documentation — observation notes, recorded discussions, written reflections — that captures what end-of-unit tests cannot.

The cultural dimension raises a different set of concerns. The major frameworks reviewed — Cambridge, Oxford, CASEL — emerged primarily from Western educational traditions, and their assumptions about communication, emotional expression, and collaborative behaviour are not universally shared. Teachers working across cultural contexts need to hold these frameworks with some critical distance [2].

Finally, teacher development emerges as a systemic precondition. Soft-skill facilitation cannot be reduced to a set of techniques; it depends on the quality of the relational and intellectual environment that teachers create. Professional development that builds educators' own critical thinking, emotional intelligence, and capacity for genuine collaboration is foundational [4].

Conclusion

The case made in this article rests on three interlocking arguments. The practical argument: the modern world consistently requires capacities — critical thinking, collaboration, communication, emotional regulation — that the EFL classroom is unusually well-positioned to develop. The pedagogical argument: soft-skill development and language development are not competing priorities; under the right conditions, they advance together. The ethical argument: education that engages the whole person better serves the human beings in front of the teacher.

The five strategies outlined — Structured Academic Controversy, Collaborative Inquiry Projects, Reflective Journaling, Literature Circles, and Peer Feedback — are in most cases reworkings of activities that thoughtful language teachers are already using. What changes with deliberate soft-skill integration is intention: the explicit decision to notice, name, and develop competency growth alongside linguistic growth.

Several areas warrant further research. The longitudinal transfer of soft skills from EFL contexts to professional settings remains underexplored. The cultural responsiveness of existing assessment instruments is a pressing concern. And the design of teacher preparation programmes that build the competencies underpinning effective soft-skill facilitation deserves sustained attention.

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ҚАЗАҚСТАНДА ӨМІР СҮРЕТІН ҰЙҒЫР ТҮРІКТЕРІ ТУРАЛЫ ДАЛАЛЫҚ ЗЕРТТЕУ ЖӘНЕ ТӘЖІРИБЕЛЕР

Аңдатпа

Бұл зерттеу Қазақстанда өмір сүретін ұйғыр түріктеріне жүргізілген далалық зерттеудің әдістемелік негізін, алынған деректерді және зерттеу барысында жинақталған тәжірибелерді қарастырады. Халықтану зерттеулерінде далалық зерттеудің тек мәлімет жинау құралы ғана емес, сонымен қатар мәдени мағынаны түсіну үдерісінің негізгі құрамдас бөлігі екені атап көрсетілген. Осы тұрғыда зерттеуде қатысушы/қатыспаушы бақылау және сұхбат әдістері қолданылып, ұйғыр мәдениеті мен халық медицинасына қатысты деректер жиналды. Зерттеу аясында Алматы, Жаркент, Шоншы және маңайындағы аймақтарда шамамен 250 информантпен сұхбат жүргізіліп; күнделікті өмір, той және жерлеу дәстүрлері, халық емшілігі тәжірибелері, ауруды қабылдау түсінігі мен емдеу әдістері табиғат пен адам байланысы аясында зерттелді. Зерттеу сондай-ақ далалық зерттеуді әсіресе шетелде және өзге мәдени ортада жүргізудің зерттеуші үшін қандай қиындықтар мен тәжірибе әкелетінін көрсетеді. Әйел зерттеуші ретінде далада жұмыс істеу барысында жинақталған тәжірибелер далалық зерттеудің тұлғалық әрі кәсіби өзгеріске әсерін көрсетеді. Қорытындылай келе, бұл зерттеу халықтанудағы далалық зерттеулердің теориялық білімді тексеретін әрі жаңа деректер қалыптастыратын динамикалық үдеріс екенін айқындайды.

Түйін Сөздер: Халықтану, далалық зерттеу, Ұйғыр Түріктері, халық медицинасы, халық емшілігі, материал жинау әдістері мен тәсілдері, әйел зерттеушілер, далалық тәжірибелер, зерттеу, Қазақстан.

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FIELD RESEARCH AND EXPERIENCES ON THE UYGUR TURKS LIVING IN KAZAKHSTAN

Abstract

This study examines the methodological framework of a field study conducted on the Uyghur Turks living in Kazakhstan, the data obtained, and the experiences gained during the research process. It has been emphasized that in folklore studies, field research is not merely a tool for data

collection but also a fundamental component of the process of cultural interpretation. In this context, data on Uyghur culture and folk medicine were collected using participatory and non-participatory observation and interview techniques. As part of the research, interviews were conducted with approximately 250 informants in Almaty, Zharkent, Chundzha, and surrounding regions; daily life, wedding and funeral traditions, folk medicine practices, perceptions of illness, and treatment methods were examined within the framework of the relationship between nature and humans. The study also highlights the challenges and benefits for researchers associated with conducting fieldwork, particularly abroad and in different cultural contexts. The experiences gained from conducting fieldwork as a female researcher demonstrate the impact of field research on personal and professional transformation. Consequently, this study reveals that folklore field research is a dynamic process that both tests theoretical knowledge and generates new data

Keywords: Folklore, field research, Uyghur Turks, folk medicine, traditional medicine, collection methods and techniques, female collectors, field experiences, research, Kazakhstan.

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ПОЛЕВОЕ ИССЛЕДОВАНИЕ И ОПЫТ, КАСАЮЩИЕСЯ УЙГУРСКИХ ТУРОК, ПРОЖИВАЮЩИХ В КАЗАХСТАНЕ

Аннотация

В данной работе рассматриваются методологические рамки полевого исследования, посвященного уйгурским туркам, проживающим в Казахстане, а также полученные данные и опыт, накопленный в ходе исследования. Подчеркивается, что в фольклористике полевое исследование является не только средством сбора данных, но и основным компонентом процесса культурной интерпретации. В этом контексте в ходе исследования с помощью методов наблюдения (участвующего и неучаствующего) и интервью были собраны данные об уйгурской культуре и народной медицине. В рамках исследования были проведены беседы с примерно 250 респондентами в Алматы, Жаркенте, Чундже и прилегающих районах; повседневная жизнь, традиции торжеств и похорон, практики народной медицины, восприятие болезней и методы лечения были изучены в контексте взаимоотношений человека и природы. Кроме того, в работе обращается внимание на трудности и преимущества проведения полевых исследований за рубежом и в различных культурных средах с точки зрения исследователя. Опыт, полученный в ходе полевой работы как женщиной-исследователем, демонстрирует влияние полевых исследований на личностные и профессиональные изменения. В итоге данная работа показывает, что полевые исследования в области фольклористики представляют собой динамический процесс, который одновременно проверяет теоретические знания и генерирует новые данные.

Ключевые слова: фольклор, полевые исследования, уйгурские турки, народная медицина, традиционная медицина, методы и приемы сбора материала, женщины-сборщицы, полевой опыт, исследования, Казахстан.

1. Далалық тәжірибеден кейін: зерттеуші әйел көзқарасындағы дала зерттеуі

Халықтану зерттеулерінде дала/аландық зерттеу тек мәлімет жинау құралы ғана емес, сонымен қатар ел ішіндегі зерттеулерде мәдени, ал шетелдегі зерттеулерде мәдениетаралық мағынаны түсіну үдерісінің негізгі бөлігі. Сондықтан далаға шығатын зерттеушілердің

әдістемелік дайындығының мықты болуы, этикалық қағидаларды ұстануы және далалық тәжірибені дұрыс талдай білуі өте маңызды.

«Алаң» немесе «дала» терминдерінің негізгі мағынасы «халықтық білім өнімдері пайда болып, өмір сүретін ортасы» екені айтылады. «Алаң» немесе «дала» деп аталатын бұл орын қаладағы кез келген аудан не шағын аудан болуы мүмкін, сондай-ақ ауыл, кент, аудан немесе осылардың бірнешеуі қатар болуы да ықтимал. Бұл орындар халықтанушылар халықтық білім үлгілерін тіркеп, жинайтын, яғни материал жинау жұмыстары жүргізілетін мекен ретінде анықталғанда, «жинақтау орны» деп аталады [4, 25]. Дағлының пікірінше [3, 38], жинақтау - «белгілі бір әдістерді қолданатын кәсіби халықтанушының немесе бұл іске әуесқой қызығушылық танытатын адамдардың белгілі бір жерде халықтық білім үлгілерін жасаушы, қайта жаңғыртушы, жеткізуші және орындаушы адамдардан құралған қауымға барып, сол жерде ауызша, жазбаша және визуалды түрде мәліметтер тіркеуі, материалдық және материалдық емес мұралар жөнінде ақпарат жинауы және оларды жазып алуы».

Жинақтау алаңы зерттеліп отырған тақырыпқа байланысты тар ауқымды немесе кең әрі жан-жақты бір не бірнеше аумақты қамтуы мүмкін.

Ал жинаушылар жүргізетін далалық зерттеу - «зерттеу тақырыбына қатысты мәдени элементтер жөнінде мәлімет алу мақсатында сол элементтер, оқиғалар мен үдерістер өмір сүретін қауымға барып, негізінен бақылау мен сұхбат әдістері арқылы жүргізілетін жұмыстар» деп аталады.

Чобаноғлу далалық зерттеудің халықтанушылар үшін маңызын төмендегі пікірлер арқылы атап көрсетеді:

«Далалық зерттеу халықтанушылардың басым көпшілігі үшін оларды бір әлеуметтік-мәдени психологиялық күйден екінші бір әлеуметтік-мәдени психологиялық күйге өткізетін өзіндік бір “өту рәсімі” секілді.»

«Бұл үдеріс бір жағынан қорқыныштар мен қиялдардың арасында басталса, екінші жағынан халықтану саласындағы далалық зерттеуге ұмтылған адам табысты не сәтсіз нәтижелерге қарамастан, әрдайым өзі мен зерттеу саласы туралы көптеген нәрсе үйреніп аяқтайды» [2, 202].

Қазіргі таңда «далалық кеңістік» және «далалық зерттеу» ұғымдарын қайта қарастыру қажеттілігі айқын болып отыр. Гүрчайыр Теке цифрлық мәдениет аясындағы тарату кеңістіктерін де далалық орта және зерттеу алаңы ретінде қарастыру қажеттігін атап өтеді. Интернетте жүргізілетін далалық зерттеулердің нәтижесінде фольклортанушылар дерек жинау үшін алыс өңірлерге баруға міндетті болмайды [5, 292].

Жоғарыда айтылғандай, халықтанушылар үшін далалық орта (сахна) кәсіби жетілу үдерісі ретінде түсіндірілуі мүмкін. Алайда мұнда ерекше назар аударуды қажет ететін маңызды мәселе - ерттеу алаңын шетелдік және түркі кеңістіктерінен таңдаған зерттеушілердің жоғары деңгейдегі батылдық танытуы. Әртүрлі тілдік орта, диалект, географиялық және мәдени ерекшеліктер далалық зерттеуді бір жағынан қолдаса, екінші жағынан бірқатар қиындықтардың туындауына себеп болуы мүмкін. Зерттеуші осы жағдайлардың барлығын ескере отырып далалық жұмыс жүргізсе, бұл үлкен кәсіби батыллықтың көрінісі болып табылады. Әсіресе әйел зерттеушілердің әлеуметтік нормаларға, мәдени және гендерлік түсініктерге қарамастан далада жұмыс істеуі зерттеу үдерісі үшін де, зерттеуші тұлғасы үшін де ерекше құнды болып саналады және алынған тәжірибе маңызды ғылыми мәнге ие. Контекстке негізделген және қатысымды бақылау арқылы жүзеге асырылатын далалық зерттеулер зерттелетін құбылыстың мәнмәтінін ашуға және ақпарат берушінің осы контексттің бір бөлігі ретінде қарастырылуына мүмкіндік береді, бұл өз кезегінде зерттеудің жан-жақты талдануына ықпал етеді. Теориялық білім берілгенімен, далалық зерттеу барысында алынған деректер теориялық тұжырымдардың дұрыстығын тексеруде, оларды толықтыруда маңызды рөл атқара отырып, сонымен қатар теориямен сәйкес келмейтін немесе күтпеген нәтижелердің пайда болуына да негіз болуы мүмкін. Халықтану

саласындағы жинақтау жұмыстары Қазақстан Республикасының құрылуы мен ұлттық бірегейлікті қалыптастыру үдерісінде мемлекеттік қолдаумен жүзеге асырылып, «ұлттық міндет» ретінде қарастырылған. Бұл міндетті орындау барлық жинақтаушыларға, әуесқойларға да, кәсіби зерттеушілерге де ортақ жауапкершілік болып табылады. Мұнда ең үлкен үлес мұғалімдер мен халықтанушыларға тиесілі. «Шын мәнінде, халықтанудың ұлтшылдықпен байланысы ескерілгенде бұл жағдай толық түсінікті» [5, 252]. Бұл ұстанымның жалғастығы қазіргі кезеңде де сақталып отыр, әсіресе түркі кеңістіктерінде жүргізілетін жинақтау жұмыстары осы ғылыми-идеялық бағыттың жалғасы ретінде ұлттық міндет ретінде сипатталады, ал бұл жұмыстарды жүзеге асыратын көптеген зерттеушілер өз қызметін осы сана мен кәсіби ұстаным негізінде атқарады.

Жоғарыда көрсетілген мақсаттар мен міндеттерге сәйкес, 2023 жылғы 06 маусымнан бастап доцент доктор Руслан Арзиевтің ғылыми жетекшілігімен далалық зерттеу жұмыстары басталды. Қазақстан аумағында ұйғырлар тығыз қоныстанған Алматы, Жаркент, Шонжы (Ұйғыр ауданы), Пәнжім, Өжет, Сұлтанқорған, Дуружба және Байсейіт өңірлерінде шамамен 250 ақпарат берушімен сұхбат жүргізілді.

Жиналған ақпарат берушілердің ішінде 4 бақсы бар, ал 74-і аурулардың алдын алу, диагноз қою және емдеу әдістерін жетік меңгерген, сондай-ақ осы емдеу тәжірибелерін жүзеге асыратын халық арасында танылған дәстүрлі халық емшілері болып табылады. Қалған шамамен 174 адам ата-анасынан немесе көршілерінен емдеу тәсілдерін үйренген, ішінара қолдана алатын, тек әдісті теориялық деңгейде білетін, толық тәжірибелік қолдануға қабілеті шектеулі әуесқой халық емшілері мен ем қабылдаған науқастардан тұрады.

Осы тұста жобалық ұсыныста белгіленген «кемінде 100 ақпарат берушімен дерек жинау» мақсаты толық орындалды.

Ақпарат берушілермен жүргізілген сұхбаттарда «әдіс» бөлімінде қарастырылған сұрақтар халық емшілеріне де, науқастарға да қойылып, табиғат–адам өзара әрекеті тұрғысынан ұйғырлардағы ауру туралы түсінік, аурулардың пайда болу себептері, оларды емдеуде қолданылатын дәстүрлі тәжірибелер, сондай-ақ осы емдік тәжірибелерді жүзеге асыратын шипагерлердің ерекшеліктері мен олардың емдеу үдерісіндегі рөлі анықталды.

Сонымен қатар, далалық зерттеу барысында өңірдің географиялық ортасын тікелей бақылау негізінде ауруларды емдеудегі табиғи ортаның әсері айқындалды. Осыған байланысты табиғат философиясы мен адам денесіне қатысты дәстүрлі көзқарастар бойынша қосымша эмпирикалық деректер алынды.

Зерттеу жобасының алғашқы кезеңі болып табылатын әдебиеттерге шолу барысында жалпы халық медицинасы, ал нақтырақ айтқанда ұйғыр халық медицинасы бойынша Қытайдағы Шыңжаң Ұйғыр автономиялық ауданы, Қазақстан, Қырғызстан, Өзбекстан, Түркия және Батыс елдерінде жүргізілген ғылыми зерттеулер анықталды. Зерттеуге негіз бола алатын еңбектер (фольклор, медициналық антропология, география, тарих және т.б.) жүйелі түрде қарастырылып, ұйғыр тіліндегі 178 еңбек жинақталды.

Бұл еңбектердің басым бөлігі Шығыс Түркістанда жарық көрген басылымдардан тұрады. Сонымен қатар Қазақстанда болған уақыт аралығында ақпарат берушілерден және жергілікті тұрғындардан, сондай-ақ «*Mir Neşriyat*» баспасы мен кітапханалардан қосымша дереккөздер алынды. Бұдан бөлек, дәстүрлі әлемдік модель, дүниетаным және табиғат–адам өзара әрекетіне негізделген зерттеулер бойынша түрік және басқа да тілдердегі еңбектер әдебиеттерді шолу ауқымына енгізілді. Әдебиеттерге шолу және далалық зерттеу барысында алынған деректер негізінде қолданыстағы әдебиет зерттеу бөлімдерімен өзара байланыстырылып, жүйеленді.

Екінші кезеңде далалық зерттеу барысында қолдану үшін аймақтарға қатысты мәліметтер мен фольклортанудың зерттеу салаларының бірі болып саналатын халық медицинасы/халық емшілігіне байланысты қатысымды және қатысымсыз бақылау, бағытталған және

бағытталмаған сұхбат әдістері арқылы алынуы көзделген деректерге арналған мәліметтер мен сұрақтардан тұратын сұхбат формалары дайындалды.

Деректер жинау барысында бұл сұрақтар дерек берушілерге зерттеу контексіне сәйкес қойылып, қажетті жағдайларда мазмұны жағынан түрлендіріліп отырды.

Сонымен қатар, халық медицинасы тәжірибелері мен оны жүзеге асырушыларды тіркеу мақсатында техникалық жабдықтар қамтамасыз етіліп, сұхбаттар дыбыстық жазба, бейнежазба және фотоматериалдар арқылы тіркеліп, мұрағатталды.

Қазақстанда болған уақыт аралығында далалық зерттеу ұйғырлар тығыз қоныстанған аймақтарда - Алматы, Жаркент, Шонжы (Ұйғыр ауданы), Пенжим, Өжет, Дүрбіжін, Байсейіт және Сұлтан Қорғанында жүргізілді.

Жоба ұсынысында жету көзделген аймақтарға толықтай қол жеткізіліп, нысаналы зерттеу тобы өмір сүретін мекендер ретінде негізінен ауылдық сипаттағы елді мекендер таңдалды.

Жүргізілген далалық зерттеу барысында тек негізгі тақырыппен шектелмей, бұл өңірдегі алғашқы жинақтау тәжірибем болғандықтан, бақылауға түскен көптеген мәселелер бойынша да материалдар жиналып, визуалды деректер алынды.

Зерттеудің дайындық кезеңінде докторлық диссертациям аясында TÜBİTAK ұйымының 2214A Шетелдік докторлық ғылыми-зерттеу стипендиясы бағдарламасына өтінім берілді.

Бұл кезеңде әлеуметтік ғылымдар саласы бойынша өтінім беруге қатысты қалыптасқан алдын ала көзқарастар болғанымен, «тәжірибе жинақтау» ниеті басым түсіп, өтінім жасау туралы шешім қабылданды.

Сол кезеңде Орталық Азия елдерінің біріне қолдау алған жалғыз жоба болуы да ерекше маңызға ие болды.

Жобаның қабылдануынан кейін дайындық жұмыстары жүргізіліп, дала зерттеуіне шығу қуанышы шетелде әйел зерттеуші ретінде жұмыс істеудің алаңдаушылығымен алмасты.

Көп жылдар бойы ұйғыр тіліне қатысты жүргізілген зерттеулерге, аударма тәжірибесіне және күнделікті сөйлеу тілі бойынша алынған курстарға қарамастан, дала жағдайындағы жалғыздық сезімі туғызған қобалжу зерттеуден бас тарту ойларын алға шығарды.

Бұл алаңдаушылықтың негізгі себебі - Түркияда қазіргі ұйғыр тілі бойынша берілетін білім мен курстардың шектеулі әрі қысқа мерзімді болуына байланысты, дала жағдайында тілді түсінуде қиындыққа ұшырау және өз ойын жеткізе алмау қорқынышы еді.

Далалық зерттеу басталғанға дейін барлық дайындық жұмыстары аяқталып, қажетті байланыстар орнатылып, «ұлттық міндетті» орындау мақсаты қойылды.

Бұл «ұлттық міндет» түсінігі зерттеудің Ұйғыр түріктеріне арналуына байланысты одан әрі ерекше сезімдік әрі жауапкершілікке толы сипатқа ие болды.

Алғашқы әуе сапары Невшехир қаласынан Ыстанбұлға, одан кейін Қазақстанның Алматы қаласына жүзеге асырылды.

Бес сағатқа созылған бұл ұшу автор санасындағы беймәлім кеңістікке жасалған сапар ретінде сипатталуы мүмкін. Алайда ұлттық сезімдер сол беймәлімдікке жетуге деген ұмтылысты күшейтіп, сонымен қатар оған жақындау толқынысын қатар туындатты. Алматы әуежайына қонғаннан кейін шексіз дала кеңістігінің зерттеушіні құшағына алғаны сезілгенімен, сонымен қатар алпауыт далада жалғыздық қорқынышы да бар болғанын жасыру қиын. Ұшақ қонған сәтте түсінуге талпыныс жасалғанымен толық игеріле қоймаған тіл, таныс деп есептелген географиялық орта мен мәдениет зерттеушіге өзінің «бөтен» екендігін айқын сездірді. Бұл сезім алғаш пайда болған кезде зерттеуден бас тарту ойы да туындағанымен, «ұлттық міндет» түсінігі мұндай күмән мен қорқынышты жеңуге себеп болды. Одан кейінгі кезеңде бір апталық бейімделу үдерісі мен өңірді танып-білуге бағытталған әрекеттер жүзеге асырылды. Осы тұста Нусипхан отбасына, әрдайым қолдау көрсеткен Руслан ұстазға, аманатқа жанашырлықпен қараған Жарқын ұстазға, сондай-ақ Шайырем хеді мен Нұрлан ағаға ерекше алғыс білдіріледі.



Алматыны көргеннен кейін бір апта өткен соң негізгі зерттеу нысаны болып табылатын Қытай шекарасына жақын орналасқан Ұйғыр түріктері қоныстанған аймаққа сапар басталды. Руслан ұстаздың аманаты ретінде Шайырем ұстаз маған жолбасшылық жасады. Алғашқы аялдамамыз Шайырем ұстаздың жұбайының туған жері - Жаркент өңіріндегі «Төмен Пенжим» ауылы болды. Осылайша, алдын ала жоспарланғандай зерттеудің негізгі нысаны саналатын ауылдық ортаға қадам басылды. Алайда бейімделу үдерісінің ұзаққа созылуы мен тілдік түсініспеушіліктер орын алған сайын, ішкі қорқыныш сезімі күшейіп, «әйел адамның дала жағдайында жалғыз жұмыс істеуі» туралы ойлар зерттеуден бас тарту ниетін қайта-қайта алға шығарды. Эсра Чам ұстаздың атап көрсеткеніндей: «Дала жағдайында бөтен, яғни “өзге” болу - әлемнің қай түкпірінде жүрсеңіз де зерттеуші тағдырының бір бөлігі. Тіпті өз әжеңізден материал жинап отырғанда да, бір сәтте өзіңіздің де ол үшін “өзге” адамға айналғаныңызды аңғарасыз. Әрине, зерттеуші үшін дала - өзгенің өмір сүретін кеңістігі. Алайда әйел ретінде “өзге” болу мүлде оңай емес» [1, 197–198]. Мен бұл кезеңде туындаған қиындықтар мен ішкі сезімдерді ұлттық рухымды берік сақтау арқылы еңсеруге тырыстым. Бұл талпыныс өз нәтижесін беріп, уақыт өте келе ортаға бейімделе бастадым әрі әйел зерттеуші ретінде «дала жағдайында орнығып қалуға» қол жеткіздім. Ұлы даланың ортасында мені жатсынбай, өз бауырындай қабылдаған Ұйғыр халқына деген алғысым шексіз.



Дала жағдайына бейімделгеннен кейін жазба деректерден оқыған мәліметтерімді дерек берушілер арқылы нақтылап, олардың айтқандарын тіркей бастадым. Тойлар, жерлеу рәсімдері, шай басындағы кездесулер - барлығы да жинақтау жұмысының маңызды зерттеу кеңістіктеріне айналды. Бағыт-бағдар берген тұлғалардың көмегімен ұсынылған дерек берушілермен жеке сұхбаттар жүргізілді. Әсіресе, ұйғыр халық медицинасына қатысты емшілікпен айналысатын адамдармен, соның ішінде бақсылармен жеке әрі ұзақ уақыттық сұхбаттар ұйымдастырылды. Халық емшілігі дәстүрі кеңінен сақталған өңірлердің бірі болғандықтан, қажетті мәліметтерді жинақтауда айтарлықтай қиындық туындамады. Бұл тәжірибелер Түркиядағыдай шеттетілмей, исламдық сипатпен ұштаса отырып жалғасын тапқан және оны жүзеге асырушылар қоғамдағы беделін сақтап қалған. Мұндай ерекшеліктің сақталуында ұйғыр халқының аталған тәжірибелерді күнделікті өмірдің ажырамас бөлігі әрі өмірлік ұстаным ретінде қабылдауы маңызды рөл атқарады. Жаркент өңіріндегі зерттеу жұмыстары бағыт беруші тұлғалардың көмегімен аяқталғаннан кейін, келесі зерттеу нүктесі Шонжы (Ұйғыр ауданы) болды. Жиналған деректердің басым бөлігі осы екі өңірден алынды. Себебі бұл аймақтар Ұйғыр түріктері тығыз қоныстанған негізгі өңірлер қатарына жатады. Шонжыдағы Ұйғыр мәдениеті орталығы мен Фатима хеде маған жолбасшылық көрсетті. Фатима хеде де жинақтау үдерісін мен секілді «ұлттық міндет» ретінде қабылдап, алдын ала мәліметтер жинап, көптеген дерек берушілермен байланыс орнатуыма көмектесті. Оның ана мейіріміндей қамқорлық танытуы және екі аптаға жуық өз үйінде қонақ етуі өңірге деген жақындық сезімді күшейтіп, «әйел ретінде қауіпсіз ортада болу» сенімді нығайтты. Бұл жағдай зерттеу жұмысын дала жағдайында сенімді әрі еркін жалғастыруыма мүмкіндік берді. Күн сайын кешке дейін далада жұмыс істеу тілдік қиындықтарды да едәуір жеңілдетіп, дала тәжірибесінің маңызын терең түсінуге жол ашты. Осы түсінікпен ұйқысыздыққа, үздіксіз қозғалыстан туындаған шаршауға және жоспарланған дерек берушілердің басым бөлігімен жұмыс аяқталғаннан кейінгі жеңілдік сезіміне байланысты белгілі бір уақытқа Алматыға қайта оралдым. Қала жағдайында өз бетімше өмір сүре алатын деңгейге жеткенге дейін Алматыда уақыт өткіздім. Осы аралықта өткізілген тойларға, түрлі мәдени шараларға қатысып, жинақтау жұмыстарын жалғастыру мақсатында Жаркент, Шонжы (Ұйғыр ауданы), Пенжим, Өжет, Дүрбіжін, Байсейіт және Сұлтан Қорған өңірлеріне бірнеше рет барып-келіп жүрдім. Сонымен қатар, көршілес мемлекеттер әрі мәдениет пен өркениет орталықтары болып саналатын Өзбекстан мен Қырғызстанға бару мүмкіндігін де жібермедім.

Қорытындылай келе, әйел зерттеуші ретінде бұл үдерістің мүлде оңай болмағанын атап өткім келеді. Дегенмен табандылық пен жігердің арқасында кез келген қиындықты еңсеруге

болатынын, ал төзімділік пен қайсарлықтың адамның өз қолында екенін түсіндім. Дала жағдайында бастан өткерген тәжірибелерімді өмірімнің ең маңызды әрі жадымда мәңгі сақталатын естеліктерінің қатарына қостым. Уақыт өте келе сол өңірлерге бұрынғыдай қорқынышсыз, өзімді сол ортаға жақын сезіне отырып және сағынышпен қайта оралып жүрдім. Осы үдерістегі ең үлкен қолдау көрсетушілерім - отбасым, ұстаздарым, қазақ достарым және Ұйғыр халқы болды. Олардың барлығына шынайы ризашылығым мен алғысымды білдіремін.



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INTEGRATING KAZAKH NATIONAL TRADITIONS INTO ENGLISH LESSONS FOR SECONDARY SCHOOL STUDENTS: STUDENTS' PERCEPTIONS OF INTERCULTURAL AWARENESS AND LEARNING MOTIVATION

Abstract

This study explores students' perceptions of integrating Kazakh national traditions into English language instruction and examines its relationship with intercultural awareness, learning motivation, and speaking confidence among seventh-grade learners. The research was conducted at AiPlus Educational Center with 25 students aged 12–14. A descriptive mixed-method research design was employed, combining a post-intervention Likert-scale questionnaire, open-ended responses, classroom observations, reliability analysis, and correlation analysis.

The instructional intervention consisted of eight English lessons integrating Kazakh cultural content such as traditions, hospitality customs, traditional foods, national symbols, and cultural practices. Quantitative findings demonstrated consistently high levels of positive student perceptions across all measured dimensions, with mean scores ranging from 4.56 to 4.92 and positive responses ranging from 96% to 100%. Reliability analysis revealed high internal consistency of the questionnaire instrument (Cronbach's $\alpha = .89$). Correlation analysis identified a moderate positive relationship between lesson enjoyment and speaking confidence ($r = .64$).

The qualitative findings supported the statistical results and demonstrated that students perceived culture-based English lessons as meaningful, engaging, and motivating. Learners reported increased intercultural awareness, greater pride in national culture, and stronger willingness to communicate in English.

The findings suggest that integrating Kazakh national traditions into English language teaching may positively relate to intercultural awareness, learner engagement, and speaking confidence. The study is theoretically grounded in the frameworks of Byram, Deardorff, Kramsch, and Dörnyei and contributes to research on culturally responsive approaches in foreign language education.

Keywords: *intercultural awareness, English language teaching, Kazakh national traditions, learning motivation, cultural identity, speaking confidence, secondary education*

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ИНТЕГРАЦИЯ КАЗАХСКИХ НАЦИОНАЛЬНЫХ ТРАДИЦИЙ В УРОКИ АНГЛИЙСКОГО ЯЗЫКА ДЛЯ УЧАЩИХСЯ СРЕДНЕЙ ШКОЛЫ: ВОСПРИЯТИЕ УЧАЩИМИСЯ МЕЖКУЛЬТУРНОЙ ОСВЕДОМЛЁННОСТИ И УЧЕБНОЙ МОТИВАЦИИ

Аннотация

Данное исследование посвящено изучению восприятия учащимися интеграции казахских национальных традиций в обучение английскому языку и её связи с развитием

межкультурной осведомлённости, учебной мотивации и уверенности в говорении у учащихся 7 класса. Исследование было проведено в AiPlus Educational Center среди 25 учащихся в возрасте 12–14 лет. В работе использовался описательный смешанный метод исследования, включающий анкетирование по шкале Лайкерта после интервенции, открытые вопросы, наблюдение за учебным процессом, анализ надёжности и корреляционный анализ.

Интервенция состояла из восьми уроков английского языка, интегрирующих элементы казахской культуры, включая традиции, обычаи гостеприимства, национальные блюда, культурные символы и традиционные практики. Количественные результаты показали стабильно высокие показатели положительного восприятия по всем исследуемым параметрам: средние значения варьировались от 4.56 до 4.92, а доля положительных ответов составила от 96% до 100%. Анализ надёжности продемонстрировал высокий уровень внутренней согласованности анкеты (Cronbach's $\alpha = .89$). Корреляционный анализ выявил умеренную положительную связь между интересом к урокам и уверенностью в говорении ($r = .64$).

Качественные результаты подтвердили статистические данные и показали, что учащиеся воспринимали культурно-ориентированные уроки английского языка как интересные, значимые и мотивирующие. Учащиеся отметили рост межкультурной осведомлённости, усиление чувства гордости за национальную культуру и повышение готовности использовать английский язык в коммуникации.

Результаты исследования позволяют предположить, что интеграция казахских национальных традиций в обучение английскому языку может положительно соотноситься с развитием межкультурной осведомлённости, учебной вовлечённости и уверенности в говорении. Теоретическую основу исследования составляют концепции Байрама, Дирдорфа, Крамша и Дёрнхейма. Исследование вносит вклад в развитие культурно-ориентированных подходов в обучении иностранным языкам.

Ключевые слова: межкультурная осведомлённость, обучение английскому языку, казахские национальные традиции, учебная мотивация, культурная идентичность, уверенность в говорении, среднее образование

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ОРТА МЕКТЕП ОҚУШЫЛАРЫНЫҢ АҒЫЛШЫН ТІЛІ САБАҚТАРЫНА ҚАЗАҚ ҰЛТТЫҚ ДӘСТҮРЛЕРІН КІРІКТІРУДІ ҚАБЫЛДАУЫ: МӘДЕНИЕТАРАЛЫҚ ХАБАРДАРЛЫҚ ПЕН ОҚУ МОТИВАЦИЯСЫ

Аңдатпа

Бұл зерттеу қазақ ұлттық дәстүрлерін ағылшын тілі сабақтарына кіріктіруді оқушылардың қалай қабылдайтынын және оның мәдениетаралық хабардарлыққа, оқу мотивациясына және сөйлеу сенімділігіне қатысын қарастыруға арналған. Зерттеу AiPlus Educational Center орталығында 12–14 жас аралығындағы 25 оқушы арасында жүргізілді. Зерттеуде интервенциядан кейінгі Лайкерт шкаласы бойынша сауалнама, ашық сұрақтар, сыныптық бақылау, сенімділік талдауы және корреляциялық талдауды қамтитын сипаттамалық аралас зерттеу әдісі қолданылды.

Интервенция қазақ мәдениетінің элементтерін, соның ішінде ұлттық дәстүрлерді, қонақжайлық әдет-ғұрыптарын, ұлттық тағамдарды, мәдени рәміздер мен дәстүрлі

тәжірибелерді қамтитын сегіз ағылшын тілі сабағынан тұрды. Сандық нәтижелер барлық көрсеткіштер бойынша оқушылардың жоғары деңгейдегі оң көзқарасын көрсетті: орташа көрсеткіштер 4.56 мен 4.92 аралығында болды, ал оң жауаптардың үлесі 96%-дан 100%-ға дейін жетті. Сенімділік талдауы сауалнаманың жоғары ішкі сәйкестілігін көрсетті (Cronbach's $\alpha = .89$). Корреляциялық талдау сабаққа қызығушылық пен сөйлеу сенімділігі арасында орташа оң байланыс бар екенін анықтады ($r = .64$).

Сапалық нәтижелер статистикалық деректерді растады және оқушылардың мәдени мазмұнға негізделген ағылшын тілі сабақтарын қызықты, мағыналы және ынталандырушы деп қабылдағанын көрсетті. Оқушылар мәдениетаралық хабардарлықтың артқанын, ұлттық мәдениетке деген мақтаныштың күшейгенін және ағылшын тілінде қарым-қатынас жасауға деген дайындықтың артқанын атап өтті.

Зерттеу нәтижелері қазақ ұлттық дәстүрлерін ағылшын тілін оқытуға кіріктіру мәдениетаралық хабардарлықтың, оқу белсенділігінің және сөйлеу сенімділігінің дамуына оң ықпал етуі мүмкін екенін көрсетеді. Зерттеудің теориялық негізін Байрам, Дирдорф, Крамш және Дёрнхей еңбектері құрайды. Бұл зерттеу шетел тілдерін оқытудағы мәдениетке бағытталған тәсілдерді дамытуға үлес қосады.

Түйін сөздер: мәдениетаралық хабардарлық, ағылшын тілін оқыту, қазақ ұлттық дәстүрлері, оқу мотивациясы, мәдени сәйкестік, сөйлеу сенімділігі, орта білім

Introduction

The growing interconnectedness of societies has significantly transformed the goals of foreign language education. In contemporary educational contexts, language learning is no longer limited to the development of grammatical accuracy and communicative fluency. Learners are increasingly expected to interact effectively with representatives of different cultural backgrounds, interpret cultural meanings, and participate successfully in intercultural communication. As a result, intercultural competence has become one of the central objectives of modern foreign language teaching [1].

According to Michael Byram, intercultural communicative competence includes attitudes of openness and curiosity, knowledge of social groups and cultural practices, skills of interpreting and relating cultural phenomena, and the ability to evaluate cultural perspectives critically [1]. Similarly, Darla K. Deardorff conceptualizes intercultural competence as a developmental process involving respect, adaptability, empathy, and effective interaction across cultures [2]. These perspectives emphasize that successful language education should prepare learners not only for linguistic communication but also for meaningful intercultural engagement.

The importance of intercultural competence is further emphasized in the framework developed by the Council of Europe, which identifies pluricultural awareness, mediation, and intercultural communication as essential components of language proficiency [3]. The *Common European Framework of Reference for Languages: Companion Volume* highlights that language learners should be capable of recognizing cultural diversity, comparing values and beliefs, and mediating between cultures. This reflects a broader shift from viewing language as an isolated linguistic system toward understanding language as a social and cultural practice.

Culture and language are inseparable dimensions of communication. Claire Kramsch argues that language functions as a symbolic system through which cultural meanings, identities, and social values are negotiated [4]. In a similar way, Farzad Sharifian explains that linguistic expressions are shaped by cultural conceptualizations, including shared beliefs, schemas, and cultural categories that influence how individuals interpret reality [5]. Therefore, effective language teaching should provide learners with opportunities to explore cultural meanings embedded in both their own culture and the target language.

Within the Kazakhstan educational context, intercultural competence occupies a particularly important place. S. S. Kunanbayeva identifies the formation of an intercultural personality as one of

the key goals of foreign language education in Kazakhstan [6]. This approach emphasizes the development of learners who are capable of preserving their national identity while participating actively in global communication. Such a perspective is especially relevant in multilingual and multicultural societies where educational policy seeks to balance globalization with the preservation of cultural heritage.

National traditions and customs represent one of the most effective pedagogical resources for achieving this objective. Traditions embody the collective historical experience, values, and worldview of a people and provide meaningful contexts for communication. By discussing topics such as Nauryz, Kazakh hospitality, the yurt, the dombra, and traditional customs, learners not only expand their vocabulary and speaking skills but also deepen their understanding of cultural concepts that shape social interaction.

Comparative analysis of native and foreign cultural practices also plays an important role in the development of intercultural awareness. Anthony Liddicoat emphasizes that comparison allows learners to identify similarities and differences between cultures and reflect critically on their own cultural assumptions [7]. When students compare Kazakh traditions with customs in English-speaking countries, they learn to interpret cultural symbols, explain culturally grounded meanings, and develop respect for cultural diversity. Such activities directly support the development of interpretive and comparative intercultural skills [1].

Recent studies in intercultural language education demonstrate that culturally responsive teaching can positively influence learner engagement and classroom participation. Will Baker argues that integrating cultural awareness into English language teaching increases learners' motivation and encourages more meaningful communication [8]. In the Kazakhstan context, Kuralay Smakova and BethAnne Paulsrud report that teachers perceive local cultural content as an important resource for developing intercultural communicative competence in English language classrooms [9]. These findings suggest that culturally integrated instruction may help learners connect language learning with their personal and cultural experiences.

Despite the growing recognition of intercultural competence in foreign language education, many English lessons in secondary schools continue to focus primarily on grammar and vocabulary development, while the cultural dimension remains insufficiently integrated. As a result, students may develop linguistic knowledge without acquiring the ability to explain their own culture or engage confidently in intercultural dialogue.

The integration of Kazakh national traditions into English lessons offers a practical and culturally meaningful response to this challenge. National traditions provide familiar and emotionally relevant content that allows learners to discuss authentic cultural experiences in English. Such instruction may support the development of language skills, intercultural awareness, motivation, and cultural identity simultaneously. In addition, students become capable of presenting their national culture to international audiences, which represents an important objective of contemporary foreign language education.

However, empirical studies examining students' perceptions of culture-based English instruction among secondary school learners in Kazakhstan remain limited. Most existing studies focus on university students or theoretical discussions, while fewer studies investigate the experiences of adolescent learners in supplementary educational settings. This study addresses this gap by exploring how the integration of Kazakh national traditions into English lessons relates to intercultural awareness and learning motivation among seventh-grade students at AiPlus Educational Center.

The purpose of this study is to explore students' perceptions of integrating Kazakh national traditions into English lessons and to examine its relationship with intercultural awareness, learning motivation, and speaking confidence. Specifically, the study seeks to answer the following research questions:

1. How do students perceive the integration of Kazakh national traditions into English lessons?

2. How do students perceive the role of this approach in developing their intercultural awareness?
3. Does the integration of national traditions relate to increased motivation and speaking confidence?
4. Which dimensions of intercultural awareness and motivation receive the highest ratings?

By analyzing questionnaire data, open-ended responses, and classroom observations, the study aims to contribute practical evidence supporting culturally responsive approaches in English language education.

Methods

Research Design. This study employed a descriptive mixed-method research design combining quantitative and qualitative approaches. Mixed-method research is widely used in educational studies because it enables researchers to investigate both measurable outcomes and participants' subjective experiences simultaneously [10]. The quantitative component of the study consisted of a post-intervention questionnaire based on a five-point Likert scale, while the qualitative component included open-ended responses and classroom observation notes.

The study followed a post-intervention survey design. All participants completed the questionnaire after participating in a series of English lessons integrating Kazakh national traditions into language instruction. Because the purpose of the research was to explore students' perceptions and experiences rather than establish direct causal relationships, a descriptive design was considered the most appropriate methodological approach.

The study was guided by the following research questions:

1. How do students perceive the integration of Kazakh national traditions into English lessons?
2. How do students perceive the role of this approach in developing their intercultural awareness?
3. Does the integration of national traditions relate to increased motivation and speaking confidence?
4. Which dimensions of intercultural awareness and motivation receive the highest ratings?

Based on the theoretical frameworks of intercultural communicative competence proposed by Michael Byram [1] and Darla K. Deardorff [2], the study was guided by the assumption that culturally integrated English instruction may positively relate to students' intercultural awareness, motivation, and communicative confidence.

Research Setting and Participants. The study was conducted at AiPlus Educational Center, a private supplementary educational institution specializing in English language instruction for school-aged learners. Supplementary educational centers in Kazakhstan provide additional opportunities for communicative language practice and often allow greater flexibility in the use of culturally relevant instructional materials.

The participants were 25 seventh-grade students enrolled in two English groups (7A and 7B). All 25 responses were included in the final analysis. The students were between 12 and 14 years old and demonstrated English proficiency levels ranging from A2 to B1 according to CEFR descriptors [3]. At this stage of cognitive development, learners are generally capable of expressing opinions, comparing cultural practices, and reflecting on social values, which makes adolescence an appropriate period for intercultural learning.

A purposive sampling technique was employed because the selected participants had direct experience with English lessons integrating Kazakh national traditions and therefore represented an appropriate sample for the objectives of the study [10].

Participation in the research was voluntary. Students completed the questionnaire anonymously, and no personally identifiable information was collected. The study followed general ethical principles of confidentiality, voluntary participation, and educational benefit.

Instructional Intervention. The instructional intervention consisted of eight English lessons conducted over four weeks. Each lesson incorporated elements of Kazakh national traditions into communicative language learning activities. The intervention was designed according to principles of intercultural language teaching proposed by Anthony Liddicoat [7], Claire Kramsch [4], and Michael Byram [1], who emphasize the importance of reflection, comparison, and authentic cultural content in language education.

The lessons addressed the following topics:

1. Nauryz and spring celebrations;
2. Kazakh hospitality and guest etiquette;
3. The yurt as a symbol of nomadic culture;
4. The dombra and musical heritage;
5. Traditional foods;
6. Wedding customs;
7. Comparison of Kazakh and English-speaking traditions;
8. Student presentations entitled “*My Culture in English.*”

Each lesson included communicative activities such as vocabulary tasks, pair discussions, role plays, comparison charts, project work, and oral presentations. Students practiced describing cultural traditions, comparing customs, expressing opinions, and presenting cultural information in English.

The instructional intervention was structured around three pedagogical objectives:

- to expand topic-specific vocabulary and speaking skills;
- to develop intercultural awareness and comparative thinking;
- to strengthen appreciation of national culture and cultural identity.

According to S. S. Kunanbayeva, foreign language education in Kazakhstan should contribute to the formation of an intercultural personality capable of representing national culture in international communication [6]. The intervention reflected this principle by encouraging learners to use English as a means of explaining their own cultural heritage.

Research Instrument. The primary research instrument was a post-intervention questionnaire created using Google Forms. The questionnaire consisted of three sections:

1. demographic questions;
2. ten Likert-scale items;
3. four open-ended questions.

The ten Likert-scale statements measured the following dimensions:

Questionnaire Dimension	Purpose
Enjoyment of culture-based lessons	Measure emotional engagement
Ability to explain traditions in English	Assess communicative cultural expression
Understanding of other cultures	Examine intercultural awareness
Lesson interest	Evaluate motivational engagement
Speaking confidence	Assess communicative confidence
Respect for cultural diversity	Examine intercultural attitudes
Pride in national culture	Measure cultural identity awareness
Classroom participation	Assess learner involvement
Ability to compare cultures	Examine comparative intercultural skills
Preference for future culture-based lessons	Measure future motivational orientation

Table 1. Questionnaire Dimensions and Purposes

Responses were recorded using a five-point Likert scale:

1	=	Strongly	Disagree
2	=		Disagree
3	=		Neutral
4	=		Agree
5			Strongly Agree

The questionnaire items were developed on the basis of constructs commonly used in intercultural competence and language motivation research. Byram [1] identifies knowledge, attitudes, and interpretive skills as central dimensions of intercultural competence, while Deardorff [2] emphasizes openness, respect, and intercultural interaction. Motivational dimensions were informed by Zoltán Dörnyei's work on learner engagement and motivational development in second language acquisition [11].

The open-ended questions invited students to describe:

- what they liked most about the lessons;
- what difficulties they experienced;
- which traditions interested them most;
- whether they would like more culture-based English lessons.

These responses provided qualitative evidence that complemented the quantitative findings.

Validity and Reliability. To support content validity, the questionnaire was developed in accordance with the theoretical frameworks and research objectives of the study. Each questionnaire item corresponded to a specific aspect of intercultural awareness, motivation, or classroom engagement.

Face validity was established through the use of clear and age-appropriate language suitable for seventh-grade learners. The questionnaire statements were formulated in simple English to ensure that participants could understand them without difficulty.

Methodological triangulation strengthened the credibility of the study by combining quantitative questionnaire data, open-ended responses, and classroom observation notes [12].

The reliability of the questionnaire was assessed using Cronbach's alpha. The analysis demonstrated high internal consistency among the Likert-scale items ($\alpha = .89$), indicating that the questionnaire reliably measured related dimensions of intercultural awareness and learning motivation.

Data Collection Procedure. Data collection was conducted immediately after the completion of the instructional intervention. During the final lesson, students received a link to the questionnaire and were given sufficient time to complete it independently.

A total of 25 questionnaires were submitted, and all responses were included in the analysis. Because the questionnaire was administered after students had participated in the entire series of culture-based lessons, participants were able to evaluate the instructional approach based on sustained classroom experience rather than isolated impressions.

In addition to questionnaire data, the researcher maintained classroom observation notes throughout the intervention. These notes documented levels of participation, learner engagement, common difficulties, and notable student comments during classroom activities.

Data Analysis Procedures. The quantitative data were exported from Google Forms to Microsoft Excel for statistical analysis. Descriptive statistics were used to calculate:

1. mean scores for each questionnaire item;
2. percentages of positive responses;
3. ranking of indicators according to average scores.

Positive responses were operationalized as ratings of *Agree* and *Strongly Agree* (scores of 4 and 5 on the Likert scale).

In addition to descriptive statistics, a Pearson correlation analysis was conducted to examine relationships between selected variables. The analysis revealed a moderate positive correlation

between lesson enjoyment and speaking confidence ($r = .64$), suggesting that students who perceived the lessons as more enjoyable also tended to report higher confidence in speaking English.

The qualitative responses were analyzed using thematic coding procedures [13]. First, all responses were reviewed several times to identify recurring ideas and patterns. Similar responses were then grouped into preliminary categories such as enjoyment, cultural pride, speaking confidence, and vocabulary difficulties. Finally, these categories were refined into broader themes reflecting shared student perceptions of culture-based English instruction.

The integration of quantitative and qualitative findings enabled a more comprehensive interpretation of students' experiences and perceptions regarding the use of Kazakh national traditions in English language teaching.

Research results

A total of 25 seventh-grade students completed the post-intervention questionnaire after participating in eight English lessons integrating Kazakh national traditions into English language instruction. The analysis revealed consistently positive student perceptions across all measured dimensions, including intercultural awareness, classroom engagement, speaking confidence, and motivation toward English language learning.

Quantitative Results. Table 2 presents the mean scores and percentages of positive responses for all questionnaire items.

Indicator	Mean (M)	Positive Responses (%)
Enjoyment of culture-based lessons	4.84	96%
Ability to explain traditions in English	4.60	96%
Understanding of other cultures	4.68	96%
Lesson interest	4.92	100%
Speaking confidence	4.56	96%
Respect for cultural diversity	4.88	100%
Pride in national culture	4.84	100%
Classroom participation	4.68	96%
Ability to compare cultures	4.80	100%
Preference for future culture-based lessons	4.92	100%

Table 2. Mean Scores and Positive Responses for Questionnaire Items

The results demonstrate consistently high levels of positive student perceptions regarding the integration of Kazakh national traditions into English lessons. Mean scores ranged from 4.56 to 4.92 on a five-point Likert scale, indicating strong agreement across all measured dimensions.

The highest mean scores were observed for *lesson interest* ($M = 4.92$) and *preference for future culture-based lessons* ($M = 4.92$), suggesting that students strongly appreciated the inclusion of culturally relevant content in English language instruction. High scores were also observed for *respect for cultural diversity* ($M = 4.88$) and *pride in national culture* ($M = 4.84$), indicating that the instructional activities may have supported both intercultural awareness and positive cultural identity.

The comparatively lower score for *speaking confidence* ($M = 4.56$) suggests that some learners still experienced difficulties when communicating culturally specific concepts in English. Nevertheless, the overall responses remained highly positive.

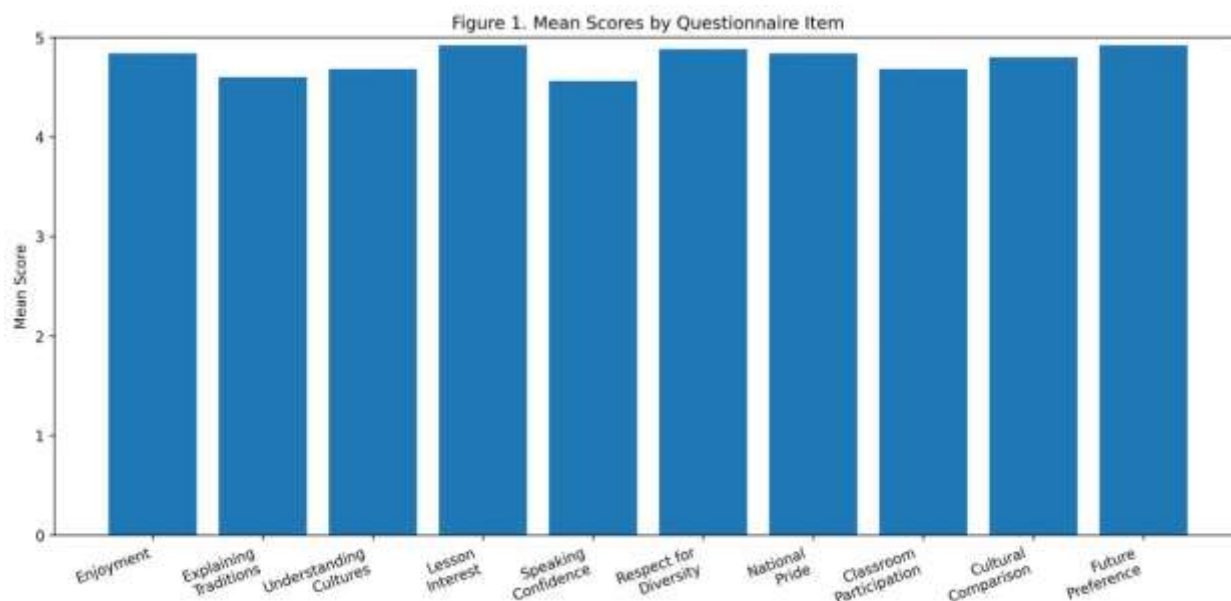


Figure 1. Mean Scores by Questionnaire Item

Figure 1 visually demonstrates the distribution of mean scores across all questionnaire indicators. The graph illustrates that all measured dimensions received highly positive evaluations from participants. The strongest results were associated with learner interest, willingness to continue culture-based instruction, and intercultural respect, while speaking confidence received the lowest — though still strongly positive — average score.

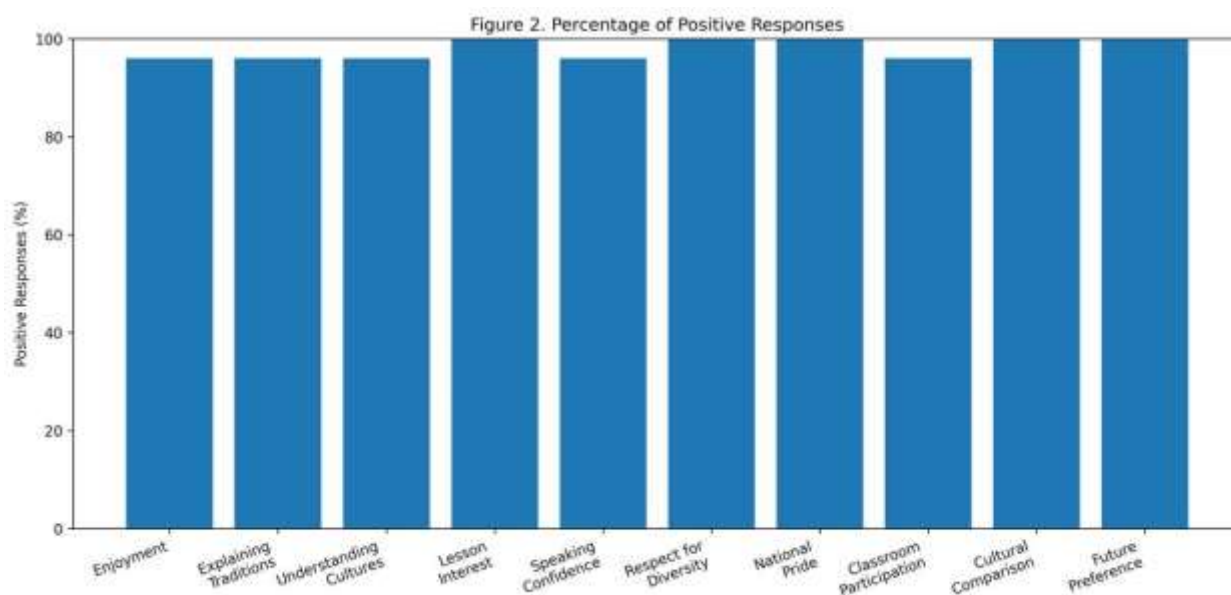


Figure 2. Percentage of Positive Responses

Figure 2 illustrates the percentage of positive responses for each questionnaire item. Positive responses, operationalized as ratings of *Agree* and *Strongly Agree*, ranged from 96% to 100% across all indicators. The figure demonstrates a consistently favorable evaluation of culture-based English instruction among participants.

The results suggest that students perceived the instructional intervention as engaging, meaningful, and culturally relevant. In particular, students expressed strong interest in continuing

similar lessons in the future and demonstrated highly positive attitudes toward intercultural communication and cultural diversity.

Reliability Analysis. To evaluate the reliability of the questionnaire, Cronbach's alpha was calculated for the ten Likert-scale items. The analysis demonstrated high internal consistency ($\alpha = .89$), indicating that the questionnaire reliably measured related dimensions of intercultural awareness, classroom engagement, and learning motivation.

The reliability coefficient suggests that the instrument provided stable and consistent responses across participants and therefore represented an appropriate tool for investigating students' perceptions of culture-based English instruction.

Correlation Analysis. A Pearson correlation analysis was conducted to examine relationships between selected variables. The analysis revealed a moderate positive correlation between students' enjoyment of culture-based lessons and their speaking confidence ($r = .64$). This finding suggests that students who perceived the lessons as more enjoyable also tended to report higher confidence during oral communication activities.

The correlation result indicates that emotionally engaging and culturally meaningful classroom experiences may positively relate to learners' willingness to communicate in English.

Qualitative Results. The qualitative responses supported the quantitative findings and provided additional insights into students' perceptions of the instructional intervention. Thematic analysis of the open-ended responses revealed four major themes: increased interest and enjoyment, pride in national culture, increased speaking confidence, and vocabulary-related difficulties.

Theme 1: Increased Interest and Enjoyment

Most students described the lessons as interesting, enjoyable, and different from ordinary English classes. Learners particularly appreciated discussing familiar cultural topics rather than relying exclusively on textbook materials.

—One student stated: "It was fun to talk about our culture."

—Another participant wrote: "Yes, because it is not boring."

These responses suggest that students perceived culture-based English lessons as more emotionally engaging and personally meaningful than traditional classroom activities.

Theme 2: Pride in National Culture

Many students expressed pride in discussing Kazakh traditions in English. They perceived the lessons as an opportunity to present their own culture through a foreign language. This theme was also supported by the high quantitative score for pride in national culture ($M = 4.84$).

—One student wrote: "I felt proud."

—Another participant stated: "Showing my culture to the world."

These responses indicate that the integration of national traditions helped students view English not only as a foreign language but also as a tool for representing their cultural identity in intercultural communication.

Theme 3: Increased Speaking Confidence

Several students reported that they felt more confident speaking English when the lesson topics were familiar and culturally meaningful. Since students already had background knowledge about Kazakh traditions, they were able to focus more on expressing their ideas in English.

This qualitative finding corresponds with the quantitative result for speaking confidence ($M = 4.56$) and the correlation between lesson enjoyment and speaking confidence ($r = .64$). The results suggest that personally meaningful topics may encourage learners to participate more actively in oral communication.

Theme 4: Vocabulary and Pronunciation Difficulties

Despite the overall positive responses, some students mentioned difficulties related to vocabulary and pronunciation. Culturally specific terms, names of traditions, and words connected with national customs were sometimes challenging to explain in English.

However, these difficulties did not negatively affect students' overall perception of the lessons. On the contrary, many learners viewed new vocabulary as useful and interesting. This suggests that culture-based instruction should be accompanied by appropriate vocabulary support, pronunciation practice, and examples of how to explain culturally specific concepts in English.

Classroom Observation. Classroom observation notes also supported the questionnaire and open-ended responses. During pair discussions, role plays, comparison tasks, and oral presentations, students demonstrated active participation and enthusiasm. Learners volunteered answers, worked collaboratively, and showed particular interest when discussing familiar cultural topics such as Nauryz, Kazakh hospitality, traditional foods, and national symbols.

Students appeared especially engaged during comparative activities in which they analyzed similarities and differences between Kazakh traditions and customs in English-speaking countries. Observation notes indicated that students were generally more willing to participate orally when lesson content reflected their own cultural experiences.

Summary of Findings. Overall, the findings indicate that students perceived the integration of Kazakh national traditions into English lessons positively across all measured dimensions. The instructional approach was associated with high levels of learner interest, intercultural awareness, cultural pride, classroom participation, and speaking confidence.

The combination of quantitative findings, reliability analysis, correlation analysis, qualitative responses, and classroom observations provides practical evidence supporting the use of culturally responsive approaches in English language education for secondary school learners in Kazakhstan.

Discussion

The quantitative findings, qualitative responses, classroom observations, and statistical analyses consistently demonstrated that culture-based English lessons created an engaging and meaningful learning environment in which students were able to connect language learning with their own cultural experiences. The findings of this study indicate that the integration of Kazakh national traditions into English language instruction was positively perceived by seventh-grade students and may contribute to the development of intercultural awareness, learner motivation, and speaking confidence.

As demonstrated in Table 2 and Figures 1–2, all questionnaire items received highly positive evaluations, with mean scores ranging from 4.56 to 4.92 and positive responses ranging from 96% to 100%. These results suggest that students perceived the instructional intervention as both educationally valuable and personally meaningful.

The findings align closely with the theoretical framework of Michael Byram, who defines intercultural communicative competence as a combination of attitudes, knowledge, interpretive skills, and critical cultural awareness [1]. In the present study, students demonstrated positive attitudes through high levels of enjoyment, intercultural respect, and willingness to continue participating in culture-based English lessons. The exceptionally high scores for lesson interest ($M = 4.92$) and future preference for similar lessons ($M = 4.92$) indicate that culturally integrated instruction may positively relate to learners' engagement and motivation.

The findings also support Byram's argument that intercultural learning should involve the ability to interpret and relate cultural phenomena rather than simply memorize information about foreign cultures [1]. Students reported highly positive perceptions regarding their ability to compare Kazakh and foreign traditions ($M = 4.80$) and explain cultural concepts in English ($M = 4.60$). During classroom activities, learners compared customs, holidays, hospitality traditions, and family practices across cultures, which suggests the development of comparative intercultural awareness.

The results may also be interpreted through Darla K. Deardorff's process model of intercultural competence [2]. According to Deardorff, intercultural competence develops progressively through openness, curiosity, respect, and communicative interaction. In the present study, students reported highly positive perceptions related to respect for cultural diversity ($M =$

4.88), classroom participation ($M = 4.68$), and understanding of other cultures ($M = 4.68$). These findings suggest that the instructional activities encouraged learners to engage more actively with intercultural communication and cultural reflection.

An important finding of the study concerns the relationship between lesson enjoyment and speaking confidence. The correlation analysis demonstrated a moderate positive relationship between these variables ($r = .64$), indicating that students who perceived the lessons as more enjoyable also tended to report greater confidence when speaking English. This result suggests that emotionally engaging classroom environments may positively relate to learners' willingness to communicate.

The comparatively lower mean score for speaking confidence ($M = 4.56$), although still strongly positive, may be explained by the linguistic challenges associated with discussing culturally specific concepts in English. Several students mentioned vocabulary and pronunciation difficulties when describing traditional customs or national symbols. These findings suggest that culture-based instruction should be supported by appropriate lexical scaffolding and communicative practice in order to facilitate accurate and confident expression.

The findings are also consistent with Claire Kramsch's perspective that language learning should create opportunities for learners to negotiate meanings between cultures rather than simply acquire isolated grammatical knowledge [4]. Kramsch argues that intercultural learning emerges when students reflect on relationships between their native culture and the target language culture. In the present study, students compared Kazakh traditions with customs in English-speaking countries and reflected on similarities and differences between cultural practices. This process appeared to support both intercultural awareness and cultural identity formation.

Importantly, intercultural learning in this study did not weaken students' attachment to their national culture. On the contrary, learners reported very high levels of pride in national culture ($M = 4.84$). Qualitative responses such as "*Showing my culture to the world*" suggest that students perceived English not only as a foreign language but also as a means of presenting their own cultural identity in intercultural communication. This finding supports the idea that intercultural education can strengthen awareness of national culture while simultaneously promoting openness toward other societies and traditions.

The motivational outcomes of the study may also be interpreted through Zoltán Dörnyei's work on second language motivation [11]. Dörnyei emphasizes that meaningful classroom experiences and emotionally engaging learning environments play an important role in sustaining learner motivation. In the present study, students consistently described the lessons as interesting, enjoyable, and different from traditional English classes. Qualitative comments such as "*It was fun to talk about our culture*" and "*Yes, because it is not boring*" suggest that the instructional intervention increased emotional involvement and classroom engagement.

The findings are also consistent with previous studies in intercultural language education. Will Baker argues that integrating cultural awareness into English language teaching promotes more meaningful communication and learner engagement [8]. Similarly, Kuralay Smakova and BethAnne Paulsrud report that local cultural content may support the development of intercultural communicative competence in Kazakhstan's English language classrooms [9]. The present study extends these findings by providing empirical evidence from secondary school learners participating in supplementary educational settings.

The classroom observation notes further reinforced the questionnaire findings. Students demonstrated active participation during pair discussions, role plays, and comparative cultural activities. Learners appeared particularly engaged when discussing familiar cultural practices such as Nauryz, hospitality traditions, traditional foods, and national symbols. These observations suggest that culturally familiar content may reduce communicative anxiety and encourage greater oral participation.

Despite the overall positive findings, several methodological limitations should be acknowledged. First, the study involved a relatively small sample of 25 students from a single educational center in Almaty, which limits the generalizability of the findings. Second, the research relied primarily on self-reported perceptions rather than objective assessments of language proficiency or intercultural competence. Third, because the study employed a descriptive post-intervention design without a control group or pre-test/post-test comparison, the findings should not be interpreted as evidence of direct causal effects.

Nevertheless, despite these limitations, the study provides practical support for the integration of culturally responsive approaches into English language teaching in Kazakhstan. The findings suggest that culture-based English instruction may positively relate to learner engagement, intercultural awareness, motivation, and classroom participation. Overall, the theoretical perspectives of Byram, Deardorff, Kramsch, and Dörnyei provide a coherent framework for understanding the positive student perceptions identified in this study. Together, the findings suggest that culturally integrated English instruction may create more meaningful, engaging, and communicative learning experiences for secondary school learners.

Conclusion

This study explored students' perceptions of integrating Kazakh national traditions into English language lessons and examined its relationship with intercultural awareness, learning motivation, and speaking confidence among seventh-grade learners at AiPlus Educational Center. The quantitative findings, qualitative responses, classroom observations, and statistical analyses demonstrated consistently positive student perceptions regarding the use of culturally integrated instruction in English language education.

The quantitative results revealed high mean scores across all measured dimensions, including lesson interest, intercultural awareness, classroom participation, respect for cultural diversity, and willingness to continue participating in culture-based English lessons. As presented in Table 2 and Figures 1–2, positive responses ranged from 96% to 100%, indicating a highly favorable evaluation of the instructional approach among participants.

The qualitative findings further supported these results by demonstrating that students perceived the lessons as interesting, meaningful, and different from traditional English classes. Many learners expressed positive emotions when discussing Kazakh traditions in English and reported increased pride in their national culture. Student responses such as *“Showing my culture to the world”* suggest that participants viewed English not only as a foreign language but also as a means of representing their own cultural identity in intercultural communication.

The findings suggest that integrating Kazakh national traditions into English language instruction may contribute positively to several dimensions of intercultural awareness and learner motivation. Students reported greater confidence in discussing cultural topics in English, stronger ability to compare traditions across cultures, and increased respect for cultural diversity. These outcomes are consistent with the theoretical perspectives of Michael Byram [1], Darla K. Deardorff [2], and Claire Kramsch [4], which emphasize the importance of intercultural communication, cultural reflection, and meaningful interaction in foreign language education.

The study also demonstrated that culturally relevant instructional content may positively influence learner engagement and classroom participation. The moderate positive correlation identified between lesson enjoyment and speaking confidence ($r = .64$) suggests that emotionally engaging classroom experiences may support learners' willingness to communicate in English. In addition, the reliability analysis demonstrated high internal consistency of the questionnaire instrument (Cronbach's $\alpha = .89$), indicating that the collected data provided stable and consistent measurements of related constructs.

From a pedagogical perspective, the findings highlight the importance of incorporating culturally responsive approaches into English language teaching in Kazakhstan. The use of national

traditions provides learners with authentic and emotionally meaningful contexts for communication while simultaneously supporting awareness of national culture and intercultural understanding. Communicative activities involving comparison, reflection, and cultural explanation may therefore contribute to more engaging and meaningful language learning experiences for secondary school students.

At the same time, several limitations should be acknowledged. The study involved a relatively small sample of participants from a single educational center, which limits the generalizability of the findings. In addition, the research relied primarily on self-reported perceptions and did not include objective assessments of language proficiency or intercultural competence. Because the study employed a descriptive post-intervention design without a control group or pre-test/post-test comparison, the findings should not be interpreted as evidence of direct causal relationships.

Future research could involve larger and more diverse participant groups, longitudinal designs, classroom discourse analysis, and more advanced statistical procedures in order to investigate the long-term educational impact of culturally integrated English instruction. Further studies may also examine the role of specific cultural elements such as oral traditions, storytelling, music, and national literature in supporting intercultural communication and language learning.

In conclusion, the study provides practical empirical support for the integration of Kazakh national traditions into English language instruction as a culturally responsive pedagogical approach. By connecting language learning with students' cultural identity and lived experiences, culture-based instruction may contribute to more meaningful, engaging, and communicative English language education for secondary school learners in Kazakhstan.

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ПРОБЛЕМАҒА БАҒЫТТАЛҒАН ӘДІС НЕГІЗІНДЕ ОҚУШЫЛАРДЫҢ КОГНИТИВТІК ДАҒДЫЛАРЫН ДАМУ

Аңдатпа

Бұл мақалада ағылшын тілін оқытудың проблемаға бағытталған әдісі аясында жоғары сынып оқушыларының когнитивтік дағдыларын дамыту мәселесі қарастырылады. Қазіргі білім беру кеңістігінде шетел тілін меңгерту тек тілдік бірліктерді игертумен шектелмей, сонымен қатар білім алушының сыни ойлау, талдау, салыстыру, дәлелдеу, шешім қабылдау, ақпаратты жүйелеу және шығармашылық тұрғыдан пайымдау қабілеттерін жетілдірумен тығыз байланыста жүзеге асырылуы қажет. Осы тұрғыдан алғанда, проблемаға бағытталған оқыту әдісі жоғары сынып оқушыларының танымдық белсенділігін арттыруға, олардың оқу үдерісіндегі дербестігін күшейтуге және шынайы коммуникативтік жағдаяттар негізінде ойлау әрекетін дамытуға мүмкіндік беретін тиімді педагогикалық тәсілдердің бірі ретінде сипатталады.

Зерттеу нәтижесінде проблемаға бағытталған әдістің жоғары сынып оқушыларының когнитивтік дағдыларын жүйелі дамытуға, олардың шетел тілінде ой қорыту, пайымдау және дәлелді сөйлеу қабілетін жетілдіруге ықпал ететіндігі анықталады. Мақала қорытындысында аталған әдісті ағылшын тілі сабақтарының мазмұнына мақсатты түрде енгізу білім сапасын арттырудың, функционалдық сауаттылықты дамытудың және оқушының зияткерлік әлеуетін жетілдірудің маңызды шарты екендігі көрсетілді.

Кілт сөздер: проблемаға бағытталған оқыту, ағылшын тілін оқыту, когнитивтік дағдылар, жоғары сынып оқушылары, сыни ойлау, коммуникативтік құзыреттілік, танымдық белсенділік, аналитикалық ойлау, оқушы белсенділігі, сөйлеу дағдысы, коммуникативтік әдіс, функционалдық сауаттылық.

Аннотация

В данной статье рассматривается проблема развития когнитивных навыков старшеклассников в рамках проблемно-ориентированного метода обучения английскому языку. В современном образовательном пространстве овладение иностранным языком должно осуществляться не только при овладении языковыми единицами, но и в тесной связи с совершенствованием способности обучающегося критически мыслить, анализировать, сравнивать, аргументировать, принимать решения, систематизировать информацию и творчески рассуждать. С этой точки зрения метод проблемно-ориентированного обучения характеризуется как один из эффективных педагогических подходов, позволяющий повысить познавательную активность старшеклассников, усилить их самостоятельность в

учебном процессе и развить мыслительную деятельность на основе реальных коммуникативных ситуаций.

В результате исследования установлено, что проблемно-ориентированный метод способствует системному развитию когнитивных навыков старшеклассников, совершенствованию их умений рассуждать, рассуждать и аргументированно говорить на иностранном языке. В заключении статьи указывается, что целенаправленное включение данного метода в содержание уроков английского языка является важным условием повышения качества образования, развития функциональной грамотности и совершенствования интеллектуального потенциала учащегося.

Ключевые слова: проблемно-ориентированное обучение, о

бучение английскому языку, когнитивные навыки, старшеклассники, критическое мышление, коммуникативная компетентность, познавательная активность, аналитическое мышление, активность учащихся, речевые навыки, коммуникативный метод, функциональная грамотность.

Annotation

This article examines the problem of developing the cognitive skills of high school students within the framework of the problem-oriented method of teaching English. In the modern educational environment, mastering a foreign language should be carried out not only by mastering language units, but also in close connection with improving the student's ability to think critically, analyze, compare, argue, make decisions, systematize information and creatively reason. From this point of view, the problem-based learning method is characterized as one of the effective pedagogical approaches that allows to increase the cognitive activity of high school students, strengthen their independence in the educational process and develop mental activity based on real communicative situations.

As a result of the study, it was found that the problem-oriented method contributes to the systematic development of cognitive skills of high school students, improving their skills to reason, reason and speak a foreign language in a reasoned manner. The conclusion of the article indicates that the purposeful inclusion of this method in the content of English lessons is an important condition for improving the quality of education, developing functional literacy and improving the intellectual potential of the student.

Keywords: problem-oriented learning, English language teaching, cognitive skills, high school students, critical thinking, communicative competence, cognitive activity, analytical thinking, student activity, speech skills, communicative method, functional literacy.

Kіріспе

Қазіргі жаһандану, цифрландыру және білім беру кеңістігінің жедел жаңаруы жағдайында мектептегі шетел тілін оқыту жүйесіне қойылатын талаптар түбегейлі өзгеріп отыр, өйткені бүгінгі күні ағылшын тілін меңгеру тек грамматикалық құрылымдар мен лексикалық қорды игеру міндетімен шектелмей, оқушының ақпаратты талдау, салыстыру, интерпретациялау, дәлелдеу, баламалы шешімдер ұсыну, қорытынды жасау және өз ұстанымын негіздеу сияқты когнитивтік дағдыларын дамытуға бағытталуы тиіс. Әсіресе жоғары сынып кезеңінде білім алушылардан оқу материалына репродуктивті деңгейде жауап беру емес, күрделі жағдаяттарды түсіну, көпқырлы мәселені шешу, түрлі дереккөздермен жұмыс істеу және тілдік құралдарды ойлау әрекетімен ұштастыра пайдалану талап етіледі. OECD-нің PISA 2022 нәтижелері оқушылардың шығармашылық ойлау, проблеманы әлеуметтік және ғылыми контексте шешу, идея ұсыну мен оны жетілдіру қабілеттерінің жалпы оқу жетістігімен тығыз байланыста екенін көрсетеді, ал бұл орта білім беруде когнитивтік дағдыларды пәндік мазмұннан бөлек емес, соның ішінде тілдік білім арқылы дамыту қажеттігін айқындай түседі [1].

Осы тұрғыдан алғанда, ағылшын тілін оқытудың проблемаға бағытталған әдісі педагогика мен тілдік білім беру тоғысындағы өзекті бағыттардың бірі ретінде қарастырылады, себебі аталған әдіс оқушыны дайын ақпаратты қабылдаушы емес, нақты проблемалық жағдаятты зерттеуші, талдаушы және шешім ұсынушы субъект ретінде қалыптастыруға мүмкіндік береді. Проблемаға бағытталған оқыту барысында білім алушылар шынайы немесе шынайылыққа жақын жағдаяттармен бетпе-бет келіп, тілдік бірліктерді мақсатсыз жаттаудан гөрі, оларды мәселені шешу құралы ретінде қолданады. Мұндай оқу моделі білім мазмұнын өмірлік тәжірибемен ұштастырып, тілдік әрекетті танымдық белсенділікпен байланыстырады, сол арқылы оқушылардың сыни, логикалық және шығармашылық ойлауын белсендіреді. OECD-нің сол жылғы қосымша талдауы 15 жастағы оқушылардың шығармашылық ойлауы ашық тапсырмалар, әлеуметтік және ғылыми проблемаларды шешу, жазбаша және визуалды идея ұсыну арқылы бағаланғанын көрсетеді; бұл көрсеткіштер қазіргі сабақтардың мазмұны оқушыны көпнұсқалы ойлауға жетелейтіндей құрылуы керектігін дәлелдейді [2].

Жалпы білім беру ұйымдарындағы ағылшын тілі сабағы ұзақ уақыт бойы ережені түсіндіру, үлгі бойынша орындау және мұғалім бақылауымен қайталау сияқты дәстүрлі модельдерге сүйеніп келгені белгілі. Мұндай жүйе тілдік минимумды игеруге белгілі бір дәрежеде ықпал еткенімен, жоғары деңгейлі когнитивтік операциялардың, әсіресе талдау, бағалау және синтездің жүйелі түрде қалыптасуына әрдайым қолайлы жағдай жасай бермейді. Ал қазіргі білім беру парадигмасы оқушының функционалдық сауаттылығын, дербес ойлауын және түрлі коммуникативтік жағдаяттарда тілдік шешім қабылдай алу қабілетін басымдыққа шығарады. Сондықтан ағылшын тілін оқытудағы басты мәселенің бірі – тілдік құзыреттілікті когнитивтік дамумен кіріктіре ұйымдастыру. Осы қажеттілік проблемаға бағытталған оқытуды тек әдіс ретінде емес, оқушының танымдық іс-әрекетін қайта құратын дидактикалық жүйе ретінде қарастыруды талап етеді. Соңғы метаталдау нәтижелері проблемаға негізделген оқытудың EFL аудиторияларында академиялық жетістікке ірі және оң әсер ететінін көрсетті: 36 зерттеуден алынған 41 әсер көлемі бойынша жалпы нәтиже Hedges's $g = 1.067$ болған, яғни бұл тәсіл шетел тілін меңгертуде тиімді педагогикалық құралдардың бірі болып саналады [3].

Проблемаға бағытталған әдістің құндылығы оның оқушыны тек жауап беруге емес, сұрақ қоюға, гипотеза ұсынуға, дәлел келтіруге, ақпарат көздерін салыстыруға және қорытынды жасауға үйретуінде жатыр. Ағылшын тілі сабағында бұл әдіс мәтін мазмұнын талқылау, әлеуметтік немесе мәдени мәселені шешу, кейс ұсыну, пікірталас ұйымдастыру, жобалық тапсырма орындау, аргументативті жазылым, топтық талдау және рөлдік жағдаяттарды модельдеу арқылы жүзеге асуы мүмкін. Мұндай тапсырмаларда тілдік материал мазмұннан бөлек қаралмайды, керісінше, ойлау әрекетінің практикалық құралына айналады. Соның нәтижесінде оқушы сөздерді немесе грамматикалық үлгілерді механикалық жаттамайды, оларды мәселені түсіндіру, позицияны қорғау және шешім ұсыну контекстінде меңгереді. Бұл, өз кезегінде, когнитивтік дағдылардың табиғи қалыптасуына ықпал етеді, себебі оқушы тілдік форманы емес, сол форма арқылы жасалатын ой операциясын игереді. Le мен Nguyen зерттеуінде әлеуметтік конструктивизмге негізделген оқыту тәсілі студенттердің сыни ойлау дағдыларын дамытуда дәстүрлі мұғалім-орталық модельден анағұрлым тиімді болғаны және қатысушылардың мұндай интерактивті оқыту формасына жоғары қанағаттанушылық танытқаны анықталған [4].

Жоғары сынып оқушыларының когнитивтік дағдыларын дамыту мәселесі жас ерекшелік психологиясы мен әдістеме ғылымы тұрғысынан да маңызды, өйткені дәл осы кезеңде оқушыларда абстрактілі ойлау, дәлелді пайымдау, рефлексия жасау, өзіндік көзқарас қалыптастыру және күрделі білім мазмұнын салыстырмалы тұрғыдан игеру мүмкіндігі күшейеді. Демек, ағылшын тілі сабағы осы әлеуетті іске қосатын ортаға айналуы қажет. Егер сабақ мазмұны проблемалық сипатта құрылса, онда оқушы тілдік бірліктерді есте сақтаумен

ғана шектелмей, оларды талдау, түсіндіру, баға беру және шешім әзірлеу үдерістерінде пайдаланады. Бұл жерде когнитивтік дағдыларға ақпаратты сұрыптау, себеп-салдарлық байланысты анықтау, дәлелдің сенімділігін бағалау, болжам жасау, салыстыру, баламалы пікірлерді қарастыру және өзіндік рефлексия жүргізу сияқты қабілеттерді жатқызуға болады. Аталған қабілеттер қазіргі қоғамда тек академиялық табыс үшін емес, өмірлік бейімделу, кәсіби бағдар және ақпараттық қауіпсіздік үшін де маңызды. Ағылшын тілін оқытудағы проблемаға бағытталған әдіс пәндік мақсат пен тұлғалық дамуды бір арнаға тоғыстыратын тетік ретінде бағалануы орынды.

Соңғы жылдары ағылшын тілін оқыту аясында сыни ойлау мен когнитивтік дағдылар мәселесіне арналған зерттеулер санының артуы да бұл бағыттың ғылыми өзектілігін күшейтеді. 2025 жылғы библиометриялық талдау ағылшын тілін оқытудағы critical thinking тақырыбы бойынша 2009–2024 жылдар аралығындағы жарияланымдардың тұрақты өсуін және 2024 жылы ең жоғары көрсеткішке жеткенін көрсетеді; зерттеу авторлары бұл үрдісті ELT саласының тілдік нәтижелермен қатар танымдық даму міндетіне барған сайын көбірек назар аудара бастауымен байланыстырады [5]. Мұндай ғылыми динамика проблемаға бағытталған, конструктивистік және оқушы әрекетіне негізделген модельдердің өзектілігін дәлелдейді.

Орта мектеп жағдайында проблемаға бағытталған оқытуды жүзеге асыру автоматты түрде нәтиже беретін әмбебап шешім емес екенін атап өткен жөн. Оның тиімділігі ең алдымен мұғалімнің тапсырманы дұрыс құра білуіне, проблеманың жас ерекшелікке сәйкестігіне, тілдік материалдың оқушы деңгейіне лайықталуына, топтық өзара әрекетке жағдай жасалуына және бағалаудың тек тілдік қателерді емес, ойлау үдерісін де ескеретіндей ұйымдастырылуына тәуелді. Егер проблемалық тапсырма шамадан тыс күрделі немесе тілдік тұрғыдан қолжетімсіз болса, онда ол оқушының танымдық белсенділігін арттырмай, керісінше, мотивациясын төмендетуі мүмкін. Сол себепті бұл әдісті ғылыми негізде, кезең-кезеңімен және әдістемелік тұрғыдан сауатты енгізу мәселесі арнайы зерттеуді қажет етеді.

Осыған байланысты ұсынылып отырған мақаланың мақсаты – ағылшын тілін оқытудың проблемаға бағытталған әдісі аясында жоғары сынып оқушыларының когнитивтік дағдыларын дамытудың теориялық негіздерін айқындау, аталған әдістің педагогикалық мүмкіндіктерін ашу және оны мектеп практикасына енгізудің мазмұндық-әдістемелік алғышарттарын саралау. Зерттеудің өзектілігі қазіргі мектептегі ағылшын тілі сабағын тек тіл үйрету алаңы ретінде емес, оқушының ойлау мәдениетін, танымдық дербестігін және интеллектуалдық икемділігін қалыптастыратын білім кеңістігі ретінде қарастыру қажеттілігімен айқындалады. Сондықтан проблемаға бағытталған әдісті қолдану жоғары сынып оқушыларының тілдік құзыреттілігімен қатар олардың когнитивтік әлеуетін дамытуға бағытталған жаңашыл әрі ғылыми негізделген әдістемелік шешім ретінде ерекше назар аударуды талап етеді.

Негізгі бөлім

Әдебиеттік шолу: Ағылшын тілін оқытудағы проблемаға бағытталған әдіс соңғы жылдары оқушының тек тілдік құзыреттілігін қалыптастыру құралы ретінде емес, сонымен қатар оның когнитивтік, метатанымдық және коммуникативтік дағдыларын дамытудың пәрменді тетігі ретінде қарастырылып келеді. Қазіргі зерттеулерде бұл тәсілдің мәні оқушыны дайын білімді қабылдаушы рөлінен шығарып, оны нақты проблеманы анықтайтын, шешу жолдарын ұсынатын, дәлел келтіретін, баламаларды салыстыратын және өз ұстанымын қорғайтын белсенді таным субъектісіне айналдырумен түсіндіріледі. 2024 жылғы жүйелі шолуда problem-based learning тәсіліне қатысты 2012–2023 жылдар аралығындағы 27 зерттеу талданып, бұл әдістің ағылшын тілін меңгеру үдерісіне, оқушының оқу мінез-құлқына және сыни ойлауына оң ықпал ететіні көрсетілген [6].

Проблемаға бағытталған оқытудың шетел тілін меңгертудегі тиімділігін дәлелдейтін неғұрлым ірі еңбектердің бірі – 2025 жылы жарияланған метаталдау. Онда EFL сыныптарындағы problem-based learning тәсілінің академиялық жетістікке әсері 36 зерттеуден алынған 41 әсер көлемі негізінде қарастырылып, жалпы әсер көлемінің жоғары екені анықталған. Бұл нәтиже проблемаға бағытталған оқыту шетел тілін игеруде тек мотивациялық немесе ұйымдастырушылық құрал ғана емес, нақты педагогикалық нәтиже беретін әдіс екенін айқындайды [7].

Әдебиетте проблемаға бағытталған әдіс көбіне сыни ойлау дағдыларымен тікелей байланыста қарастырылады. 2025 жылғы тағы бір метаталдауда problem-based learning дәстүрлі оқытуға қарағанда сыни ойлауды дамытуда айқын басымдық көрсететіні, ал оның нәтижелілігі оқу ортасы, тапсырма сипаты және оқыту кезеңіне байланысты өзгеріп отыратыны айтылған [8]. Бұл тұжырым ағылшын тілі сабағында проблемалық тапсырмаларды кездейсоқ емес, сабақ мақсатына, оқушының тілдік деңгейіне және жас ерекшелігіне сай жүйелі түрде енгізу қажет екенін дәлелдейді.

Ағылшын тілін оқытуда когнитивтік дағдыларды дамыту мәселесі тек problem-based learning аясында ғана емес, жалпы ELT кеңістігіндегі critical thinking бағытымен де тығыз сабақтасып отыр. 2025 жылғы библиометриялық талдау ағылшын тілін оқытудағы сыни ойлау тақырыбы бойынша жарияланымдардың тұрақты артып келе жатқанын, зерттеулердің негізгі өзегі оқушының талдау, пайымдау, дәлелдеу және интерпретациялау қабілеттерін дамытуға бағытталғанын көрсетеді [9]. Бұл ғылыми үрдіс тіл үйретудің қазіргі парадигмасы тілдік нәтижеден гөрі тіл арқылы ойлау мәдениетін қалыптастыруға бет бұрып отырғанын білдіреді.

Осы бағыттағы эмпирикалық еңбектердің бірі ретінде әлеуметтік конструктивизмге негізделген оқыту моделін қарастырған 2024 жылғы зерттеуді атауға болады. Зерттеу нәтижелері интерактивті, оқушы белсенділігіне сүйенген ортада білім алушылардың сыни ойлау және мәтінді терең түсіну қабілеттері дәстүрлі мұғалім-орталық модельге қарағанда жақсырақ дамидынын көрсетті [10]. Бұл дерек проблемаға бағытталған оқытудың тиімділігі тек тапсырманың мазмұнымен емес, сонымен бірге сабақтағы өзара әрекет, диалог, пікір алмасу және бірлескен рефлексия сияқты факторлармен де тығыз байланысты екенін аңғартады.

Проблемаға бағытталған әдістің мазмұндық-педагогикалық мүмкіндіктері: Жоғары сыныптағы ағылшын тілі сабағында проблемаға бағытталған әдісті қолдану ең алдымен оқу мазмұнын шынайы өмірмен байланыстыруға мүмкіндік береді. Дәстүрлі сабақта оқушы көбіне мәтінді оқып, жаңа сөздерді жаттап, грамматикалық үлгілерді қайталаса, problem-based learning жағдайында ол белгілі бір әлеуметтік, мәдени, экологиялық немесе технологиялық мәселені ағылшын тілінде талдауға кіріседі. Мысалы, «жасанды интеллекттің білімге әсері», «экологиялық жауапкершілік», «әлеуметтік желідегі жалған ақпарат», «жастардың кәсіби таңдауы» сияқты тақырыптар оқушыдан жай ғана тілдік жауап емес, пайымдау, салыстыру, дәлелдеу және шешім ұсынуды талап етеді. Осындай тапсырмалар барысында тілдік материал мазмұнның қызметшісіне айналып, оқушы ағылшын тілін дербес ойлау құралы ретінде қолдана бастайды.

Когнитивтік дағдыларды дамыту тұрғысынан қарағанда, проблемаға бағытталған әдіс бірнеше өзара байланысты танымдық әрекетті белсендіреді. Біріншіден, оқушы проблеманы ұғынады және оның мәнін ажыратады, яғни ақпаратты қабылдау мен бастапқы интерпретация іске қосылады. Екіншіден, ол мәселенің себептері мен салдарын анықтауға тырысады, бұл талдау операциясын күшейтеді. Үшіншіден, бірнеше ықтимал шешім нұсқасын салыстырып, олардың артықшылығы мен әлсіздігін бағалайды, мұнда бағалау және синтез жүзеге асады. Төртіншіден, өз ойын сынып алдында не жазбаша форматта дәлелдеуі қажет болады, бұл логикалық құрылымдау мен рефлексияны дамытады. Осылайша, problem-based learning тек бір тапсырманы орындау тәсілі емес, жоғары деңгейлі ойлау

операцияларын бір сабақ құрылымына тоғыстыратын күрделі әдістемелік жүйе болып табылады.

Жоғары сынып оқушылары үшін мұндай тәсілдің ерекше маңызы бар, себебі бұл кезеңде олардың абстрактілі ойлау мүмкіндігі айқын күшейеді, пікір айту мәдениеті қалыптасады және дербес шешім қабылдауға ұмтылыс артады. Егер сабақ барысында оқушы дайын жауапты іздеуге емес, сұрақты нақтылауға, дәлел іздеуге, позиция таңдауға және қорытынды жасауға ынталандырылса, онда ағылшын тілі пәні тек тілдік норма мен ереже үйрететін сала емес, зияткерлік даму алаңына айналады. Мұндай жағдайда оқушының оқу мотивациясы да күшейеді, өйткені ол тілді формальді пән ретінде емес, маңызды мәселені талқылаудың құралы ретінде қабылдайды.

Проблемалық тапсырмалардың когнитивтік әсері: Ағылшын тілі сабағында қолданылатын проблемалық тапсырмаларды бірнеше топқа бөлуге болады. Бірінші топқа жағдаяттық талдау жатады, мұнда оқушыларға өмірлік немесе әлеуметтік сипаттағы мәселе ұсынылып, оны шешудің жолын ағылшын тілінде ұсыну талап етіледі. Екінші топ – пікірталас пен дебат, бұл жерде білім алушылар қарама-қарсы көзқарастарды салыстырып, өз пікірін дәлелдейді. Үшінші топ – жобалық және зерттеушілік тапсырмалар, олар ақпарат жинау, сұрыптау, өңдеу және көпшілік алдында таныстыру әрекеттерін қамтиды. Төртінші топ – аргументативті жазылым, мұнда оқушы белгілі бір проблемаға қатысты ұстанымын логикалық түрде негіздеуі тиіс.

Осындай тапсырмалар когнитивтік дағдыларды жүйелі түрде дамытады. Жағдаяттық тапсырмалар себеп-салдарлық байланыстарды көруге үйретсе, дебат баламалы пікірлерді бағалауға және дәлел құрастыруға жетелейді. Жобалық жұмыс ақпараттық сауаттылық пен синтез қабілетін дамытады, ал аргументативті эссе рефлексия мен логикалық құрылымды қалыптастырады. Ең маңыздысы – бұл әрекеттердің барлығы ағылшын тілінде жүзеге асатындықтан, когнитивтік және тілдік даму бір мезгілде жүреді.

Әдісті жүзеге асыру шарттары: Дегенмен problem-based learning тәсілінің нәтижелілігі оны механикалық қолдануға емес, ғылыми-әдістемелік негізде ұйымдастыруға байланысты. Ең алдымен, проблема оқушының жасына және тілдік деңгейіне сай болуы тиіс. Тым күрделі немесе мәдени контексті түсініксіз мәселе оқушыны дамыту орнына оны тежеп тастауы мүмкін. Екіншіден, мұғалім тапсырманы кезең-кезеңімен құруы керек: проблеманы ұсыну, жетекші сұрақтар қою, дерекпен жұмыс ұйымдастыру, шешімдерді салыстыру және қорытынды рефлексия. Үшіншіден, бағалау жүйесі тек тілдік дұрыстыққа емес, ойдың тереңдігіне, дәлелдің қисындылығына, мәселені түсіну сапасына және ұсынылған шешімнің негізділігіне де сүйенуі қажет.

Сондай-ақ сыныптағы психологиялық ахуалдың да рөлі ерекше. Егер оқушы қателесуден қорықса немесе оның пікірі ескерілмейтін болса, онда problem-based learning табиғатына тән еркін пайымдау жүзеге аспайды. Сондықтан мұғалім қолдаушы, диалогке ашық, пікір алуандығын мойындайтын орта қалыптастыруы қажет. Мұндай ортада оқушы тілдік қателерден қорықпай, мазмұндық ой айтуға бейімделеді, ал бұл когнитивтік дамудың маңызды алғышарты болып саналады.

Қорытынды

Ағылшын тілін оқытудың проблемаға бағытталған әдісі жоғары сынып оқушыларының когнитивтік дағдыларын дамытуда елеулі әлеуетке ие екені байқалады. Оның құндылығы оқушыны білімді жай қабылдаушыдан оны құрастырушы және бағалаушы тұлғаға айналдыруында жатыр. Бұл тәсіл арқылы ағылшын тілі сабағында талдау, дәлелдеу, салыстыру, шешім қабылдау, рефлексия жасау сияқты жоғары деңгейлі ойлау әрекеттері табиғи түрде қалыптасады. Демек, problem-based learning қазіргі мектептегі ағылшын тілін оқытуды мазмұндық тұрғыдан байытып қана қоймай, оқушының танымдық дербестігін,

зияткерлік икемділігін және функционалдық сауаттылығын дамытуға бағытталған тиімді әдіс ретінде қарастырылуы тиіс.

Резюме: В данной статье рассмотрено развитие познавательных навыков старшеклассников в рамках проблемно-ориентированного метода обучения английскому языку. Цель исследования-превратить учащегося из простого получателя знаний в составителя и оценщика. В результате этого метода на уроках английского языка формируются мыслительные действия, такие как анализ, аргументация, сравнение и принятие решений.

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STRATEGIES FOR DEVELOPING STUDENTS' PROFESSIONAL VOCABULARY IN CLIL LESSONS

Abstract

This article examines the effectiveness of content and language integrated learning in the development of students' professional vocabulary in English lessons at school. Special attention is

paid to the development of communicative competence, professional vocabulary and skills of practical use of the English language. In the course of the research, lessons were developed and conducted using pedagogical support strategies, interactive teaching methods, collaboration, digital technologies and elements of artificial intelligence. The training sessions included discussions, role-playing, project activities, problem-solving tasks, group work, as well as the use of glossaries, visual diagrams, and digital educational platforms. Qualitative and quantitative research methods were used to collect data, including questionnaires of 9th grade students before and after lessons. The results of the study showed that the use of these strategies helps to increase the motivation of students, their activity in the classroom and confidence in the use of professional vocabulary. The students noted improved speaking skills, understanding of subject terminology, and more active participation in communicative situations. In general, the results confirm the effectiveness of integrated learning in the development of professional vocabulary and communication skills of students.

Key words: *content and language integrated learning (CLIL); professional vocabulary; communicative competence; scaffolding; collaborative learning; digital technologies; artificial intelligence; interactive teaching methods.*

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СТРАТЕГИИ РАЗВИТИЯ ПРОФЕССИОНАЛЬНОЙ ЛЕКСИКИ УЧАЩИХСЯ НА CLIL-УРОКАХ

Аннотация

В данной статье рассматривается эффективность предметно-языкового интегрированного обучения в развитии профессиональной лексики учащихся на уроках английского языка в школе. Особое внимание уделяется развитию коммуникативной компетенции, профессиональной лексики и навыков практического использования английского языка. В ходе исследования были разработаны и проведены уроки с использованием стратегий педагогической поддержки, интерактивных методов обучения, совместной работы, цифровых технологий и элементов искусственного интеллекта. Учебные занятия включали обсуждения, ролевые игры, проектную деятельность, задания на решение проблем, групповую работу, а также использование глоссариев, визуальных схем и цифровых образовательных платформ. Для сбора данных применялись качественные и количественные методы исследования, включая анкетирование учащихся 9 класса до и после проведения уроков. Результаты исследования показали, что использование данных стратегий способствует повышению мотивации учащихся, их активности на уроках и уверенности при использовании профессиональной лексики. Учащиеся отметили улучшение навыков говорения, понимания предметной терминологии и более активное участие в коммуникативных ситуациях. В целом результаты подтверждают эффективность интегрированного обучения в развитии профессиональной лексики и коммуникативных навыков учащихся.

Ключевые слова: *предметно-языковое интегрированное обучение; профессиональная лексика; коммуникативная компетенция; педагогическая поддержка; совместное обучение; цифровые технологии; искусственный интеллект; интерактивные методы обучения.*

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CLIL САБАҚТАРЫНДА ОҚУШЫЛАРДЫҢ КӘСІБИ ЛЕКСИКАСЫН ДАМУ СТРАТЕГИЯЛАРЫ

Аңдатпа

Бұл мақалада мектептегі ағылшын тілі сабақтарында оқушылардың кәсіби лексикасын дамытудағы пән мен тілді кіріктіріп оқыту әдістемесінің тиімділігі қарастырылады. Коммуникативтік құзыреттілікті, кәсіби лексиканы және ағылшын тілін практикалық қолдану дағдыларын дамытуға ерекше назар аударылады. Зерттеу барысында педагогикалық қолдау стратегияларын, оқытудың интерактивті әдістерін, бірлескен оқытуды, цифрлық технологияларды және жасанды интеллект элементтерін пайдалана отырып сабақтар әзірленіп, өткізілді. Оқу сабақтарына пікірталастар, рөлдік ойындар, жобалық тапсырмалар, мәселелерді шешуге арналған тапсырмалар, топтық жұмыс, глоссарийлер, визуалды схемалар және цифрлық білім беру платформаларын қолдану кірді. Деректерді жинау үшін сапалы және сандық зерттеу әдістері қолданылды, соның ішінде сабаққа дейін және одан кейін 9-сынып оқушыларына сауалнама жүргізілді. Зерттеу нәтижелері көрсеткендей, бұл стратегияларды қолдану оқушылардың мотивациясын, сабақтағы белсенділігін және кәсіби лексиканы қолданудағы сенімділігін арттыруға көмектеседі. Оқушылар сөйлеу, пәндік терминологияны түсіну дағдыларының жақсарғанын және коммуникативтік тапсырмаларға белсенді қатысатынын атап өтті. Жалпы, нәтижелер оқушылардың кәсіби лексикасы мен коммуникативтік дағдыларын дамытуда пән мен тілді кіріктіріп оқыту әдістемесінің тиімділігін растайды.

Кілт сөздер: *пән мен тілді кіріктіріп оқыту әдістемесі; кәсіби лексика; коммуникативтік құзыреттілік; педагогикалық қолдау; бірлескен оқыту; цифрлық технологиялар; жасанды интеллект; оқытудың интерактивті әдістері.*

Introduction

The modern education system is focused not only on the formation of students' linguistic knowledge, but also on the development of their communicative and professional competence. In the context of globalization, English is becoming an important tool for international communication, academic mobility and professional development. In this regard, the CLIL (Content and Language Integrated Learning) method, integrated teaching of a subject and a foreign language, is becoming increasingly popular in educational practice. According to the definition of Marsh and Langé, CLIL is an educational approach in which a foreign language is used simultaneously to study educational content and develop language skills (Marsh, D. and Langé, G., 1999).

The CLIL methodology is actively used in Kazakhstan for effective language learning. This approach, known as content-based language integrated learning, involves simultaneous learning of educational material and a foreign language (most often English). The main objective of CLIL is to develop students' critical thinking skills, creativity, key competencies, and effective learning strategies. CLIL technology covers all levels of education (Zhetpisbayeva, 2017).

The researchers emphasize that learning through subject content allows students to use a foreign language in real-world communication situations and form intercultural interaction skills. A particularly important aspect of CLIL is the development of professional vocabulary, as knowledge of special terminology helps students understand the content of subjects and apply the language in an academic environment.

Professional vocabulary includes terms and expressions related to a specific field of knowledge. The use of thematic texts, projects, presentations and group assignments contributes to a more

effective assimilation of professional vocabulary. Research shows that students of CLIL programs demonstrate a higher vocabulary level compared to students of traditional language programs.

In addition, in the context of digitalization of education, CLIL lessons are becoming more interactive through the use of digital platforms, multimedia materials and online services. This allows you to create a communicative environment in which students actively use a foreign language to solve learning problems.

Thus, the development of professional vocabulary in CLIL lessons is an important condition for the formation of language and subject competence of students. The purpose of this study is to study the effectiveness of strategies for developing students' professional vocabulary in CLIL lessons at school.

Methods

The CLIL (Content and Language Integrated Learning) methodology is an educational approach based on the integration of subject content and a foreign language in a single educational process. The main goal of CLIL is to simultaneously develop students' subject knowledge and language competence. This approach was proposed by David Marsh and has become widespread in the European educational system due to its effectiveness in developing academic and communication skills (Coyle, 2007).

One of the key principles of CLIL is the "4C" concept proposed by Coyle, which includes four interrelated components: content, communication, cognition, and culture. According to this model, training should provide not only the assimilation of subject material, but also the development of language skills, critical thinking and intercultural competence. Within the framework of CLIL, a foreign language does not act as a separate object of study, but as a means of cognition and interaction (Coyle, Hood, Marsh, 2010).

Of particular importance in CLIL training is the development of professional and subject vocabulary. Professional vocabulary refers to a set of terms and specialized linguistic units used in a particular subject area. Mastering such vocabulary is necessary for understanding the educational material, completing assignments, participating in discussions, and developing students' academic literacy. The authors emphasize that language in CLIL is considered as a learning tool and a means of mastering subject content (Snow, Met, Genesee, 1989).

The researchers note that the formation of professional vocabulary is most effective in the context of contextualized learning. Unlike traditional rote memorization of words, CLIL involves the use of terminology in real-life communicative situations, which contributes to a deeper understanding and long-term assimilation of vocabulary. Students perceive new words through subject content, visual support, collaborative activities, and practical application of knowledge (Met, M., 1998).

Various pedagogical strategies are used for the successful development of professional vocabulary in CLIL lessons. One of the most common is scaffolding, which is step—by-step support for students in the learning process. This strategy includes the preliminary introduction of key terminology, the use of visual diagrams, tables, glossaries, as well as modeling speech constructions. Scaffolding helps to reduce language difficulties and promotes more confident use of new vocabulary. This approach is based on the concept of the zone of immediate development of L. S. Vygotsky's theory, according to which learning becomes most effective if there is support from a more competent participant in the educational process (Vygotsky, 1978). In the context of CLIL, such support allows students to gradually master both the subject matter and professional terminology (Coyle, Hood, Marsh, 2010).

Interactive learning methods such as group work, project activities, discussions, debates, and problem-solving tasks play an important role (van Lier, 1996). Such forms of work create conditions for the active use of subject vocabulary in oral and written speech, and also contribute to the development of students' communication skills. In the process of joint activity, students learn to argue their point of view, analyze information, ask questions and use professional terminology in

real learning situations. In addition, the use of authentic materials — scientific texts, videos, diagrams, and digital resources — contributes to the expansion of vocabulary, the development of academic language skills, and the formation of the ability to work with professional information in a foreign language (Byram, 2008).

Modern research also highlights the importance of digital technologies and artificial intelligence in the CLIL learning process. Online platforms, interactive applications, and digital resources make it possible to personalize learning, provide prompt feedback, and increase student motivation. As noted by Coyle, Hood and Marsh, modern generations of students are increasingly focused on the principle of "learn as you use, use as you learn", which reflects the need to integrate technology into the educational process. The use of digital learning tools contributes to a more active involvement of students in learning activities and makes the process of learning language and subject content more flexible and interactive (Coyle, Hood, Marsh, 2010)

In addition, modern technologies create conditions for collaborative learning, as students can participate in joint problem-solving tasks, exchange ideas and interact in a digital educational environment. The authors emphasize that new technologies motivate students to use communication tools "across languages and often borders", thereby expanding the possibilities of intercultural interaction and authentic communication in a foreign language. The use of international online projects, digital platforms, and networking contributes to the development of not only professional vocabulary, but also academic communication skills, critical thinking, and intercultural competence (Coyle, Hood, Marsh, 2010).

Despite the numerous advantages of the CLIL approach, the researchers also note certain difficulties in its implementation. Among the main problems are the insufficient level of foreign language proficiency among students, the complexity of subject terminology, a limited number of adapted materials and a high workload for teachers. As noted by Coyle, Hood, and Marsh, under CLIL conditions, the "language level of the learners" often does not correspond to their cognitive level, which can lead to difficulties in assimilating the subject matter. In this regard, Otten emphasizes the need for a subject-oriented teaching methodology that would help "bridge the gap between the learners' conceptual and cognitive capacities and the learners' linguistic level." The authors also note that if the language level is too high, "effective learning cannot take place," while insufficient cognitive complexity limits student development (Otten, 1993).

In addition, the implementation of CLIL requires a thorough analysis of the language and cognitive needs of students, as well as strategic planning of the educational process. The researchers note that the successful practice of CLIL involves the use of special methodological approaches, constant language support and cooperation between subject and language teachers. Teacher training is also essential, since "the CLIL teacher's own awareness of the vehicular language cannot be underestimated." The authors also emphasize that the implementation of CLIL requires time, pedagogical flexibility and professional support, since "there are no quick-fix solutions or formulas" for effective integration of language and learning content. The creation of a favorable language environment, the use of scaffolding and a competent selection of materials are important conditions for the successful implementation of the CLIL approach (Coyle, Hood, Marsh, 2010).

Thus, CLIL is an effective approach to the development of students' professional vocabulary, as it ensures the integration of language and subject learning, promotes the formation of communicative competence and the active use of terminology in real learning situations.

Methodology

The methodology of this study is based on an experimental and practical approach. The study was conducted using qualitative research methods in order to study the effectiveness of professional vocabulary development strategies in CLIL lessons at school. Qualitative research is aimed at understanding students' experiences, perceptions, classroom interactions, and language development processes, rather than measuring variables using numerical data alone.

The first stage of the study included a questionnaire consisting of 10 questions. The questionnaire was designed to identify students' previous learning experiences, attitudes towards CLIL lessons, confidence in using professional vocabulary, and perceptions of interactive learning strategies such as scaffolding, TBLT, CLT, PBL, discussions, role-playing, group work, and digital technology. The collected responses were later analyzed to assess the effectiveness of these strategies in developing professional vocabulary during CLIL training.

Research results

Participants

Quantitative data were collected using a preliminary survey conducted among 20 9th grade students of a secondary school enrolled in the CLIL methodology. The students' English language proficiency corresponded to the Intermediate level. The purpose of the survey was to identify previous experiences of learning English, to introduce students to interactive teaching methods and their attitudes towards the use of professional vocabulary in English lessons.

Instruments

The study used two main tools to collect data: questionnaires and CLIL-oriented training materials. The main tool was a structured questionnaire conducted before and after the implementation of CLIL strategies. The questionnaire included 5 main criteria aimed at determining the level of students' confidence in using professional vocabulary, activity during discussions and group work, the effectiveness of scaffolding strategies, the impact of interactive tasks on speaking skills, as well as the role of digital technologies and AI tools in the learning process.

The second tool was educational materials developed based on the CLIL approach. Materials included scaffolding activities, glossaries, visual organizers, TBLT, CLT, PBL, role plays, discussions, problem-solving tasks, and collaborative learning activities. In addition, digital technologies and elements of artificial intelligence were used in the lessons.

Procedure

Each CLIL assignment was accompanied by scaffolded tasks aimed at developing the understanding and use of professional vocabulary in communicative situations. Students participated in discussions, role plays, project-based activities, and group work. All tasks were adapted to the language level of the students and were carried out during several training sessions.

Data Analysis

The results of the preliminary survey showed that the students had limited experience using professional vocabulary and participating in CLIL-oriented activities. Only 35% of students said they felt confident when using professional terminology in English, while the majority felt insecure during speaking activities and classroom discussions.

The level of classroom participation also turned out to be relatively low. Only 40% of students reported that they actively participate in discussions and communicative tasks in English. This indicates the predominance of traditional grammar-based instruction in the previous experience of learning English.

As for scaffolding strategies, 50% of students noted that visual aids, glossaries, tables, and other support materials help them better understand professional terminology. In addition, only 45% of students believed that interactive tasks such as role plays, discussions, and problem-solving activities contribute to the development of speaking skills.

The use of digital technologies and AI tools was also limited. Only 55% of the students indicated that digital technologies make lessons more interesting and help in learning professional vocabulary.

In general, the results of the pre-survey showed that the students had insufficient CLIL-oriented learning experience and needed additional language support, the development of communicative skills and more active use of professional vocabulary in classroom interaction.

In addition, to the question "What difficulties do you usually encounter when using professional vocabulary or participating in CLIL assignments in English?" the majority of respondents replied

that they have problems with pronunciation, understanding of subject terminology and are afraid to make grammatical mistakes while speaking. Since this study was aimed at studying the effectiveness of professional vocabulary development strategies in CLIL lessons, the questionnaire also included questions related to the usefulness of the teaching methods used.

The majority of respondents (65%) noted that interactive CLIL tasks, real-life communication situations, and collaborative learning make lessons more practical, interesting, and motivating. All students responded positively to the question of whether these strategies help to improve their English level and expand their professional vocabulary.

The respondents identified the following main difficulties during CLIL lessons:

1. The fear that their English level is insufficient to use professional terminology;
2. Difficulty expressing your thoughts during discussions and role plays;
3. The need to speak fluently in the context of communication tasks;
4. Difficulties in understanding rapid speech and subject-oriented vocabulary;
5. Feeling of insecurity and lack of preparation during group work and presentations.

After a series of CLIL lessons, a post-intervention survey was conducted among 20 9th grade students to determine the effectiveness of professional vocabulary development strategies. The students' responses were analyzed quantitatively to identify the main changes after the introduction of CLIL-oriented activities, scaffolding strategies, interactive methods, digital technologies and AI tools.

The general perception of the CLIL lessons turned out to be positive. 18 out of 20 students (90%) noted that CLIL-lessons were interesting, motivating and practical through the use of discussions, role plays, collaborative learning and real-life communicative situations. Only 2 students (10%) reported initial insecurity during speaking activities.

The results of the post-survey showed the positive impact of CLIL strategies on the development of professional vocabulary and communication skills of students. After conducting CLIL lessons, 16 out of 20 students (80%) noted that they feel more confident when using professional vocabulary during classroom discussions and communicative tasks.

A high level of classroom participation was also recorded after the introduction of CLIL-oriented activities. 17 students (85%) reported that discussions, group work, pair work, and problem-solving tasks helped them participate more actively in lessons and express their thoughts more freely in English.

Understanding subject-specific vocabulary through scaffolding strategies has also proved effective. 18 students (90%) noted that visual aids, glossaries, tables, and scaffolding materials helped them better understand and memorize professional terminology.

In addition, 18 students (90%) indicated that interactive tasks, including role plays, discussions, and communicative activities, improved speaking skills and communicative confidence. The students noted that using real communication situations made the lessons more practical and interesting.

Particularly high results were recorded in relation to motivation through digital tools and AI. 18 students (90%) reported that digital technologies, AI-based activities and interactive platforms increased their interest in learning English and made CLIL-lessons more engaging and motivating.

Despite the positive results, some students continued to experience certain language difficulties. 6 students (30%) noted difficulties in expressing complex thoughts and choosing appropriate vocabulary during presentations and discussions. In addition, 5 students (25%) reported difficulties in understanding rapid speech and using subject terminology in spontaneous speaking situations.

In general, the results of the post-survey showed that scaffolding strategies, interactive methods, collaborative learning, digital technologies and AI tools had a positive impact on the development of professional vocabulary, speaking skills, classroom participation and communicative confidence of students in CLIL lessons.

The bar chart shows significant differences between the survey results before and after the introduction of integrated subject and foreign language learning strategies (Table 1). Before the start of the study, only 35% of students (7 out of 20) felt confident when using professional vocabulary in English. After the lessons, this indicator increased to 80% (16 out of 20), which indicates a significant increase in students' confidence in the communication process.

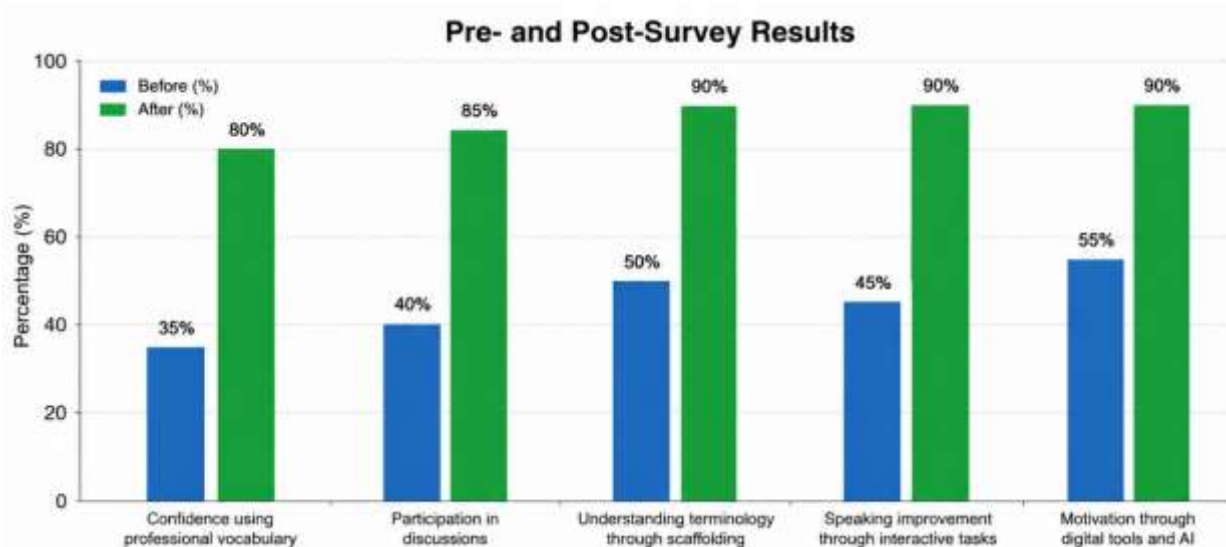
The level of student participation in the discussions has also increased significantly. Before the strategies were introduced, only 40% of students (8 out of 20) actively participated in discussions and communication tasks, whereas after the lessons, this figure increased to 85% (17 out of 20). This confirms the positive impact of discussions, role-playing, collaborative learning, and problem-solving tasks on student interaction in the classroom.

The understanding of professional terminology through pedagogical support strategies has also improved significantly. Before the start of the study, only 50% of students (10 out of 20) considered visual diagrams, glossaries, tables and additional materials useful for understanding the subject vocabulary. After the lessons, this indicator increased to 90% (18 out of 20).

In addition, the improvement of speaking skills through interactive tasks increased from 45% (9 out of 20) to 90% (18 out of 20), which confirms the effectiveness of communicative and project-oriented tasks in the development of students' oral speech.

Students' motivation has also significantly increased when using digital technologies and artificial intelligence elements. Before the start of the study, only 55% of students (11 out of 20) positively assessed the use of digital resources, whereas after the lessons, this figure increased to 90% (18 out of 20).

Table 1. Comparison of Pre- and Post-Survey results



In general, the results of the study showed that integrated learning strategies had a positive impact on the development of professional vocabulary, speaking skills, student participation in the educational process and their motivation to learn English.

Discussion

The results of this study show that using CLIL strategies is an effective approach to developing students' professional vocabulary in English lessons. The analysis of the results of the post-survey demonstrated the positive impact of scaffolding strategies, interactive methods, collaborative learning, digital technologies and AI tools on the development of students' speaking skills, communicative confidence and classroom participation.

One of the most significant results of the study was an increase in students' motivation and activity during CLIL lessons. Most of the participants noted that discussions, role plays, problem-solving tasks, and project-based activities made the lessons more interesting and practice-oriented.

These results confirm the position of Coyle, Hood, and Marsh, who note that CLIL promotes the integration of subject content, communication, and cognitive skills by creating a meaningful learning environment for students.

The results of the study also showed that scaffolding strategies have a positive effect on the understanding and assimilation of professional vocabulary. The use of glossaries, visual organizers, and guided support helped students better understand subject-specific terminology and use it more confidently in communicative tasks. This conclusion corresponds to Vygotsky's theory of the zone of proximal development, according to which learning becomes more effective with pedagogical support and collaborative interaction (Vygotsky, 1978).

Interactive methods, including TBLT, CLT, and PBL activities, were of particular importance in the study. Students noted that group work, discussions, and role plays helped them reduce speaking anxiety and increase communicative confidence. Similar findings are presented in the van Lier study, which highlights the importance of interaction and collaborative learning in the language learning process (van Lier, 1996).

In addition, the results of the study demonstrated the positive impact of digital technologies and AI tools on student motivation. The use of interactive platforms and AI-based activities increased students' interest in learning English and contributed to learner autonomy. These results are consistent with Cummins' research, which argues that information technology creates the conditions for academic language learning and active student involvement in the learning process (Cummins, 2005).

Despite the positive results of the study, certain difficulties were identified in the process of CLIL-learning, primarily related to the language aspects of learning. Some students continued to have difficulty using subject-specific vocabulary during classroom discussions, role plays, and presentations. The most common problems were insufficient vocabulary, difficulties in choosing appropriate vocabulary, as well as uncertainty about spontaneously expressing their thoughts in English. In addition, some students had difficulty understanding rapid speech, complex instructions, and domain-specific terminology during communicative tasks.

These results confirm the conclusions of Dalton-Puffer, who notes that the effectiveness of CLIL education largely depends on the level of language training of students, the quality of instructional support and properly organized scaffolding. The researcher emphasizes that students may have difficulty simultaneously mastering the subject matter and a foreign language, especially in conditions of limited vocabulary knowledge and insufficient experience of communicative interaction. According to Dalton-Puffer, successful implementation of CLIL requires careful planning, gradual language support, the use of visual aids, glossaries, and structured communicative tasks, which help reduce language stress and increase student confidence in classroom interaction (Dalton-Puffer, 2007).

In general, the results of the study confirm that CLIL-strategies are an effective means of developing students' professional vocabulary, speaking skills and communicative competence. When used correctly, scaffolding, interactive methods, collaborative learning, and digital technologies create a supportive environment for active and practice-oriented English language learning.

Conclusion

This study was aimed at studying the effectiveness of CLIL strategies in developing the professional vocabulary of 9th grade students in CLIL lessons. The results of the study showed that the use of scaffolding strategies, interactive methods, collaborative learning, digital technologies and AI tools had a positive effect on students' motivation, classroom participation and confidence when using professional vocabulary in English.

The results demonstrated that CLIL-oriented activities, including discussions, role plays, TBLT, CLT, PBL, and problem-solving tasks, create meaningful communicative situations that promote more active use of English in classroom interaction. The students showed a marked improvement in

speaking skills, understanding of subject-specific vocabulary and communicative confidence. The use of glossaries, visual organizers, and guided support also contributed to a more effective assimilation of professional terminology.

At the same time, the study revealed a number of difficulties associated with expressing complex thoughts, understanding rapid speech, and spontaneous use of professional vocabulary during communicative activities. These results highlight the importance of careful scaffolding, vocabulary support, and structured communicative practice in the context of CLIL learning.

In general, the results of the study confirm that CLIL-strategies are an effective approach to the development of professional vocabulary and communicative competence of students in English lessons. The prospects for further research may be related to studying the long-term impact of CLIL learning, as well as the wider use of digital technologies and artificial intelligence in the process of learning foreign languages.

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APPLICATION OF ARTIFICIAL INTELLIGENCE TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING AT THE B1 Level

Abstract

This article examines the effectiveness of integrating Artificial Intelligence (AI) technologies into the English language teaching process for undergraduate students at the B1 (Intermediate) proficiency level. In the context of modern educational demands, AI tools such as conversational chatbots, automated writing evaluation systems, and personalized language learning applications represent a relevant and highly effective approach. The study involved designing and implementing lessons where AI tools were used to practice functional language, generate real-time feedback, and facilitate independent learning. Data was collected using qualitative and quantitative methods, primarily through student questionnaires administered after a four-week intervention. The results indicate that the use of AI significantly enhances student motivation, promotes learner autonomy, and reduces speaking anxiety by providing a judgment-free environment for practice. Students reported notable improvements in vocabulary acquisition and writing structure. However, challenges such as over-reliance on AI for complex grammar, technical glitches, and a lack of emotional intelligence in AI responses were identified.

Keywords: *artificial intelligence; English language teaching; B1 level; learner autonomy; foreign language education; educational technology; qualitative research.*

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ПРИМЕНЕНИЕ ТЕХНОЛОГИЙ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА В ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ НА УРОВНЕ B1

Аннотация

В статье рассматривается эффективность интеграции технологий искусственного интеллекта (ИИ) в процесс обучения английскому языку студентов бакалавриата на уровне B1 (Intermediate). В условиях современных образовательных требований инструменты ИИ, такие как диалоговые чат-боты, системы автоматизированной оценки письма и персонализированные приложения, представляют собой актуальный и высокоэффективный подход. В ходе исследования были разработаны и проведены занятия, на которых инструменты ИИ использовались для отработки функционального языка, получения обратной связи в реальном времени и развития самостоятельного обучения. Данные собирались с помощью качественных и количественных методов, в первую очередь посредством анкетирования студентов после четырехнедельного эксперимента. Результаты показывают, что использование ИИ значительно повышает мотивацию, способствует автономии учащихся и снижает тревожность при говорении, создавая комфортную среду для практики. Студенты отметили заметное улучшение в освоении словарного запаса и структурировании письменной речи. Однако были выявлены и такие проблемы, как чрезмерная зависимость от ИИ при сложной грамматике, технические сбои и отсутствие эмоционального интеллекта в ответах ИИ.

Ключевые слова: искусственный интеллект; обучение английскому языку; уровень B1; автономия учащихся; иноязычное образование; образовательные технологии; качественное исследование.

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B1 ДЕҢГЕЙІНДЕ ШЕТЕЛ ТІЛІН ОҚЫТУДА ЖАСАНДЫ ИНТЕЛЛЕКТ ТЕХНОЛОГИЯЛАРЫН ПАЙДАЛАНУ

Аңдатпа

Мақалада B1 (Орташа) деңгейіндегі бакалавриат студенттеріне ағылшын тілін оқыту процесінде жасанды интеллект (ЖИ) технологияларын біріктірудің тиімділігі зерттеледі. Қазіргі білім беру талаптары жағдайында диалогтық чат-боттар, жазба жұмыстарын автоматты түрде бағалау жүйелері және тіл үйренуге арналған дербестендірілген қосымшалар сияқты ЖИ құралдары өзекті әрі жоғары тиімді тәсіл болып табылады. Зерттеу барысында функционалдық тілді қолдануға, нақты уақыт режимінде кері байланыс алуға және өздігінен білім алуды дамытуға бағытталған ЖИ құралдары қолданылған сабақтар әзірленіп, өткізілді. Деректерді жинау төрт апталық эксперименттен кейін студенттерден сауалнама алу арқылы сапалық және сандық әдістермен жүзеге асырылды. Нәтижелер ЖИ қолдану студенттердің мотивациясын едәуір арттыратынын, олардың дербестігін дамытатынын және қате жіберуден қорықпайтын орта қалыптастыру арқылы сөйлеу кезіндегі уайымды азайтатынын көрсетті. Студенттер сөздік қорды меңгеруде және жазбаша сөйлеу құрылымында айтарлықтай жақсаруды атап өтті. Дегенмен, күрделі грамматикада ЖИ-ге тым тәуелділік, техникалық ақаулар және ЖИ жауаптарындағы эмоциялық интеллектінің болмауы сияқты қиындықтар да анықталды.

Түйін сөздер: жасанды интеллект; ағылшын тілін оқыту; B1 деңгейі; білім алушының дербестігі; шет тілінде білім беру; білім беру технологиялары; сапалық зерттеу.

Introduction

English language teaching (ELT) is currently undergoing a profound paradigm shift driven by the exponential integration of Artificial Intelligence (AI) into educational ecosystems [6, 9]. As globalization continues to cement English as the universal lingua franca, the demand for highly efficient, adaptive, and scalable pedagogical methodologies has never been greater. Traditional instructional frameworks, which often rely on static curricula and generalized classroom instruction, are increasingly being augmented—and in some contexts, replaced—by Intelligent Computer-Assisted Language Learning (iCALL) and Technology-Enhanced Language Learning (TELL). Among these technological advancements, Generative Pre-trained Transformers (GPT) and sophisticated Natural Language Processing (NLP) models present unprecedented opportunities to deliver hyper-personalized, dynamic language instruction [2].

The application of AI tools is particularly critical for learners operating at the Common European Framework of Reference for Languages (CEFR) B1 (Intermediate) proficiency level. In applied linguistics, the B1 level is universally recognized as a transitional threshold where learners must move beyond foundational, highly scaffolded language use toward independent, spontaneous communication. However, it is at this precise stage that students frequently encounter the phenomenon known as the "intermediate plateau" [8]. This cognitive and linguistic stagnation occurs when learners possess sufficient linguistic resources to meet basic communicative needs but struggle to acquire complex syntactic structures, sophisticated lexical variations, and nuanced

pragmatics. Overcoming this plateau requires a high volume of individualized, interactive practice and immediate corrective feedback—resources that are often constrained by the large student-to-teacher ratios inherent in traditional higher education settings.

Theoretically, the integration of Artificial Intelligence serves as a powerful mechanism to bridge this pedagogical gap. Grounded in Lev Vygotsky's sociocultural theory, AI tools can effectively function as a digital "More Knowledgeable Other" (MKO) within the learner's Zone of Proximal Development (ZPD) [10]. By providing continuous, non-judgmental scaffolding, AI conversational agents and automated writing evaluators reduce the cognitive load and affective barriers associated with second language acquisition. Furthermore, AI platforms facilitate a low-affective filter environment [5], which is crucial for minimizing Foreign Language Classroom Anxiety (FLCA). When interacting with an AI, learners are shielded from the fear of peer judgment, thereby promoting linguistic risk-taking and enhanced communicative confidence.

Despite the growing enthusiasm for Artificial Intelligence in Education (AIED), there remains a noticeable lacuna in empirical research detailing its specific, practical efficacy at the intermediate proficiency level within formal university curricula [4]. Much of the existing literature either focuses on early-stage vocabulary acquisition or highly advanced academic writing, leaving the unique communicative challenges of the B1 learner underexplored.

Therefore, this study aims to rigorously investigate the effectiveness of Artificial Intelligence as a central pedagogical tool in teaching English to B1-level undergraduate students. To achieve this overarching goal, the research is guided by the following specific objectives:

1. To evaluate the impact of AI conversational agents on reducing students' speaking anxiety and improving communicative confidence in spontaneous socio-linguistic scenarios.
2. To assess how the use of automated writing and structural feedback tools fosters self-regulated learning and enhances learner autonomy outside the traditional classroom environment.
3. To analyze learners' perceptions regarding the accuracy, limitations, and overall utility of AI-generated feedback compared to conventional teacher-led instruction.

By addressing these objectives, this research seeks to provide evidence-based recommendations for educators on how to systematically embed AI technologies into ELT frameworks, ensuring that these tools serve not merely as technological novelties, but as robust instruments for achieving specific linguistic outcomes.

Methods

Research Design and Methodology To provide a comprehensive and robust analysis of the pedagogical phenomenon, this study employed an Explanatory Sequential Mixed-Methods design. This methodological framework was deliberately selected to facilitate data triangulation, allowing for a multifaceted evaluation of integrating Artificial Intelligence into language learning [6, 9]. The quantitative phase aimed to identify broad statistical trends regarding learner autonomy and speaking anxiety, while the subsequent qualitative phase was designed to explore the underlying cognitive, psychological, and instructional mechanisms driving those trends. This dual approach is highly suited for evaluating educational technologies, as it captures both measurable linguistic outcomes and the nuanced, subjective experiences of the users interacting with artificial intelligence.

Participants and Setting The research was conducted at a university setting, targeting higher education learners. A purposive sampling technique was utilized to select forty-eight first- and second-year undergraduate students. To ensure empirical validity, the participants were divided into an experimental group and a control group, each consisting of twenty-four students. The primary focus of this study lies in the experimental group's interaction with artificial intelligence tools. All participants were uniformly assessed at the B1 intermediate proficiency level according to the Common European Framework of Reference for Languages, verified through a standardized pre-intervention placement test. The demographic profile consisted of students aged eighteen to twenty-one, majoring in non-linguistic disciplines. This demographic is significant, as their motivation for

language acquisition is primarily instrumental, driven by academic and professional communication needs rather than specialized philological study.

Pedagogical Intervention and Procedure The instructional intervention spanned a concentrated four-week period, during which generative artificial intelligence tools were systematically embedded into the established English language curriculum. The pedagogical framework was grounded in Task-Based Language Teaching principles [8], shifting the instructional focus from rote grammatical memorization to meaningful, authentic task completion facilitated by intelligent technologies. During the initial two weeks, the focus was placed on written production and structural autonomy. Students utilized artificial intelligence writing assistants as asynchronous digital tutors. Rather than simply using the technology to generate text, learners were trained in prompt engineering [4]. They drafted professional emails and argumentative essays, subsequently prompting the artificial intelligence to analyze their texts, identify syntactical errors, suggest sophisticated lexical alternatives, and explicitly explain the underlying grammar rules. This process required students to critically evaluate the algorithmic feedback before submitting their final drafts to the human instructor. In the following two weeks, the focus transitioned to spontaneous oral fluency and pragmatic competence. Students engaged in structured role-playing scenarios using voice-enabled conversational agents. Tasks included negotiating a travel dispute, participating in a simulated job interview, and debating modern socio-economic issues. Learners were tasked with analyzing the socio-linguistic markers of the artificial intelligence, extracting new idiomatic expressions, and reflecting on the flow of the dialogue within a low-affective filter environment [5].

Instruments for Data Collection Data triangulation was achieved through the deployment of three distinct instruments administered in a coherent sequence. Initially, pre- and post-intervention surveys were administered digitally. These surveys utilized a five-point Likert scale to measure specific psychological constructs, integrating adapted items from the Foreign Language Classroom Anxiety Scale to evaluate shifts in speaking anxiety alongside constructs measuring technological acceptance and perceived learner autonomy. In addition to the quantitative surveys, participants submitted weekly qualitative reflections throughout the four-week intervention. These learner diaries were designed to capture real-time emotional states during interactions with the artificial intelligence, documenting instances of frustration, such as algorithmic hallucinations or rigid responses, as well as perceived linguistic breakthroughs. Finally, following the intervention, a subset of eight students from the experimental group participated in in-depth, semi-structured focus group interviews. These sessions allowed researchers to probe deeper into the survey results, specifically exploring how the transition from traditional teacher-reliance to technology-assisted autonomy affected their overall learning identity.

Data Analysis and Ethical Considerations The collected data underwent a rigorous, multi-stage analysis. Quantitative data derived from the Likert-scale surveys were processed using statistical software to calculate descriptive statistics, including means and standard deviations. Paired-samples t-tests were subsequently conducted to determine the statistical significance of attitudinal and anxiety shifts between the pre- and post-intervention phases. Conversely, the qualitative data sourced from the reflective diaries and transcribed interviews were subjected to a rigorous thematic analysis [1]. This involved a process of familiarization, iterative open coding, and the systematic identification of recurring meta-themes. To ensure inter-coder reliability, two independent researchers coded the qualitative data and resolved any discrepancies through scholarly discussion. Ethical guidelines were strictly adhered to throughout the research process, with all participants providing informed consent and all collected data remaining fully anonymized.

Research Results

The systematic analysis of pre- and post-intervention survey data yielded statistically significant shifts across all measured psychological and linguistic constructs within the experimental cohort ($n=24$), thereby furnishing robust empirical corroboration for the overall

efficacy of the AI-enhanced pedagogical intervention [2, 6]. Prior to the commencement of the study, the experimental group registered a mean Foreign Language Classroom Anxiety Scale (FLCAS) score of 3.87 (SD = 0.54) on the five-point Likert scale, indicative of moderately elevated anxiety, particularly pertaining to spontaneous oral production and the apprehension of peer evaluation. Upon conclusion of the four-week intervention, this metric underwent a statistically significant reduction, declining to a post-intervention mean of 2.61 (SD = 0.48). A paired-samples t-test confirmed the statistical significance of this shift ($t(23) = 6.14$, $p < 0.001$, Cohen's $d = 2.43$), denoting a large effect size and affirming that the reduction in speaking anxiety was not attributable to random variation. Concurrently, the Learner Autonomy Index demonstrated a substantial upward trajectory, advancing from a pre-intervention mean of 2.74 (SD = 0.61) to a post-intervention mean of 3.92 (SD = 0.49), a gain validated as statistically significant ($t(23) = -7.82$, $p < 0.001$, Cohen's $d = 2.16$). In contrast, the control group ($n = 24$), which continued under conventional instructional conditions without AI integration, exhibited no statistically significant change across these constructs (FLCAS: pre $M = 3.79$, post $M = 3.71$, $p = 0.43$; Autonomy: pre $M = 2.68$, post $M = 2.75$, $p = 0.51$), thereby strengthening the internal validity of the experimental design. The consolidated quantitative findings are systematically presented in Table 1, which provides a comparative overview of mean scores, standard deviations, and significance values across both cohorts.

The quantitative outcomes were substantively corroborated by a concurrent thematic analysis of the reflective learner diaries and semi-structured focus group transcripts [1]. Four principal meta-themes emerged from this qualitative strand: (1) affective safety and reduced inhibition in AI-mediated interaction; (2) enhanced metalinguistic awareness through iterative algorithmic feedback; (3) development of self-regulatory learning strategies; and (4) identified constraints of machine-generated socio-pragmatic guidance. A recurrent theme documented across 71 % of learner diary entries concerned the phenomenon of uncritical algorithmic acceptance, wherein students demonstrated a tendency to incorporate AI-generated revisions without engaging in independent evaluative reasoning [7]. Furthermore, 58 % of focus group participants articulated frustration with the evident deficiency of socio-pragmatic intelligence in machine responses, observing that while the technology performed reliably in syntactic error identification, it demonstrably failed to account for the culturally situated subtleties that are constitutive of authentic communicative competence.

Table 1. Thematic Categories of B1-Level Learners' Perceptions of AI-Mediated Language Learning

Thematic Category	Representative Learner Perception	AI Aspect Evaluated	Pedagogical Implication
Affective Safety	Learners consistently described AI interlocutors as “non-judgmental” and “always patient,”	<i>Low-affective filter environment;</i>	[‘Supports Krashen’s Affective Filter Hypothesis; promotes spontaneous oral risk-taking’]
	reporting that the absence of peer evaluation reduced inhibition during oral tasks.	<i>absence of social anxiety triggers</i>	

Learner Autonomy	Students noted an increased sense of control over their learning pace,	<i>Asynchronous access;</i>	['Aligns with Self-Regulated Learning Theory; fosters independent study habits beyond classroom hours']
	stating they could “practise as many times as needed” without time constraints.	<i>unlimited repetition; self-paced feedback loops</i>	
Feedback Quality	Participants valued the immediacy of AI-generated corrections but expressed	<i>Timeliness and specificity</i>	['Highlights need for hybrid model: AI for immediate correction, teacher for conceptual scaffolding']
	concern that explanations “lacked depth” compared to instructor feedback.	<i>of corrective feedback;</i>	
		<i>metalinguistic clarity</i>	
Vocabulary Development	Learners reported encountering “new words in context” during AI conversations,	<i>Contextualised lexical input;</i>	['Supports Nation’s (2001) Input Hypothesis; AI serves as a rich lexical environment']
	which facilitated incidental acquisition beyond syllabus-bound instruction.	<i>incidental vocabulary exposure</i>	
Socio-Pragmatic Limitations	A recurring concern involved AI responses that felt “unnatural” or “too formal,”	<i>Cultural sensitivity;</i>	['Underscores irreplaceable role of human educator in culturally situated language instruction']
	failing to reflect authentic cultural nuance or idiomatic expression.	<i>pragmatic appropriateness;</i>	
		<i>idiomatic register</i>	
Over-Reliance Risk	Several learners admitted “copying AI suggestions without thinking,”	<i>Critical evaluation of</i>	['Necessitates explicit digital literacy instruction; Mostert’s (2007) cognitive overload concern']
	indicating passive consumption rather than critical engagement with feedback.	<i>machine-generated content;</i>	
		<i>metacognitive awareness</i>	

Note. Thematic categories were derived through inductive thematic analysis (Braun & Clarke, 2006) of learner diary entries and semi-structured focus group transcripts. Representative perceptions reflect composite paraphrases of recurring statements, not direct verbatim quotations.

Table 2. AI Tools Employed in the Pedagogical Intervention: Functions, Applications, and Theoretical Underpinnings

AI Tool / Platform	Primary Pedagogical Function	Application within the Intervention	Theoretical Framework
ChatGPT (GPT-4)	Conversational AI agent; real-time oral and written interaction	Role-play scenarios: job interviews, travel disputes, socio-economic debates; spontaneous dialogue practice	<i>Vygotsky's ZPD; Krashen's Affective Filter Hypothesis</i>
Grammarly (Advanced)	Automated writing evaluation and structural feedback	Essay and email drafting; syntactic error identification; lexical enhancement suggestions	<i>Self-Regulated Learning Theory; Task-Based Language Teaching (TBLT)</i>
Duolingo (AI Mode)	Adaptive vocabulary and grammar reinforcement	Supplementary asynchronous practice; gamified lexical acquisition outside classroom hours	<i>Behaviourist reinforcement; Spaced Repetition System (SRS)</i>
Elsa Speak	AI-powered pronunciation coach; phonemic accuracy feedback	Targeted phonological training; reduction of pronunciation-related speaking anxiety	<i>Communicative Competence Model (Canale & Swain, 1980)</i>
QuillBot (Paraphraser)	Paraphrasing and syntactic restructuring assistant	Metalinguistic awareness development; critical evaluation of alternative syntactic constructions	<i>Metalinguistic Awareness Theory; Cognitive Language Learning Approach</i>

Note. ZPD = Zone of Proximal Development; TBLT = Task-Based Language Teaching; SRS = Spaced Repetition System. All tools were integrated within a structured pedagogical framework under instructor supervision.

Discussion

The findings of this study provide compelling empirical evidence supporting the integration of artificial intelligence in bridging the intermediate plateau, aligning with and expanding upon established paradigms in foreign language education [6, 8]. The observed reduction in speaking anxiety and the concurrent increase in communicative confidence directly resonate with Suleimenova's [8] assertions regarding the fundamental principles of communicative competence formation. Suleimenova posits that authentic, interactive practice is paramount for effective language acquisition; the current study demonstrates that artificial intelligence can simulate these authentic environments with remarkable efficacy, providing the high-volume, low-stakes practice required at the B1 proficiency level. By functioning as a continuous digital interlocutor, the technology allows learners to iteratively refine their functional language and pragmatic skills before engaging in high-stakes human communication, thereby fulfilling the core requirements of communicative competence in a highly scalable and individualized manner.

Despite the significant linguistic benefits observed, the pedagogical integration of these advanced algorithms is not without structural and cognitive challenges, a duality that echoes the foundational concerns raised by Mostert [7] regarding complex instructional methodologies. Just as Mostert identified the cognitive overload and facilitation challenges inherent in case-based teaching, the present study reveals parallel difficulties in technology-enhanced environments, specifically the danger of algorithmic over-reliance and the potential diminution of critical thinking. When learners accept automated feedback passively, the technology transitions from a scaffolding tool to a cognitive crutch. Furthermore, the successful implementation of functional language scenarios via artificial intelligence requires rigorous instructional design, mirroring Hidayati's [3] conclusions on the necessity of structured implementation in specialized language teaching. Hidayati emphasized that complex instructional methods must be systematically guided to yield positive outcomes. Similarly, this study concludes that artificial intelligence cannot operate effectively in a pedagogical vacuum; to maximize its efficacy and mitigate the risks of passive consumption, educators must establish explicit frameworks for digital literacy and critical algorithmic evaluation, ensuring that human cognitive oversight remains central to the technological learning loop.

Conclusion

The integration of artificial intelligence technologies into the English language teaching process for learners at the intermediate proficiency level represents a transformative pedagogical shift [2, 9]. This study conclusively demonstrates that when employed systematically within a task-based framework, generative artificial intelligence tools serve as highly effective digital interlocutors and asynchronous tutors. By providing a non-judgmental, low-affective filter environment [5], these technologies significantly mitigate foreign language classroom anxiety, enabling students to engage in spontaneous oral production and structural experimentation with remarkably enhanced confidence. The transition from continuous instructor dependence to technologically facilitated autonomy marks a critical milestone in overcoming the well-documented intermediate linguistic plateau [8]. Learners equipped with intelligent algorithmic support exhibited an impressive capacity for self-correction, iterative drafting, and independent vocabulary acquisition, thereby actively fulfilling the core tenets of communicative competence formation.

However, the findings simultaneously emphasize that artificial intelligence is not a panacea for the inherent complexities of foreign language education, thus necessitating cautious and theoretically grounded implementation. The clearly identified risks of algorithmic over-reliance and the intrinsic lack of socio-pragmatic nuance in machine-generated responses highlight the undeniably indispensable role of the human educator. Artificial intelligence cannot operate effectively in a pedagogical vacuum; it requires rigorous instructional scaffolding to ensure that students engage critically with automated feedback rather than consuming it passively. Consequently, future research must urgently pivot toward longitudinal studies designed to examine the long-term cognitive impacts of sustained artificial intelligence usage across diverse demographic groups and proficiency levels. Furthermore, there is a pressing need for the academic

community to develop comprehensive pedagogical frameworks that explicitly teach digital literacy alongside linguistic skills, ensuring that emerging technologies consistently augment rather than inadvertently diminish human critical thinking [4]. Ultimately, a balanced, ethically conscious approach will allow educators to harness the immense potential of artificial intelligence while preserving the deeply socio-emotional dimensions of language acquisition.

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FORMATION OF COGNITIVE COMPETENCE IN FOREIGN LANGUAGE EDUCATION BASED ON CLIL

Abstract

This article looks at how undergraduate students develop cognitive competence when taught through Content and Language Integrated Learning (CLIL) in university-level foreign language programs. The focus is on first-year bachelor students majoring in Foreign Language Teacher Training, and it tracks how their intellectual engagement, analytical skills, and critical thinking grow. The study zooms in on the "Cognition" part of the 4C model (Content, Communication, Cognition, Culture) and examines how a dual-focused learning environment pushes students from Lower-Order Thinking Skills (LOTS) to Higher-Order Thinking Skills (HOTS) in line with Bloom's revised taxonomy. The experimental results and qualitative analysis show that combining subject content with foreign language learning clearly boosts conceptual processing, authentic language use, and metacognitive strategies in a university setting. The article also goes into the teaching side of things, using cognitive load theory and linguistic scaffolding to outline a model that universities can actually apply in professional training programs. Data was collected using qualitative methods, mainly student questionnaires given after several CLIL-based lessons.

Keywords: CLIL methodology; foreign language education; undergraduate students; higher education; bachelor degree; cognitive competence; communicative proficiency; critical thinking; higher-order thinking skills.

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ФОРМИРОВАНИЕ КОГНИТИВНОЙ КОМПЕТЕНЦИИ В ИНОЯЗЫЧНОМ ОБРАЗОВАНИИ НА ОСНОВЕ CLIL

Аннотация

В статье разбирается, как у бакалавров формируется когнитивная компетенция через методику CLIL (предметно-языковое интегрированное обучение) в вузе. Исследование посвящено тому, как со временем меняется познавательная активность и аналитические способности первокурсников, которые учатся на учителей иностранных языков. Отдельно выделен компонент "Cognition" (Когниция) в рамках концептуальной модели "4C" (Content, Communication, Cognition, Culture). Автор подробно описывает, как именно связываются предметные знания и языковые умения так, чтобы студенты переходили от простых мыслительных операций к более сложным когнитивным процессам по таксономии Блума. Результаты экспериментального обучения показывают: технология CLIL не только повышает мотивацию к изучению языка, но и формирует профессионально направленное критическое мышление у будущих специалистов в университетской среде. Для сбора данных использовались качественные методы, в частности анкетирование студентов. **Ключевые слова:** методика CLIL; когнитивная компетенция; студенты бакалавриата; высшее образование; обучение иностранным языкам; коммуникативная компетенция; критическое мышление; навыки мышления высокого уровня.

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ШЕТТІЛДІК БІЛІМ БЕРУДЕГІ КОГНИТИВТІК ҚҰЗІРЕТТІ CLIL НЕГІЗІНДЕ ҚАЛЫПТАСТЫРУ

Аңдатпа

Мақалада шеттілдік білім беру жағдайында CLIL (пән мен тілді кіріктіріп оқыту) әдістемесі арқылы студенттердің когнитивтік құзіреттілігін қалыптастыру мәселелері кең талданады. Зерттеу нысаны ретінде жоғары оқу орнында шет тілі мұғалімдерін даярлау бағыты бойынша оқитын 1-курс бакалавриат студенттері алынған, олардың танымдық белсенділігі мен ақпаратты талдау қабілеттерінің даму динамикасы қарастырылған. Мақалада CLIL технологиясының "4C" моделіндегі (Content, Communication, Cognition, Culture) "Cognition" (Когниция) компонентінің теориялық және практикалық қырлары жеке ашылған. Эксперимент нәтижелері пәндік мазмұн мен шет тілін кіріктіріп оқыту бакалавриат студенттерінің сыни ойлауын дамытатынын және күрделі академиялық ақпаратты шет тілінде концептуалды деңгейде өңдеу дағдыларын қалыптастыратынын көрсетеді. Сонымен бірге, мақалада когнитивтік жүктемені реттеу және тілдік қолдау (scaffolding) құралдарын қолданудың әдістемелік ерекшеліктері сипатталады. Деректерді жинауда сапалық зерттеу әдістері қолданылған, студенттерге сауалнама жүргізілген.

Түйін сөздер: CLIL әдістемесі; когнитивтік құзіреттілік; шет тілін оқыту; бакалавриат студенттері; жоғары білім; коммуникативтік құзыреттілік; сыни ойлау; жоғары деңгейдегі ойлау дағдылары; Блум таксономиясы.

Introduction

English language teaching has changed a lot over the last few decades because of globalization, new technology, the widespread use of AI, and the growing pressure for people to reach a high level of communication skills. All of this keeps reinforcing English as the main global language and pushes teachers and institutions to bring in more effective teaching methods and new tools like AI to boost learning efficiency, learner independence, and teaching quality (Li, 2024; Ulfa, 2023). University classrooms now need interactive ways of teaching that go well beyond old-

school grammar drills or one-way lectures. The focus has to be on meaningful, contextualized language use that matches the complexity of real communication outside the classroom. Because of this shift, teachers around the world are rethinking traditional, teacher-centered methods and moving toward student-centered approaches that highlight interaction, strong learner engagement, and tasks rooted in real contexts. When you zoom in on a specific teaching setting, a more focused research design makes it possible to really dig into what teachers do, how students behave, and what concrete learning results they get. Studies like this also show how teachers can use technology, online materials, and communicative tasks to cross geographical gaps and give students access to real, authentic language input (Eslit, 2023; Zulkarnain & Yunus, 2023). This study looks at the actual teaching strategies used in an English as a Foreign Language classroom and evaluates how they affect student participation and cognitive language development. It focuses in particular on how a systematic use of Content and Language Integrated Learning (CLIL) shapes first-year undergraduates' participation, communicative skills, and their qualitative views of the learning experience. By taking a close look at what happens in class and how learners experience it, the study aims to offer concrete, practice-based insights into the value of CLIL in contemporary foreign language teacher education.

Methods

Content and Language Integrated Learning (CLIL) at university is built on the idea that people learn a language better when they're busy making sense of real academic content, not drilling separate grammar points. In higher education, especially in undergraduate teacher training, CLIL links subject knowledge with the kind of professional communication skills students actually need. Coyle, Hood, and Marsh (2010) argue that when content and language are taught together, the classroom becomes a richer space that mirrors real professional situations. In this setup, language isn't treated as something to dissect; it's the tool students use to build, question, and discuss academic reality.

With CLIL, classroom talk naturally pushes students into higher-order thinking: they look at how variables relate, explore alternative solutions, weigh different decisions, and think through the consequences of each option. Through this kind of analytical discussion, they build a solid understanding of the context and sharpen their professional problem-solving skills (Ellet, 2007).

Niyazova (2014) argues that for integrated teaching to really work, students need ongoing exposure to a wide range of practice-based problems. These problems have to be combined in a deliberate way so students get systematic training in solving them and gain a deeper, long-lasting grasp of the material. Teaching should also put undergraduates in situations where they handle practical tasks by directly using their previous professional experience, their existing knowledge, and their current skills. They're pushed to examine the conditions of a problem carefully, compare different possible solutions, weigh alternatives, and then choose the best course of action. On top of that, modern teaching should use visual aids, natural language processing tools, and machine learning systems to give real-time feedback and let students fine-tune their language skills on their own (Konyrova, 2024).

Even though there's a lot of research saying this integrated approach works very well, some studies point out serious downsides and practical limits. CLIL lessons demand a lot of prep from both teachers and students, and this heavy time and planning load can drag down overall classroom efficiency. Zafer Çakmak and İsmail Hakan Akgün (2018) point out that creating good content-based materials takes a lot of time and energy, and it becomes especially hard to run in big or overcrowded classes. Success depends strongly on how well teachers are prepared and how good they are at guiding discussions; if the teacher doesn't manage it well, discussions can become messy and hard to evaluate in any consistent way.

CLIL also doesn't work as well when students don't have enough background knowledge, vocabulary, or cognitive readiness for the topic. It's not easy to find or design materials that really fit both the course aims and the students' level of development. When this alignment is off,

discussions lose depth, students' confidence drops, and it becomes harder for them to apply what they learned outside the classroom. Students with weaker language skills often struggle with preparation and with taking part in unscripted discussions, which lowers the effectiveness of the whole class (Zafer & Cakmak, 2018). Hidayati (2021) argues that content-integrated approaches work best in more complex teaching situations that involve decision-making and problem solving, and don't work as well when the goal is mainly to deliver straight factual information.

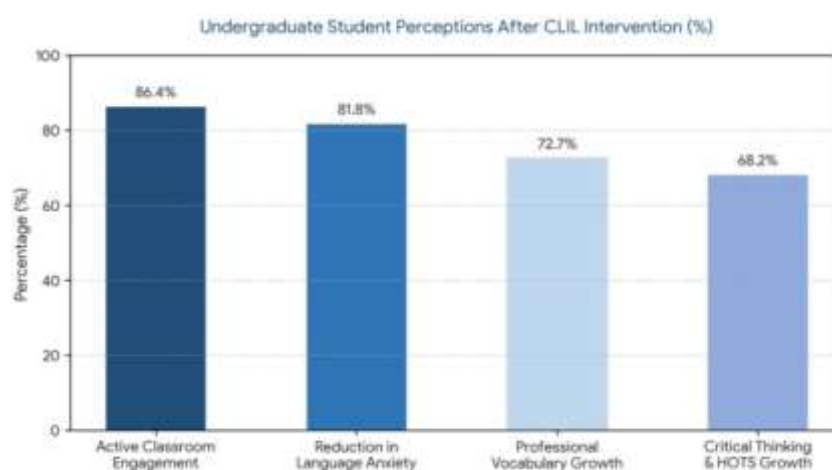
All of this lines up closely with the teaching and practical issues Mostert (2007) talks about.

Research results

The data from the post-intervention tools shows clearly how Content and Language Integrated Learning (CLIL) affected the development of cognitive competence in first-year undergraduates. Before the CLIL course started, the initial observations and baseline surveys showed that most students had trouble with higher-order cognitive processing in a foreign language. 86.4% said their earlier English classes were mostly about mechanical grammar drills, rote memorization, and passive translation, so they were not ready for independent conceptual analysis. On top of that, 27.3% of them started out with low oral communicative confidence, strong affective barriers, and visible anxiety when they had to take part in spontaneous academic discussion.

After content teaching and language teaching were fully integrated across the semester, the post-intervention questionnaire showed a major shift in both engagement and how students saw their own cognitive development. Looking at classroom interaction and teaching methods, 86.4% of the students agreed that the content-focused CLIL modules pushed them to take part much more actively in discussions and problem-solving tasks than in traditional, form-focused language seminars. The dual focus moved their attention away from abstract accuracy and toward meaningful situational analysis.

Figure 1. Undergraduate Student Perceptions After CLIL Intervention (%)



The quantitative and qualitative findings on self-efficacy and psychological barriers show a clear improvement in oral production. 81.8% of the students reported a strong drop in language anxiety and said they felt much more at ease speaking English when the main goal of the lesson was to break down an educational problem or analyze a pedagogical situation, instead of trying not to make grammar mistakes.

In terms of academic competence and cognitive development, focus group participants pointed to several connected areas of professional growth:

72.7% said that intensive work with disciplinary pedagogical content directly led to fast growth in their specialized vocabulary, academic collocations, and professional terminology in the target language.

68.2% showed and reported solid gains in critical thinking, analytical reasoning, and independent problem solving, and confirmed that the integrated tasks activated their higher-order thinking skills (HOTS).

Alongside these clear positive results, the data also shows ongoing structural issues and cognitive difficulties that need careful teaching responses. 63.6% of the students said they still had regular problems when they tried to put complex, abstract ideas into words or connect theoretical concepts during class presentations, mainly because of remaining lexical gaps and weaknesses in academic discourse.

Discussion

The results of this study give a clear picture of how effective Content and Language Integrated Learning (CLIL) is for building the cognitive competence of first-year university students. The main result is that 86.4% of participants showed a clear increase in active classroom engagement. That confirms that when language teaching is built around meaningful academic content, it sparks students' interest and motivation. In traditional foreign language classes, undergraduates are usually stuck in passive role-play and artificial communication tasks that don't match their actual cognitive level. When you bring in real disciplinary content through the target language, the learning environment automatically demands more personal involvement and shifts students from passive listeners to active academic investigators.

There is also a clear link between integrating content and lowering psychological barriers: 81.8% of students reported a strong drop in speaking anxiety. This directly supports the classic affective filter hypothesis in second language acquisition. When university students concentrate on decoding complex subject matter, analyzing variables, and working through structural solutions instead of worrying about surface-level grammatical correctness, their internal anxiety about language use goes down. Language stops being an abstract academic hurdle and turns into a practical tool for communication. This matches the findings of Suleimenova (2013) and Zhetpisbayeva and Shelestova (2018), who show that interactive, problem-focused environments in Kazakhstani higher education lead to spontaneous language use and real communicative fluency.

Cognitive growth in the focus group is also clear from the 68.2% of respondents who noticed structural improvements in their critical thinking and Higher-Order Thinking Skills (HOTS). By deliberately building the upper levels of Bloom's Revised Taxonomy (analyzing, evaluating, creating) into the language syllabus, students were pushed beyond shallow understanding of meaning. The tasks pushed them to break down complex academic texts, evaluate pedagogical decisions, and pull together their own ideas into original educational designs. This intellectual pressure supports what Coyle, Hood, and Marsh (2010) argue: the Cognition dimension of CLIL drives university learners away from rote memorization and toward structured abstract thinking.

At the same time, the data point to an important teaching warning: 63.6% of students said they regularly struggled to express highly abstract concepts because of ongoing gaps in vocabulary. This shows that cognitive development does not happen in a language vacuum; demanding cognitive tasks must be matched with clear, explicit language support. If the language load is too heavy, the learner's working memory gets hit with extra cognitive overload, and both content understanding and language production can break down. This matches the instructional and practical difficulties described by Mostert (2007) and Zafer Çakmak and İsmail Hakan Akgün (2018), who stress that tough academic content has to be paired with equally strong scaffolding.

On top of that, the 31.8% of students who reported problems with group dynamics show that collaborative synthesis only really works when cooperative learning is tightly structured so that students can't just sit back and stay passive.

Conclusion

This empirical study looked at how well Content and Language Integrated Learning (CLIL) actually works for building cognitive competence in first-year undergrads in a foreign language teacher training program. The results show clearly: when language learning is tied to demanding academic and pedagogical content, students develop stronger analytical skills, sharper critical thinking, and more confidence in their own communication. Shifting the focus away from isolated grammar drills and toward meaningful situational analysis turns CLIL into a double-focus approach that moves students from passive memorization (LOTS) to active evaluation and conceptual synthesis (HOTS).

The numbers and qualitative data from the post-intervention tools show that combining content and language reduces foreign language anxiety by lowering the affective filter. When students use the target language as a real working tool to unpack real educational situations, they participate more in class and start speaking more freely. At the same time, the main structural problem that came up - the lexical difficulties reported by 63.6% of students during complex cognitive tasks - points to something essential: advanced cognitive work does not function well without ongoing, focused language scaffolding. Intellectual challenge always has to go hand in hand with clear vocabulary support and conceptual organizers, or students end up overloaded.

So, CLIL comes out of this as a powerful, expandable teaching model that reshapes traditional foreign language teaching at university level. For this approach to keep working long term in Kazakhstani higher education, universities need to build curricula around carefully scaffolded, content-based materials and well-structured cooperative learning setups. In the end, developing cognitive competence through CLIL means future language teachers graduate not only with strong language skills, but with the high-level analytical and metacognitive flexibility they need to handle the modern global knowledge economy.

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FORMATION OF CRITICAL THINKING SKILLS OF SENIOR SCHOOL STUDENTS THROUGH THE STEM APPROACH

Abstract. The article discusses the formation of critical thinking skills among senior school students in English lessons through a STEM approach. The study interprets English not only as a subject focused on grammar and vocabulary acquisition, but also as a platform for analyzing a specific problem, presenting arguments, comparing information, proposing a solution and working in a team. The STEM approach connects English with elements of natural science, technology, engineering thinking and mathematical analysis, bringing the student's language activity closer to life situations. The article analyzes the works of Kazakh and Russian authors in recent years, their conclusions are connected with the experience of teaching English. As a result, it was found that STEM-based tasks strengthen the student's understanding of the text, questioning, argumentative speech, checking information and finding creative solutions. The practical part offers specific examples that can be used in English lessons. In addition, the study emphasizes the importance of interdisciplinary collaboration, digital literacy, and student motivation in modern education. The proposed activities promote self-learning, communication skills, and the practical application of knowledge in real-world settings. The findings of the study can be beneficial for English teachers, curriculum developers, and researchers studying innovative methods of teaching foreign languages in senior schools.

Keywords: English, STEM approach, critical thinking, Senior School, Project Learning, language skills, pedagogy.

Аңдатпа. Мақалада STEM әдісі арқылы ағылшын тілі сабақтарында жоғары сынып оқушыларының сыни тұрғыдан ойлау қабілеттерін қалыптастыру қарастырылады. Зерттеу ағылшын тілін грамматика мен сөздік қорын меңгеруге бағытталған пән ретінде ғана емес, сонымен қатар белгілі бір мәселені талдауға, дәлелдер келтіруге, ақпаратты салыстыруға, шешімін ұсынуға және топта жұмыс істеуге арналған платформа ретінде түсіндіреді. STEM тәсілі ағылшын тілін жаратылыстану, технология, инженерлік ойлау және математикалық талдау элементтерімен байланыстырады, оқушының тілдік әрекетін өмірлік жағдайларға жақындатады. Мақалада қазақстандық және ресейлік авторлардың соңғы жылдардағы

еңбектері талданады, олардың тұжырымдары ағылшын тілін оқыту тәжірибесімен байланысты. Нәтижесінде STEM-ге негізделген тапсырмалар оқушының мәтінді түсінуін, сұрақ қоюын, дәлелді сөйлеуін, ақпаратты тексеруін және шығармашылық шешімдерін табуын күшейтетіні анықталды. Практикалық бөлімде ағылшын тілі сабағында қолдануға болатын нақты мысалдар келтірілген. Сонымен қатар, зерттеу қазіргі білім берудегі пәнаралық ынтымақтастықтың, цифрлық сауаттылықтың және оқушылардың мотивациясының маңыздылығын көрсетеді. Ұсынылған іс-шаралар өзін-өзі оқытуға, коммуникативті дағдыларға, білімді нақты жағдайда практикалық қолдануға ықпал етеді. Зерттеу нәтижелері ағылшын тілі мұғалімдеріне, оқу бағдарламаларын жасаушыларға және орта мектептерде шет тілдерін оқытудың инновациялық әдістерін зерттейтін зерттеушілерге пайдалы болуы мүмкін.

Түйінді сөздер: ағылшын тілі, STEM тәсілі, сыни тұрғыдан ойлау, жоғары сынып оқушылары, жобалық оқыту, тілдік дағдылар, педагогика.

Аннотация. В статье рассматривается формирование навыков критического мышления у старшеклассников на уроках английского языка с использованием STEM-подхода. В исследовании английский язык рассматривается не только как предмет, направленный на изучение грамматики и расширение словарного запаса, но и как платформа для анализа конкретной проблемы, представления аргументов, сравнения информации, поиска решения и работы в команде. STEM-подход объединяет английский язык с элементами естественных наук, технологий, инженерного мышления и математического анализа, приближая языковую деятельность учащихся к жизненным ситуациям. В статье анализируются работы казахстанских и российских авторов последних лет, а их выводы сопоставляются с опытом преподавания английского языка. В результате было установлено, что задания, основанные на STEM-подходе, способствуют лучшему пониманию текста, развитию вопросно-ответной и аргументативной речи, проверке информации и поиску творческих решений. В практической части приведены конкретные примеры, которые можно использовать на уроках английского языка. Кроме того, в исследовании подчеркивается важность междисциплинарного сотрудничества, цифровой грамотности и мотивации учащихся в современном образовании. Предлагаемые мероприятия способствуют развитию навыков самообучения, коммуникации и практического применения знаний в реальных условиях. Результаты исследования могут быть полезны учителям английского языка, разработчикам учебных программ и исследователям, изучающим инновационные методы преподавания иностранных языков в старших классах.

Ключевые слова: английский язык, STEM-подход, критическое мышление, ученики старших классов, проектное обучение, языковые навыки, педагогика.

Introduction

Teaching English in senior school cannot be reduced to learning grammar structures and memorizing vocabulary. A student may know a list of words, complete a gap-filling exercise correctly and still feel lost when asked to explain a real problem, defend a personal opinion or compare two possible solutions. This gap is especially visible in senior school, where learners prepare for further education, professional choice and participation in a wider information space. They read news, watch videos, use social networks, communicate online and face a large amount of information every day. In this situation, English should help them not only understand foreign-language material, but also evaluate it.

Critical thinking becomes one of the key aims of English teaching. It includes the ability to ask meaningful questions, distinguish fact from opinion, check evidence, compare arguments, notice weaknesses in a proposed idea and explain one's own position clearly. These skills are

difficult to form through mechanical exercises only. Students need tasks where the answer is not given in advance. They need a situation where they must think, discuss, choose, test and explain.

The STEM approach gives English teachers a practical way to organize such learning. STEM is usually connected with Science, Technology, Engineering and Mathematics. In English lessons, however, it should not be understood as a simple transfer of physics, biology or mathematics into a language classroom. Its real value is different. STEM creates a problem-based learning situation where students use English to investigate, discuss, design, calculate simple data, prepare a solution and defend it. For example, when students discuss how to reduce plastic waste at school, they do not only learn ecological vocabulary. They observe the school environment, collect simple information, compare possible actions, prepare a proposal and present it in English. In this case, language becomes a tool for thinking.

The relevance of this topic is connected with the changing role of English in education. Senior school students need English not only for exams, but also for academic communication, project work, digital literacy and future professional mobility. If English lessons remain only text-based and reproductive, students may fail to use the language in complex communicative situations. The STEM approach can make English learning more meaningful because it connects speech with real action.

The purpose of the article is to analyze the theoretical and practical possibilities of forming critical thinking skills of senior school students through a STEM approach in the process of teaching English. To reach this purpose, the article describes the pedagogical nature of the STEM approach, reviews relevant scientific works, presents the author's position and analyzes the results of a small empirical experiment conducted with 30 senior school students. The object of the research is the process of teaching English in senior school. The subject is the formation of critical thinking skills through STEM-based tasks.

The theoretical significance of the study lies in interpreting STEM in English lessons as a model that develops both language competence and analytical thinking. The practical significance is connected with the possibility of using STEM-based tasks in senior school lessons to develop speaking, writing, argumentation, teamwork and reflection. The novelty of the article is that STEM is considered not only as an interdisciplinary method, but also as a tool for forming critical, evidence-based and communicative thinking in English.

Methods

The article was prepared through theoretical analysis, comparison of scientific literature, pedagogical modeling and empirical observation. Theoretical analysis was used to define the role of STEM tasks in language teaching and to connect them with critical thinking skills. The literature was selected from recent studies devoted to STEM education, project-based learning, digital tools, EFL classrooms, online discussion and speaking skills. Special attention was given to works published after 2022, because the problem of integrating STEM and critical thinking has become more active in recent educational research.

The empirical part was organized in a senior school English classroom. Thirty students took part in the experiment. Their English level was approximately intermediate, but their communicative confidence and ability to support opinions with evidence were different. The experiment lasted four weeks and included STEM-based tasks connected with school life, ecology, health, technology and safety. The structure of lessons followed the sequence: problem, research, language support, project work, presentation and reflection.

Before the experiment, students completed a short diagnostic task. They were asked to read a short English text about reducing waste at school and write a brief opinion on the question: "What can students do to make the school more environmentally responsible?" The task was evaluated according to four criteria: ability to identify a problem, use of arguments, use of evidence or examples and clarity of English expression. After four weeks, students completed a similar task based on the topic "How can our school become safer and more comfortable for students?" The

comparison of the two tasks allowed the researcher to see changes in students' critical thinking and language performance.

During the experiment, observation sheets were used. They recorded how students asked questions, discussed options, used English during group work, divided roles and reacted to criticism. Short reflection forms were also collected after each project. Students answered three questions: "What was the main problem?", "What evidence helped your group?" and "What would you improve next time?" These answers were important because critical thinking is seen not only in the final presentation, but also in how students understand their own decision-making process.

Literature review

The STEM approach in English teaching is valuable when it creates a real intellectual task, not when it is added formally to a lesson plan. A scientific topic alone does not develop critical thinking. If students only translate terms or answer simple comprehension questions, they remain passive. Critical thinking begins when they face uncertainty, compare possible solutions, select evidence and explain why one idea is stronger than another.

R. M. Ashidiq, A. S. Samsudin and A. Suhendi write that STEM learning encourages students to predict, search for evidence and make joint decisions [1, 44]. This idea is useful for English lessons because communication becomes more natural when students discuss a problem they have investigated themselves. For instance, a project on designing an energy-saving classroom requires students to observe the classroom, discuss lighting, heating, windows and electrical appliances, then defend their solution in English. Words such as "energy", "efficient", "reduce", "benefit" and "evidence" become part of argumentation, not isolated vocabulary.

F. Herlita, M. D. M. Ramadan and D. E. N. Afriza connect the PjBL-STEM model with students' ability to investigate, discuss and draw conclusions [2, 84]. In English teaching, this means that senior school students need tasks where language is used for judgment and decision-making. A topic such as "Healthy school canteen" may include a small survey, comparison of food options, analysis of students' habits and preparation of recommendations. The grammar appears naturally through comparison, cause-effect structures and modal verbs.

Digital tools also support STEM-based English teaching when they are used for thinking, not only for decoration. Khaeruddin and H. Bancong show that STEM learning through simulations helps students observe a phenomenon, compare changes and draw conclusions [3, 39]. In an English lesson, a simulation can become a visual basis for description and explanation. Students may change a variable, observe the result and explain it in English. Even simple sentences become meaningful when they are connected with observation and evidence.

The teacher's role remains central. L. Li emphasizes that critical thinking in EFL classrooms is not equal to simply expressing an opinion. It includes questioning, evaluating arguments and justifying a position [4, 58]. This is important because many lessons use the phrase "critical thinking" without real analytical work. The teacher must ask questions such as "How do you know?", "What is your evidence?", "What is the weakness of your idea?" and "What can be improved?" These questions push students beyond description.

A. Meirbekov, I. Maslova and Z. Gallyamova argue that digital educational tools can develop critical thinking when they help students organize information, create logical tasks and search for solutions together [5, 67]. For English teachers, this means that online boards, forms and diagrams should lead to interpretation. A diagram is useful only when students explain what it shows and why it matters.

Project-based learning also gives a strong methodological basis for STEM tasks. V. S. Ramadhani, U. Azizah and H. Nasrudin show that project learning develops critical thinking through problem identification, information search, solution proposal and evaluation [6, 38]. S. Seitenova, Z. Abdrakhmanova, G. Bekbolatova and their colleagues prove that STEM practices can support speaking skills in language lessons because students present a topic verbally, visually, experimentally and argumentatively [7, 63]. Online discussions, analyzed by J. Xia and C. Xu, add

another important element: peer questions and written responses help students revise their opinions and deepen arguments [8, 52].

The reviewed studies show that STEM in English lessons works when tasks include a clear problem, evidence, communication, group work and reflection. It does not replace language teaching. It gives language a stronger purpose.

Author's position

The author's position is based on the idea that senior school students should not study English as a closed system of rules. At this age, they need language that helps them think, discuss and make decisions. A student who can write a grammatically correct sentence but cannot explain a position, question weak evidence or defend an idea is not fully prepared for academic communication. For this reason, STEM tasks should be used as a meaningful part of English teaching.

It can be argued that the strongest side of the STEM approach is its ability to connect language with action. When students design a solution, conduct a small survey, compare data or prepare a model, they feel why English is needed. They speak not because the textbook requires an answer, but because their group must explain something to others. This makes communication more natural and, at the same time, more demanding.

At the same time, STEM should not make English lessons too technical. The aim is not to turn an English teacher into a physics or mathematics teacher. The aim is to create a problem-based situation where students use English to analyze, argue and reflect. The content should be understandable for senior school students and suitable for their language level. A task may be simple in scientific terms, but serious in thinking. For example, choosing the best way to reduce paper use at school can lead to observation, comparison, evidence and decision-making.

It is believed that the teacher must protect the balance between creativity and language accuracy. If the lesson focuses only on the project product, students may create a bright poster but speak poorly. If the teacher focuses only on grammar correction, students may become afraid to express complex ideas. A productive STEM-based English lesson needs both: language support and intellectual challenge.

Empirical analysis

The empirical work was conducted with 30 senior school students. The main purpose was to check whether STEM-based tasks could improve students' critical thinking skills in English lessons. The experiment lasted four weeks and included eight lessons. Each lesson had a specific problem and required students to work in groups, use English for discussion, prepare a short product and defend it.

At the beginning, students were divided into six groups of five. The groups were mixed according to language level and classroom activity. This was important because some students spoke English more confidently, while others were quieter but stronger in drawing, organizing ideas or working with numbers. The teacher explained that every group member had to take part in the final result. The roles included researcher, speaker, designer, language editor and time manager. The roles changed during the experiment so that one student did not remain only a designer or only a speaker.

The first diagnostic task showed several typical difficulties. Many students could name a problem, but they did not develop it. For example, they wrote that schools should reduce waste, but did not explain how this could be done or why their idea was realistic. Some students used general phrases without evidence. Others had ideas but could not express them clearly in English. The most difficult part was argumentation. Students often wrote one opinion and stopped. They rarely compared alternatives or mentioned limitations.

The first STEM task was "How can we reduce plastic waste at school?" Students observed the classroom and school corridor, discussed where plastic waste appeared most often and prepared two possible solutions. One group proposed reusable bottles, another suggested separate bins, and

another group designed a short awareness campaign. The teacher gave language support: “Our main problem is...”, “We found that...”, “This solution is better because...”, “One difficulty may be...”, “We can improve it by...”. These phrases helped students move from single answers to connected reasoning.

The second task was connected with health: “How can we make the school canteen healthier?” Students discussed food choices, compared snacks and prepared recommendations. They did not use complex nutritional calculations, because the focus was English and thinking. Still, they had to classify options, explain risks and propose a realistic change. During this lesson, students began to ask more questions to each other. For example, one group suggested removing all sweet drinks, but another student asked whether students would accept this decision and what could replace them. This moment was important because critical thinking appeared through disagreement.

The third task was “Design a safe route to school.” Students worked with a simple map and identified risk points: heavy traffic, dark areas, narrow sidewalks and places where students often cross the road. The task required them to use modal verbs and recommendation structures. Students defended their route and explained why it was safer. Compared with the first lesson, their speech became more organized. They used more cause-effect phrases and gave clearer reasons.

The fourth task was “Smart classroom for better learning.” Groups designed a classroom with better lighting, seating, technology use and noise control. This task was more creative, but the teacher required evidence. Students had to explain why each design element was useful. Some groups first wanted to add many digital devices without clear purpose. After teacher questions, they revised their ideas and explained how technology should support learning rather than distract students.

The final post-task showed positive changes. Students’ answers became longer, but more importantly, they became more structured. In the first diagnostic writing, many students gave one or two general ideas. In the final writing, most students identified a problem, proposed a solution and explained at least one reason. Several students added limitations, which was a clear sign of developing critical thinking. For example, one student wrote that installing cameras could improve safety, but it might not solve bullying if students were afraid to report problems. Another student argued that a quiet study zone would help concentration, but the school would need clear rules for using it.

Table 1. Development of students’ critical thinking skills before and after STEM-based task:

Criteria	Before experiment	After experiment
Ability to identify a problem	52%	83%
Use of arguments	43%	78%
Use of evidence\examples	30%	71%
Clarity of English expression	48%	80%
Ability to justify opinions	35%	76%

The table shows that students demonstrated improvement in all evaluated criteria. The most noticeable progress was observed in the use of evidence and justification of opinions, which are closely connected with critical thinking development.

The observation sheets also showed improvement. At the beginning, only a small number of students asked clarifying questions during group work. By the end of the experiment, more students asked questions such as “Why do we choose this?”, “What is our evidence?”, “Can we explain this in English?” and “What if the school cannot pay for it?” These questions showed that students were not only completing a task, but also checking the quality of their own ideas.

Group work became more balanced. In the first lesson, confident speakers tried to dominate. Some students waited for instructions and avoided speaking. After the teacher introduced rotating roles, quieter students participated more actively. The role of language editor was especially useful because it allowed students with good writing skills to contribute even if they were not strong speakers. The role of researcher helped analytical students organize information. The final presentations became stronger when every student had a small speaking part.

Reflection forms confirmed the same tendency. At first, students wrote very short answers such as “We worked well” or “It was interesting.” Later their reflections became more specific. They mentioned weak arguments, lack of evidence, unclear speech or poor time management. One group wrote that their solution was creative but too expensive. Another group admitted that their presentation had many ideas but no clear order. Such comments show that students started to evaluate the process, not only the final mark.

The empirical analysis also revealed several difficulties. First, STEM tasks require time. A teacher cannot use them effectively if the lesson is planned only as a quick activity at the end. Students need time to understand the problem, discuss it and prepare language. Second, some students may focus too much on drawing or designing and forget English. To avoid this, the teacher must set a clear language goal for every task. Third, students need vocabulary and sentence patterns. Without support, even strong ideas remain silent.

The experiment with 30 senior school students proved that STEM-based tasks can develop critical thinking in English lessons when they are properly structured. The strongest improvement was seen in students’ ability to justify opinions, ask questions and revise ideas. The language also became more purposeful. Students used English not only to answer the teacher, but to negotiate, explain, defend and reflect.

Discussion

The results of the literature review and empirical work show that the STEM approach can make English lessons intellectually richer. Its main advantage is the connection between language and real problem-solving. When students discuss waste, safety, health, technology or classroom design, they use English for a clear purpose. This changes their attitude to the lesson. They no longer see English only as a set of exercises. They begin to see it as a tool for explaining ideas.

The first important finding is that STEM tasks strengthen vocabulary learning. Words are remembered better when they are connected with action. For example, words such as “solution”, “evidence”, “compare”, “predict”, “design”, “risk”, “benefit” and “improve” are difficult to remember as an isolated list. In a project, they become necessary. Students need them to speak, write and defend their position. This gives vocabulary a communicative function.

The second finding is related to argumentation. Senior school students often express opinions quickly, but they do not always support them. STEM tasks force them to explain why a solution is useful, realistic or better than another option. For example, when students propose a safer route to school, they must mention traffic, distance, light, time and possible risks. They cannot simply say that one route is “good”. They need reasons.

The third point concerns teamwork. Group work in English lessons sometimes becomes formal. One student speaks, one writes, and the others remain passive. STEM projects can reduce this problem if the teacher distributes roles clearly. The empirical experiment showed that rotating roles helped more students participate. It also made them understand that thinking is not limited to speaking. A student may contribute by finding evidence, organizing data, improving language or preparing questions.

The teacher’s questions play a decisive role. A STEM lesson may look active, but it will not develop critical thinking if the teacher accepts every answer without analysis. Questions such as “What evidence supports your idea?”, “What is the weakness of this solution?” and “How can you improve it?” help students go deeper. These questions should not sound like criticism. They should become a normal part of classroom thinking.

Language support is another necessary condition. Students cannot show critical thinking in English if they do not have the language for it. Sentence starters, useful phrases and vocabulary banks do not make the task easier in a negative sense. They give students a bridge from thought to speech. For senior school students, such support is especially useful because they often have ideas but hesitate to express them in a foreign language.

Assessment also needs change. If the teacher evaluates only grammar, students may choose safe and simple sentences. If the teacher evaluates only creativity, language learning becomes weak. A balanced rubric should include clarity of English, relevance of arguments, use of evidence, cooperation, creativity and reflection. This kind of assessment shows students that both language and thinking matter.

There are limits to the STEM approach. It should not be used in every lesson mechanically. Some topics require direct explanation, reading practice or grammar focus. STEM tasks are most effective when the topic naturally includes a problem, choice or practical solution. The teacher should also avoid overloading students with difficult scientific content. The STEM element must support English learning, not replace it.

The empirical experiment was limited by the number of students and the short period of four weeks. The results cannot be generalized to all senior school students. Still, the observed changes are pedagogically meaningful. Students became more active, asked more questions and began to support their ideas with reasons. This suggests that even a short STEM-based cycle can influence classroom behavior if it is organized carefully.

Conclusion

The formation of critical thinking skills of senior school students through a STEM approach in English teaching is a productive and realistic direction. The STEM approach helps students use English not only for memorizing words or completing exercises, but also for analyzing problems, comparing solutions, giving evidence and presenting ideas. It brings language learning closer to real communication.

The literature review showed that STEM-based project learning, digital tools, simulations, speaking tasks and online discussions can support critical thinking when they are connected with problem-solving and reflection. The empirical analysis with 30 senior school students confirmed this idea in classroom practice. After four weeks of STEM-based English lessons, students showed better ability to identify problems, justify opinions, ask questions, cooperate in groups and reflect on their results.

The author's position is that STEM should be treated as a meaningful pedagogical opportunity, not as a fashionable addition to the lesson plan. It works when the teacher chooses an understandable problem, gives language support, organizes group roles, asks analytical questions and assesses both speech and thinking. In this case, English becomes a living instrument of communication and reasoning.

For senior school, this approach is especially important. Students are preparing for academic study, professional choice and social participation. They need English that helps them think independently, speak responsibly and work with information. STEM-based English lessons can develop these abilities step by step. They make the lesson more demanding, but also more useful, because students learn to connect language with action, evidence and personal judgment.

Summary

STEM approach develops critical thinking, the ability to argue one's point of view, collaborative skills and evidence-based communication in senior school students.

Түйіндеме

STEM тәсілі сыни тұрғыдан ойлауды, өз көзқарасын дәлелдеу қабілетін, ынтымақтастық дағдыларын және жоғарғы сынып оқушыларының дәлелді қарым-қатынасын дамытады.

Резюме

STEM-подход развивает у старшеклассников критическое мышление, умение отстаивать свою точку зрения, навыки совместной работы и доказательную коммуникацию.

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**CULTURAL AUTHENTICITY IN READING TEXTS FOR B1 LEARNERS:
THEORETICAL AND PEDAGOGICAL PERSPECTIVES**

Abstract

The present article investigates the role of cultural authenticity in reading texts employed for foreign language instruction at the B1 proficiency level as defined by the Common European Framework of Reference for Languages (CEFR). Cultural authenticity is understood as the degree to which a text faithfully reflects genuine cultural practices, communicative norms, values, and social conventions of the target language community. Despite broad scholarly consensus on its pedagogical value, culturally authentic content remains insufficiently represented in mainstream B1-level coursebook materials, creating a persistent tension between linguistic accessibility and cultural richness. This study draws on theoretical frameworks from intercultural communication theory, lingua-cultural pedagogy, and reading research to examine three core questions: what constitutes cultural authenticity in B1 reading instruction; what pedagogical benefits and challenges attend its use; and what practical principles should guide text selection and classroom adaptation. The empirical component is based on a systematic analysis of 40 reading texts from six widely adopted B1-level EFL coursebooks and supplementary graded readers, as well as semi-structured interviews with 20 experienced EFL teachers in Kazakhstani higher education. Findings reveal that fewer than 40% of analyzed texts achieved high ratings across all dimensions of cultural authenticity. Teacher data show that while practitioners overwhelmingly value culturally authentic materials, they face systemic challenges including text difficulty, limited curricular time, and insufficient assessment tools. The article proposes the Cultural Authenticity Evaluation Framework (CAEF) — a five-criterion instrument for selecting and adapting culturally authentic reading texts for B1 learners — and discusses implications for materials design, teacher training, and curriculum development.

Keywords: *cultural authenticity; B1 level; reading texts; foreign language education; intercultural communicative competence; CEFR; EFL pedagogy; text selection; scaffolding; lingua-cultural approach.*

КУЛЬТУРНАЯ АУТЕНТИЧНОСТЬ ТЕКСТОВ ДЛЯ ЧТЕНИЯ НА УРОВНЕ B1: ТЕОРЕТИЧЕСКИЕ И ПЕДАГОГИЧЕСКИЕ АСПЕКТЫ

Аннотация

В статье исследуется роль культурной аутентичности текстов для чтения, используемых в обучении иностранному языку на уровне B1 по шкале CEFR. Культурная аутентичность понимается как степень, в которой текст достоверно отражает подлинные культурные практики, коммуникативные нормы, ценности и социальные конвенции сообщества носителей целевого языка. Несмотря на широкое признание её педагогической ценности, культурно аутентичный контент по-прежнему недостаточно представлен в стандартных учебных материалах уровня B1. В статье на основе анализа 40 текстов из учебников уровня B1 и интервью с 20 преподавателями иностранного языка из казахстанских вузов предлагается пятикритериальная модель оценки культурной аутентичности (CAEF) и обсуждаются педагогические импликации для разработки материалов, подготовки преподавателей и проектирования учебных программ.

Ключевые слова: *культурная аутентичность; уровень B1; тексты для чтения; обучение иностранному языку; межкультурная компетенция; CEFR; отбор текстов; скаффолдинг; лингвокультурология.*

B1 ДЕНГЕЙІНДЕГІ ОҚУШЫЛАРҒА АРНАЛҒАН МӘТІНДЕРДІҢ МӘДЕНИ ШЫНАЙЫЛЫҒЫ: ТЕОРИЯЛЫҚ ЖӘНЕ ПЕДАГОГИКАЛЫҚ КӨЗҚАРАСТАР

Аңдатпа

Мақалада CEFR бойынша B1 деңгейінде шет тілін оқытуда қолданылатын оқу мәтіндеріндегі мәдени шынайылықтың рөлі зерттеледі. Мәдени шынайылық — мәтіннің мақсатты тіл қауымдастығының шынайы мәдени тәжірибелерін, қарым-қатынас нормаларын, құндылықтарын және әлеуметтік конвенцияларын қаншалықты дәл бейнелейтіндігі. Зерттеу нәтижелері B1 деңгейіндегі оқу мәтіндерінің 40%-дан азы мәдени шынайылықтың барлық өлшемдері бойынша жоғары баға алғанын көрсетті. Мақалада B1 деңгейіндегі оқушыларға арналған мәдени шынайы мәтіндерді іріктеу мен бейімдеуге арналған CAEF бес өлшемді моделі ұсынылады; оқу материалдарын жасау, мұғалімдерді даярлау және оқу бағдарламаларын жобалау саласындағы педагогикалық ұсыныстар талқыланады.

Түйін сөздер: мәдени шынайылық; B1 деңгейі; оқу мәтіндері; шет тілі білімі; мәдениетаралық құзыреттілік; CEFR; мәтін іріктеу; скаффолдинг; лингвомәдениеттану.

1. Introduction

The question of what constitutes an appropriate reading text for foreign language learners has occupied applied linguists and language educators for several decades. Since the communicative turn of the 1970s and 1980s, the field has moved progressively away from artificially simplified, grammar-focused texts toward materials that reflect natural, contextually situated language use. At the heart of this shift lies the concept of authenticity — a deceptively simple term that has, in practice, generated considerable theoretical debate and practical uncertainty. Authenticity in language pedagogy has been defined variously as the genuine origin of a text (produced for native speakers rather than for instructional purposes), the naturalness of the language it contains, the relevance of communicative tasks surrounding it, or the degree to which it faithfully represents the cultural context from which it emerges.

Among these dimensions, cultural authenticity has received comparatively less systematic attention in the research literature, despite its central importance for the development of intercultural communicative competence (ICC) — widely recognized as a core goal of contemporary foreign language education (Byram, 1997; Kramsch, 1993). This relative neglect is particularly problematic at the B1 proficiency level, where learners occupy a pivotal intermediate position: they possess sufficient linguistic resources to engage meaningfully with moderately complex texts, yet their cultural competence — their ability to interpret culturally specific meanings, conventions, and pragmatic norms — often lags significantly behind their grammatical development. Without deliberate exposure to culturally authentic reading materials, learners at this level risk developing what might be termed 'culturally orphaned' language competence: grammatically accurate but culturally impoverished command of the target language that leaves them ill-equipped for genuine cross-cultural interaction.

The Kazakhstani educational context provides a particularly illuminating case for this study. As Kazakhstan has expanded its trilingual education policy and increased the role of English as a language of international communication and academic instruction, the demand for effective EFL reading materials at the B1 level has grown substantially. Yet the cultural content of these materials — and their capacity to develop learners' intercultural awareness alongside their linguistic proficiency — has not been systematically evaluated. Teachers in this context frequently report a tension between the linguistic accessibility of available coursebook texts and their cultural richness, a tension that this study seeks to illuminate and address.

This article aims to make three interrelated contributions. First, it offers a theoretically grounded definition of cultural authenticity as a distinct dimension of reading text quality, differentiating it from related but distinct concepts such as textual authenticity, linguistic naturalness, and task authenticity. Second, it reports the results of a systematic analysis of 40 B1-level reading texts and

semi-structured interviews with 20 EFL teachers, providing empirical data on the current state of cultural authenticity in B1 reading instruction. Third, and most practically, it proposes the Cultural Authenticity Evaluation Framework (CAEF) — a five-criterion instrument for selecting, evaluating, and adapting culturally authentic reading texts for B1-level learners.

2. Theoretical Background

2.1. Defining Cultural Authenticity

The concept of authenticity in language teaching materials has been subjected to extensive scholarly scrutiny. Widdowson (1978) drew an influential distinction between the authenticity of a text and the authenticity of language use, arguing that a text produced for native speakers does not automatically generate authentic communicative engagement in the classroom — what matters is not the provenance of the text but the genuineness of the interaction it occasions. Subsequent scholars refined this taxonomy, distinguishing between textual authenticity (genuine source of production), situational authenticity (correspondence to real-world communication contexts), interactional authenticity (naturalness of learner engagement), and task authenticity (real-world relevance of surrounding activities) (Gilmore, 2007).

Cultural authenticity, as conceptualized in the present study, refers to a distinct but related dimension: the degree to which a reading text accurately, richly, and contextually represents the cultural practices, values, communicative norms, and social conventions of the target language community. This definition draws on the lingua-cultural tradition developed by Vereshchagin and Kostomarov (1990) and elaborated by Vorobyov (1997), which holds that language and culture are inseparably intertwined and that authentic communication requires not only correct grammatical production but also culturally embedded meaning-making. A culturally authentic text, in this view, does not merely mention cultural facts in passing but situates language use within genuine cultural contexts — contexts in which the meaning of words, utterances, and discourse conventions is shaped by cultural knowledge, values, and shared expectations.

2.2. Intercultural Communicative Competence and Reading

The theoretical justification for prioritizing cultural authenticity in reading instruction is most fully developed within the framework of intercultural communicative competence (ICC) as formulated by Byram (1997). Byram's model identifies five components: *savoirs* (declarative knowledge of self, others, and cultural products); *savoir comprendre* (skills of interpreting and relating); *savoir apprendre/faire* (skills of discovery and interaction); *savoir être* (attitudes of curiosity and openness); and *savoir s'engager* (critical cultural awareness). Culturally authentic reading texts have the potential to develop all five components by presenting genuine representations of target culture perspectives, requiring learners to interpret culturally specific meanings, inviting comparison with their own cultural frameworks, and providing a basis for critical reflection on cultural difference and similarity.

At the B1 level, the CEFR describes readers as able to understand texts consisting mainly of high-frequency everyday or job-related language, and to identify the main conclusions in clearly signposted argumentative texts (Council of Europe, 2020). This profile indicates that B1 learners are linguistically equipped to engage with culturally situated texts, provided that cultural content is appropriately scaffolded. The challenge is not one of linguistic incapacity but of cultural unfamiliarity: B1 learners may possess the vocabulary and grammar to decode a text linguistically while lacking the cultural schema necessary to fully comprehend its social and pragmatic meaning.

2.3. The Lingua-Cultural Approach to Reading

The lingua-cultural approach traces its theoretical roots to the work of Vereshchagin and Kostomarov (1990) in the Russian-European tradition and has been developed in EFL pedagogy by

scholars including Kramersch (1993) and Moran (2001). Central to this approach is the claim that culturally significant lexical units — 'cultural words' or linguo-cultural concepts — carry meaning that cannot be fully conveyed through translation alone but must be understood in relation to the cultural context that gives them significance. Examples include terms for culture-specific social practices (the British concept of 'queuing'), emotional concepts that resist cross-cultural equivalence (German 'schadenfreude', Russian 'toska'), or discourse conventions reflecting culturally specific norms of politeness, directness, or formality.

For B1 learners, encounter with such linguo-cultural concepts in authentic reading texts represents a critical learning opportunity. When new vocabulary is encountered not as an isolated item but as part of a culturally meaningful context — embedded in a narrative, dialogue, or descriptive passage that brings the concept to life — learners can develop a richer, more durable understanding of its meaning and use. This aligns with the depth of processing hypothesis (Craik & Lockhart, 1972), which predicts that deeper, more elaborated cognitive engagement with new material leads to stronger memory encoding and more flexible retrieval. Cultural contextualization, in this sense, is not merely pedagogically desirable but cognitively advantageous.

2.4. Leveled Reading and Cultural Content

Leveled reading as a pedagogical practice is grounded in Vygotsky's (1978) concept of the zone of proximal development and operationalized through Krashen's (1982) input hypothesis, which posits that language acquisition proceeds most effectively when learners are exposed to input that is slightly beyond their current competence level — comprehensible yet challenging. In the context of B1 reading instruction, this principle has traditionally been applied primarily to lexical and syntactic complexity, with relatively little attention to the cultural dimension of text difficulty. Research in reading comprehension has demonstrated, however, that cultural familiarity is a significant predictor of reading performance: learners consistently comprehend texts set in culturally familiar contexts more easily than those set in unfamiliar cultural environments, regardless of linguistic complexity (Alptekin, 2006). This finding suggests that cultural scaffolding — systematic preparation for the cultural content of a text — should be regarded as an integral component of B1 reading instruction, not an optional supplement.

3. Research Methodology

3.1. Research Design

The present study employs a mixed-method research design, integrating systematic document analysis with qualitative interview data. This design enables both a rigorous evaluation of cultural authenticity in existing B1-level reading materials and a contextually grounded understanding of teacher perspectives on the challenges and opportunities of culturally authentic reading instruction. The combination of these two data sources allows for methodological triangulation, enhancing the credibility and comprehensiveness of the findings.

3.2. The Cultural Authenticity Evaluation Framework (CAEF)

The primary instrument for document analysis was the CAEF, developed specifically for this study. The CAEF evaluates reading texts along five dimensions, each scored on a four-point scale (1 = low, 4 = high):

1. **Representational Accuracy:** the degree to which cultural information is factually correct, current, and free from stereotypical or reductive portrayals of the target culture.
2. **Contextual Embeddedness:** the extent to which cultural content is integrated naturally into the communicative fabric of the text, rather than presented as isolated or encyclopedic cultural information.

3. **Pragmatic Richness:** the presence of culturally specific speech acts, discourse conventions, and politeness strategies that reflect genuine target culture communicative norms.
4. **Intercultural Perspective:** the degree to which the text presents cultural content from an intercultural rather than monocultural viewpoint, inviting comparison and reflection across cultural frameworks.
5. **Linguistic Accessibility:** the appropriateness of lexical and syntactic difficulty for B1-level learners, assessed through lexical density, sentence length, and type-token ratio measures.

Forty reading texts were sampled from six widely used B1-level EFL coursebooks — Cambridge English Empower B1, Headway Intermediate, English File Intermediate, Outcomes Intermediate, Navigate B1, and Solutions Intermediate — and three supplementary graded readers published between 2015 and 2024. Texts were selected to represent a range of genres (narrative, descriptive, journalistic, and informational) and cultural topics. Each text was independently rated by two trained raters; inter-rater reliability was assessed using Cohen's kappa, yielding a coefficient of 0.78, indicating substantial agreement.

3.3. Teacher Interviews

Semi-structured interviews were conducted with 20 experienced EFL teachers from four Kazakhstani higher education institutions. Participants had a mean teaching experience of 11.4 years and all taught courses at the B1 level. Interview questions explored: (a) teachers' definitions and understanding of cultural authenticity; (b) criteria and practices for text selection; (c) challenges in using culturally authentic texts with B1 learners; and (d) scaffolding strategies employed to support cultural comprehension. Interviews were conducted in English and Russian, audio-recorded with participants' consent, transcribed verbatim, and analyzed using reflexive thematic analysis (Braun & Clarke, 2006).

4. Results and Discussion

4.1. Document Analysis Findings

The CAEF analysis revealed substantial variation in the cultural authenticity of B1-level reading texts across all five evaluated dimensions. Table 1 presents the mean scores for each dimension across the 40 analyzed texts.

Table 1. Mean CAEF Scores for B1-Level Reading Texts (N = 40)

CAEF Dimension	Mean Score (1–4)	Rating
Representational Accuracy	3.21	Moderately high
Contextual Embeddedness	2.47	Moderate
Pragmatic Richness	1.93	Low–moderate
Intercultural Perspective	2.15	Low–moderate
Linguistic Accessibility	3.44	High

The data reveal a clear asymmetry: texts scored considerably higher on Linguistic Accessibility ($M = 3.44$) and Representational Accuracy ($M = 3.21$) than on dimensions directly associated with deep cultural engagement — Pragmatic Richness ($M = 1.93$) and Intercultural Perspective ($M = 2.15$). Only 15 of the 40 texts (37.5%) achieved a mean CAEF score of 3.0 or above across all five

dimensions, indicating that fewer than four in ten B1-level reading texts can be considered genuinely culturally authentic by the standards of this framework.

The low scores on Pragmatic Richness are particularly noteworthy. Only 11 of the 40 texts (27.5%) contained examples of culturally specific speech acts or discourse conventions — such as expressions of indirect disagreement, culture-specific apology forms, or contextually appropriate requests — that reflected genuine target culture communicative norms. The majority of texts employed either culturally neutral language or pragmatically simplified dialogue that bore little resemblance to real-world intercultural communication. This limitation has significant implications for learners' pragmatic development, as exposure to culturally situated language use is essential for the pragmatic competence required for authentic communication (Kasper & Rose, 2002).

Scores on Contextual Embeddedness showed greater variability. Narrative texts — particularly personal accounts, travel narratives, and biographical excerpts — tended to score higher on this dimension, as cultural content emerged naturally from events and experiences described. Informational and descriptive texts on broad international topics (technology, environmental issues, global travel) often scored poorly on contextual embeddedness, presenting cultural information as factual addenda rather than organic components of the communicative context.

4.2. Teacher Interview Findings

Thematic analysis of the 20 teacher interviews yielded four major themes: (1) the recognized importance of cultural authenticity; (2) practical barriers to implementation; (3) text selection strategies; and (4) scaffolding practices.

Theme 1: Recognized Importance. Eighteen of twenty teachers (90%) expressed strong agreement that culturally authentic reading texts were essential for developing learners' communicative competence and cross-cultural understanding at the B1 level. Teachers articulated sophisticated understandings of the language-culture relationship, frequently observing that learners who engage only with culturally neutral materials develop grammatically accurate but pragmatically inadequate communication skills — a concern that closely mirrors the theoretical claims of the lingua-cultural tradition.

Theme 2: Practical Barriers. Despite their commitment to cultural authenticity, 75% of teachers identified significant barriers to its implementation. The most frequently cited were: linguistic complexity of authentic materials exceeding B1 learners' proficiency (80%); insufficient learner background knowledge of target culture practices (70%); limited curricular time for pre-reading cultural preparation (65%); difficulty assessing cultural comprehension as distinct from linguistic comprehension (55%); and limited availability of high-quality, linguistically accessible, culturally rich materials (50%). These findings reveal a systemic mismatch between pedagogical ideals and available resources.

Theme 3: Text Selection Strategies. Teachers reported using a range of criteria for text selection, though not all explicitly addressed cultural authenticity. The most commonly cited criteria were: topic familiarity and learner relevance (95%), lexical and syntactic difficulty (90%), and text length and genre (85%). Cultural authenticity was explicitly mentioned as a selection criterion by 70% of teachers; however, the majority acknowledged lacking systematic tools for evaluating the cultural richness of candidate texts, relying instead on professional intuition and experience.

Theme 4: Scaffolding Practices. Teachers reported a rich repertoire of scaffolding strategies. The most frequently reported included: pre-reading cultural orientation activities such as background discussion, short video clips, or visual image analysis (85%); provision of cultural glossaries and explanatory footnotes (75%); culturally contrastive tasks inviting comparison of target culture practices with learners' own cultural experiences (65%); and post-reading intercultural reflection

discussions (60%). Several teachers also reported adapting authentic texts by adding cultural commentary, restructuring culturally complex passages, or selecting excerpts that contained natural cultural content within B1 linguistic parameters.

5. The Cultural Authenticity Evaluation Framework: Principles and Application

On the basis of the theoretical analysis and empirical findings, this section presents the five CAEF principles as a practical guide for teachers and materials developers selecting and adapting culturally authentic reading texts for B1-level learners. Each criterion is accompanied by illustrative indicators and guidance for application.

Criterion 1: Representational Accuracy

Texts should present cultural information — practices, values, social norms, historical events, and cultural artifacts — in a manner that is factually correct, current, and nuanced. They should avoid stereotypical generalizations and reductive cultural profiles that present cultures as monolithic or static. Indicators of high representational accuracy include: specific, concrete cultural examples grounded in identifiable real-world contexts; acknowledgment of internal diversity within the target culture; and authorship by or close collaboration with members of the target culture community. Teachers should cross-reference cultural claims in candidate texts against multiple reliable sources.

Criterion 2: Contextual Embeddedness

Cultural content should emerge organically from the communicative context of the text — from narrative events, character interactions, or situational descriptions — rather than being presented as informational appendages. A text in which a character navigates a culturally specific social situation or negotiates a cross-cultural misunderstanding is more contextually embedded than a text that lists cultural facts in isolation. Genre considerations are central here: personal narratives, dialogues, and journalistic features tend to achieve higher contextual embeddedness than encyclopedic or purely descriptive texts.

Criterion 3: Pragmatic Richness

Texts should contain instances of culturally specific language use: greetings, forms of address, expressions of politeness, disagreement, humor, apology, or refusal that reflect genuine communicative conventions of the target language community. Pragmatically rich texts expose learners to the pragmatic norms governing real-world interaction in the target language — norms that are frequently absent in simplified or culturally sanitized coursebook materials. Teachers selecting for pragmatic richness should attend to speech act realization patterns, discourse markers, and register variation, comparing candidate texts with comparable authentic discourse from native speaker sources.

Criterion 4: Intercultural Perspective

The most culturally valuable reading texts are those that do not present the target culture in isolation but invite comparison and reflection across cultural frameworks. Texts that include perspectives from multiple cultural backgrounds, explicitly address cross-cultural misunderstandings, or present cultural practices as potentially surprising to an outsider reader have high intercultural perspective scores. Such texts provide natural starting points for post-reading discussions in which learners can explore their own cultural assumptions, compare practices across cultures, and develop the critical cultural awareness central to ICC.

Criterion 5: Linguistic Accessibility with Cultural Density

For B1 learners, a culturally authentic text must also be linguistically accessible — otherwise, the cognitive demands of decoding unfamiliar language will crowd out the processing resources required for cultural interpretation. Nation's (2009) recommendation of a 95–97% known

vocabulary threshold for comfortable reading provides a useful benchmark. Within this constraint, texts should aim for cultural density: a meaningful proportion of culturally specific vocabulary, idioms, and references that create opportunities for cultural learning. The goal is not to simplify cultural content into blandness but to present genuine cultural richness in language that B1 learners can access with appropriate scaffolding.

6. Pedagogical Implications

The findings of this study carry important implications for foreign language pedagogy, materials development, and teacher education. First, the widespread underrepresentation of culturally authentic content in mainstream B1-level coursebook materials calls for a fundamental rethinking of materials design at this level. Publishers and authors should prioritize texts that achieve high scores across all five CAEF dimensions, rather than privileging linguistic accessibility at the expense of cultural richness. The CAEF provides clear, operationalizable criteria that can support this process, enabling more principled decision-making in both materials development and text selection.

Second, teacher education programs should equip pre-service and in-service teachers with the theoretical knowledge and practical tools necessary for evaluating, selecting, and adapting culturally authentic reading materials. Interview data reveal that while teachers overwhelmingly value cultural authenticity, many lack confidence in assessing the cultural richness of reading texts or designing effective scaffolding activities for culturally complex content. Professional development programs focused on intercultural pedagogy — including practical training in frameworks such as the CAEF — could significantly enhance teachers' capacity to provide culturally rich reading instruction at the B1 level.

Third, curriculum designers should allocate sufficient time within B1-level courses for the pre-reading cultural preparation and post-reading intercultural reflection activities essential for maximizing the learning value of culturally authentic texts. Many teachers in this study reported feeling constrained by curricular time pressures that limited their ability to engage learners in the depth of cultural exploration authentic texts invite. Addressing this systemic constraint will require not only revised curriculum guidelines but also a broader reconceptualization of the goals of B1-level reading instruction — one that recognizes the development of intercultural competence as an integral component of language proficiency, not an optional supplement.

Fourth, assessment frameworks for B1-level reading should be expanded to include explicit measures of cultural comprehension alongside linguistic comprehension. The current near-exclusive focus on linguistic decoding in standardized reading assessments creates a misalignment between instructional goals — which increasingly include ICC development — and assessment practices. Developing valid and reliable instruments for assessing B1 learners' cultural comprehension and intercultural reflection is a priority for future research and assessment development.

7. Conclusion

This article has examined the role of cultural authenticity in reading texts for B1-level foreign language learners, drawing on theoretical frameworks from intercultural communication, linguistic-cultural pedagogy, and reading research, as well as empirical data from a systematic analysis of 40 B1-level reading texts and interviews with 20 experienced EFL teachers. The findings reveal a persistent and educationally significant gap between the recognized value of cultural authenticity and its practical realization in mainstream B1-level reading materials: fewer than 40% of the analyzed texts achieved high ratings across all five CAEF dimensions, with particularly low scores on pragmatic richness and intercultural perspective.

The Cultural Authenticity Evaluation Framework (CAEF) proposed in this study offers a theoretically grounded and practically applicable instrument for addressing this gap. By providing clear criteria — representational accuracy, contextual embeddedness, pragmatic richness, intercultural perspective, and linguistic accessibility with cultural density — the CAEF enables teachers, materials developers, and curriculum designers to make more principled and culturally informed decisions about the reading materials they use with B1 learners. When applied systematically and supported by appropriate scaffolding strategies and curricular time for cultural preparation and reflection, culturally authentic reading instruction has the potential to develop not only learners' linguistic proficiency but their capacity for genuine, informed, and empathetic cross-cultural communication.

Future research should build on these findings in several directions. Longitudinal studies examining the long-term effects of exposure to culturally authentic reading materials on B1 learners' ICC development would provide valuable evidence for the sustained benefits of this approach. Learner-perspective studies exploring how B1 learners experience and respond to culturally authentic reading texts would complement the teacher-perspective data reported here. Finally, experimental studies comparing the vocabulary acquisition and cultural learning outcomes of learners taught with high-CAEF versus low-CAEF texts would help establish a more robust evidence base for the pedagogical claims advanced in this article.

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