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## **METHODOLOGICAL APPROACHES TO THE FORMATION OF INTERCULTURAL COMMUNICATIVE COMPETENCE IN DIGITAL LEARNING ENVIRONMENTS**

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**Abstract.** This article explores methodological approaches to the development of intercultural communicative competence (ICC) through the integration of digital educational platforms in higher education. The study is based on the understanding that digital technologies do not, in themselves, ensure intercultural learning, but require purposeful pedagogical design to support meaningful communication, reflection, and interpretation of cultural experience. In the context of Kazakhstan's higher education system, where trilingual education and national academic standards emphasize graduates' ability to operate in multilingual and multicultural environments, the issue of ICC development becomes especially relevant. By synthesizing theoretical models of intercultural communication with contemporary digital teaching practices, the article identifies key principles that support the structured, reflective, and sustainable formation of intercultural communicative competence in higher education.

**Keywords:** methodological approaches, intercultural communicative competence, digital competence, digital educational platforms, multilingual learning environment, task-based learning, digital literacy, higher education

### **Introduction**

The growing digitalization of higher education has significantly reshaped the conditions for intercultural learning. Online and blended learning formats extend communicative spaces beyond the physical classroom, enabling interaction with culturally diverse interlocutors, texts, and perspectives. However, the mere presence of digital technologies does not in itself guarantee intercultural learning outcomes. Without methodological guidance, digital platforms risk functioning as technical delivery tools rather than as environments that support meaningful intercultural communication and critical reflection.

This issue is particularly significant within the context of Kazakhstan's higher education system. The national policies on trilingual education and the State Compulsory Standard of Higher and Postgraduate Education emphasize

graduates' preparedness for intercultural interaction in both national and international domains. Higher education institutions are therefore faced with the dual task of aligning global communicative standards with local cultural and educational priorities. This creates a need for methodological approaches that support the systematic development of ICC within digitally mediated learning environments.

The present study aims to analyze and conceptualize methodological approaches to the formation of intercultural communicative competence through digital educational platforms in higher education. The article further outlines key instructional principles supporting the systematic and sustainable development of ICC in digital learning environments.

To achieve this aim, the study addresses the following objectives:

- 1) To analyze theoretical models of intercultural communicative competence;
- 2) To identify methodological approaches to ICC development through digital educational platforms;
- 3) To examine the effectiveness of selected digital platforms in supporting ICC formation.

#### *Conceptual Foundations of Intercultural Communicative Competence*

Existing theories of communicative and intercultural competence, despite differences in terminology and focus, share a common assumption that communication is a socially situated and culturally mediated process. Linguistic knowledge alone does not guarantee communicative success; rather, effective interaction depends on the speaker's ability to interpret context, negotiate meaning, and adjust communicative strategies in accordance with cultural norms and expectations.

Early models of communicative competence emphasized the relationship between language form and social use, highlighting appropriateness, discourse organization, and strategic behavior. Subsequent theoretical developments expanded this perspective by incorporating cultural knowledge, attitudes, and critical awareness, thereby framing intercultural competence as a multidimensional construct. Within this view, ICC is not understood as a fixed body of knowledge, but as a dynamic capacity that develops through experience, reflection, and interaction.

From an integrative perspective, ICC may be described as the interaction of several interrelated components. These include linguistic and discursive resources that enable meaning construction, sociolinguistic and pragmatic awareness that guide appropriate language use, and strategic competence that supports communication management in unpredictable contexts. Equally important are attitudinal dimensions such as openness, empathy, and readiness for dialogue, which shape the quality of intercultural engagement.

In educational contexts, this understanding of ICC implies that competence development cannot be reduced to the acquisition of grammatical structures or vocabulary. Learners must be engaged in activities that require interpreting cultural meanings, comparing perspectives, and critically evaluating communicative practices. Such an approach corresponds to the broader goals of higher education, where language learning contributes to students' intellectual, social, and ethical development.

Within the Kazakhstani educational context, the conceptualization of ICC is particularly significant given the coexistence of multiple linguistic and cultural traditions. Integrating international competence models with national educational priorities requires flexible pedagogical frameworks that accommodate both global communicative norms and local cultural realities. This reinforces the importance of methodological approaches that support intercultural learning as a reflective and context-sensitive process, especially in digitally mediated environments.

### **Materials and Methods**

This qualitative study is grounded in a comprehensive literature review and theoretical analysis. The research synthesizes international and Kazakhstani scholarship on ICC, communicative competence frameworks, and the use of digital educational platforms in language teaching.

The study combines theoretical analysis with elements of empirical observation. Foundational theoretical works in the field of communicative and intercultural competence outline models that inform contemporary approaches to ICC. The analysis also incorporates national policy documents, including the State Compulsory Standard of Higher and Postgraduate Education of the Republic of Kazakhstan.

The study also examines empirical research published in peer-reviewed journals between 2000 and 2025 that addresses ICC development through digital platforms in higher education. The literature search was conducted using Scopus, Web of Science, and Google Scholar, applying keywords such as intercultural communicative competence, digital platforms, language education.

**Analytical Approach.** The collected sources were examined through thematic content analysis. The process involved:

- identifying recurring theoretical models and definitions of ICC;
- mapping these models to specific pedagogical approaches relevant to digital learning environments;
- assessing their alignment with Kazakhstan's educational policy and trilingual instruction framework.

The study also employed a quasi-experimental design to examine the practical effectiveness of digital platforms in ICC development. The empirical stage involved first-year undergraduate students and included pre- and post-

testing to assess changes in intercultural communicative competence.

The assessment of intercultural communicative competence was based on adapted descriptors including pragmatic appropriateness, cultural interpretation, strategic response, and sensitivity to cultural context. These descriptors were integrated into the pre-test and post-test tasks. The selection of these descriptors was informed by internationally recognized models of intercultural competence, particularly Deardoff's framework emphasizing reflective, behavioral, and interactional dimensions of ICC [1, p.17-29].

**Literature Review and Contextual Background.** The advent of digital education technologies has significantly transformed intercultural language learning. According to Liddicoat and Scarino [2], intercultural competence can be effectively nurtured through virtual tools that allow learners to experience linguistic and cultural diversity. The emergence of digital learning environments, particularly after the COVID-19 pandemic, has expanded the capacity of universities to deliver culturally rich content through multimedia, online exchanges, and asynchronous discussions. However, technology alone does not guarantee effective ICC development; methodological guidance is essential to ensure that digital platforms support meaningful communication rather than function merely as technical delivery channels.

Additionally, web-based educational tools support experiential learning, which is critical for building intercultural understanding. Platforms like Flipgrid, Padlet, and Zoom are particularly suited for intercultural communication tasks due to their dialogic and interactive nature.

Recent scholarship highlights the efficacy of digital platforms in enhancing both linguistic and intercultural learning. Kessler [3, p. 205] highlighted that the use of mobile-assisted language learning (MALL) and computer-mediated communication (CMC) in language education promotes autonomy and intercultural awareness. Tools such as Google Classroom, Edmodo, Quizlet, and Microsoft Teams allow teachers to integrate interactive media, discussion prompts, and simulations that support ICC objectives.

Digital platforms also support international collaboration by enabling learners to participate in joint intercultural projects that involve collaborative writing, discussion, and cultural exchange.

Despite extensive theoretical and empirical research on digital platforms for ICC development, studies integrating quasi-experimental assessment with task-based digital interventions remain limited. This study addresses this gap by examining the practical effectiveness of digital platforms in a controlled classroom setting.

*Methodological Approaches to ICC Development in Digital Learning Environments*

The development of intercultural communicative competence in digital classrooms requires methodological approaches that position language as a means of social interaction and cultural meaning-making rather than as an isolated system of forms. From this perspective, communicative, task-based, and content-oriented approaches may be viewed as mutually reinforcing frameworks that support ICC formation when implemented through digital educational platforms.

Within the framework of this study, the formation of intercultural communicative competence in digital learning environments is based on several interrelated methodological approaches. These approaches provide a theoretical and pedagogical foundation for designing interculturally oriented digital learning activities. The following methodological approaches are identified as central to ICC development in digital educational contexts:

- Communicative approach – emphasizes meaningful interaction and negotiation of meaning in culturally diverse digital contexts;
- Task-based approach – focuses on engaging learners in purposeful, real-world tasks that promote intercultural problem-solving;
- Content-oriented (CLIL) approach – integrates language and subject matter to explore global and cultural themes;
- Reflective approach – encourages critical self-assessment, cultural reflection, and awareness of one's own other's perspectives.

Communicative-oriented instruction in digital environments emphasizes interaction as both the process and the outcome of learning. Online discussion forums, video conferencing tools, and collaborative workspaces enable learners to engage in dialogic exchanges that require negotiation of meaning, clarification of intentions, and sensitivity to cultural differences. When such interaction is guided by pedagogical objectives, digital communication becomes a space for developing pragmatic awareness and intercultural sensitivity rather than a purely technical exchange of information.

Task-based approaches further enhance ICC development by organizing learning around purposeful activities that resemble real-world communicative situations. In digital contexts, tasks may involve collaborative problem-solving, project design, or the joint creation of digital artifacts that reflect culturally embedded perspectives. These tasks encourage learners to draw on linguistic resources strategically while responding to culturally diverse viewpoints. The emphasis on outcome-oriented communication allows intercultural learning to emerge through engagement, reflection, and shared responsibility.

Content-oriented instruction, including content and language integrated learning, contributes to intercultural development by situating language use within meaningful academic and social themes. Digital platforms facilitate access to multimodal content related to global issues, cultural practices, and professional discourse, enabling learners to explore subject matter while simultaneously developing language and intercultural competence. When

content selection is culturally diverse and pedagogically structured, learners are encouraged to compare perspectives, question assumptions, and construct informed interpretations.

The effectiveness of these methodological approaches in digital environments depends on their integration into coherent instructional design. Digital platforms should support interaction, collaboration, and reflection rather than replicate traditional transmission-based models. When communicative, task-based, and content-oriented strategies align with intercultural objectives, digital platforms serve as environments for sustained intercultural engagement and competence development.

#### *Digital Competence as a Prerequisite for Intercultural Learning*

The integration of digital technologies into language education has foregrounded the concept of digital competence as a foundational condition for effective learning and communication. In the context of intercultural communicative competence, digital competence extends beyond technical proficiency and encompasses the ability to critically select, interpret, and use digital resources for meaningful interaction across cultural boundaries. This expanded understanding reflects the shift from viewing technology as a neutral tool toward recognizing it as an integral component of contemporary communicative culture.

Digital competence is often described through overlapping terms such as information literacy, media literacy, ICT competence, and digital literacy. While these concepts differ in emphasis, they converge on the idea that learners must possess not only operational skills but also cognitive and ethical capacities to navigate digital environments responsibly. From an intercultural perspective, this includes awareness of how cultural values, communication styles, and power relations are embedded in digital texts, platforms, and interactional norms.

Importantly, digital competence is not uniformly distributed among learners. The assumption that all students are equally proficient due to their exposure to technology oversimplifies the reality of digital engagement. Learners may demonstrate confidence in everyday digital practices while lacking the critical skills required for academic communication, intercultural dialogue, or reflective participation in online learning communities. This discrepancy highlights the need for pedagogical support that explicitly links digital skill development with intercultural learning objectives.

In higher education, digital competence serves as mediating factor between methodological design and ICC outcomes. When learners are equipped to evaluate sources, engage in online ethical discussion, and reflect on culturally diverse perspectives, digital platforms become spaces for intercultural meaning-making rather than passive content consumption. Consequently, the development of ICC in digital classrooms presupposes a systematic integration of digital competence training into language curricula.

Digital Tools and Resources. In contemporary research, *'digital competence'* is interpreted broadly and includes a range of skills related to information use, media interaction, and ethical participation in digital environments. Terms such as information literacy, computer literacy, ICT literacy, media literacy, digital literacy, and data literacy have been used to refer to the knowledge and skills required to engage effectively with digital technologies. In many cases, the term *'literacy'* could be replaced with *'skills'* without altering the intended meaning. Related terminology includes computer expertise, digital fluency, and digital competence, which encompass knowledge, skills, and attitudes Miller and Bartlett [4, p. 5].

However, digital competence is not uniform. For example, a person may be adept at using social media but lack information literacy, or possess excellent search skills but have no understanding of information provenance or cyber safety. Similarly, someone with physical disabilities may develop advanced skills using brain-computer interfaces but have limited experience with other digital platforms. Prensky [5, p. 1] argues that popularized notions such as *'digital natives'* and *'digital immigrants'* have also contributed to oversimplified assumptions about digital competence. In reality, many so-called digital natives possess only limited knowledge of the digital environment beyond basic smartphone usage.

In the works of Arroyo, Fernández-Lancho, and Martínez [6, p. 115] the specific context of using digital technology for written academic argumentation, digital competence may refer to the effective use of digital platforms and resources to research, draft, revise, and publish written arguments. However, new questions arise when individuals also use AI text generators or paraphrasing tools. Such considerations underscore the need to critically examine our interactions with digital environments. Bohmer, Schwab, and Issa [7] states that digital technology is no longer *'just a tool'* but an integral part of digital culture, commerce, and learning within a broader context of big data monetization, surveillance, and increasing cybersecurity threats worldwide.

#### *Digital Platforms for ICC Development*

Within the framework of methodological approaches to Intercultural Communicative Competence formation, digital platforms should be understood not as independent instructional agents but as pedagogical environments that mediate interaction, reflection, and cultural meaning-making. Their methodological value lies in how they are embedded into communicative, task-based, and content-oriented instructional designs.

Digital educational platforms play a mediating role in ICC development by shaping the conditions for communication and collaboration. Their value lies not in the technological features themselves, but in the opportunities they create for authentic interaction, exposure to cultural diversity, and reflective learning.

The selection of platforms such as Microsoft Teams, Padlet, Flipgrid, or eTwinning is therefore not methodological in itself; rather, their methodological function depends on how they are integrated into intercultural learning tasks.

Synchronous platforms enable real-time communication, supporting the development of pragmatic and interactional skills, such as turn-taking, clarification strategies, and responsiveness to interlocutors. Asynchronous tools, in contrast, provide learners with time for reflection, analysis, and thoughtful response, which is particularly important for intercultural learning processes that require critical interpretation and perspective-taking. A balanced combination of synchronous and asynchronous interaction allows learners to engage both immediately and reflectively with culturally diverse content and peers.

Digital platforms also facilitate access to authentic materials, including multimedia texts, online discussions, and user-generated content that reflect diverse cultural contexts. When learners engage with such materials critically, they develop the ability to recognize cultural positioning, evaluate perspectives, and interpret meaning beyond surface-level understanding. This process supports the development of intercultural awareness and ethical communication practices.

Importantly, digital platforms alone do not automatically produce intercultural learning outcomes. Without methodological guidance and structured tasks, learners may engage only superficially with content or focus primarily on technical aspects of participation. Therefore, the pedagogical use of digital platforms must be accompanied by clearly articulated intercultural objectives, scaffolding strategies, and opportunities for guided reflection.

Research also suggests that digital platforms can significantly enhance students' cultural awareness [3, p. 205]. For instance, synchronous communication platforms support real-time intercultural interactions, while asynchronous tools enable reflective learning. However, despite these advantages, few structured methodologies exist for the intentional development of intercultural communicative competence (ICC) in higher education. Examples of digital platforms that enhance intercultural communication include:

- Padlet and Flipgrid - support asynchronous cultural reflection;
- eTwinning and Global SchoolNet - facilitate international collaboration projects.

Digital platforms provide authentic materials, foster global collaboration, and support multimodal learning - key components of effective intercultural communication. However, to achieve sustainable ICC outcomes, their use must be embedded in intentional pedagogical design rather than treated as a stand-alone innovation.

Effectiveness of Digital platforms for ICC. Platforms such as Microsoft Teams, Zoom, Quizlet, Padlet, and eTwinning create spaces for both synchronous and asynchronous intercultural exchange. For example, Padlet and Flipgrid allow

students to share cultural reflections and respond to peers, fostering empathy and multiple perspectives. These tools simulate real-life intercultural encounters, expose learners to authentic linguistic input, and cater to different learning styles - crucial in contexts where flexibility and reflection are essential. Studies of Liddicoat and Scarino [2] confirm that learners engaged in digital intercultural exchanges demonstrate heightened awareness of cultural diversity, stronger critical thinking, and improved communicative adaptability.

**Limitations and Challenges.** Despite these benefits, digital platforms can lead to surface-level engagement when used without careful scaffolding. Virtual exchanges may lack the spontaneity and nuance of in-person interaction, limiting learners' ability to navigate ambiguity or interpret subtle cultural cues. Asynchronous environments in particular require high levels of motivation and self-regulation; without these, students may treat activities as routine assignments rather than opportunities for genuine cultural exploration. Key challenges remain:

- limited culturally authentic materials in Kazakh and Russian for teaching foreign languages;
- overemphasis on receptive skills at the expense of productive ones;
- ICC objectives are often absent from digital curricula, which prioritize grammar and vocabulary.

Technological inequities - such as limited internet access or inadequate devices-also restrict participation, creating disparities in outcomes. Importantly, technology alone cannot guarantee ICC development; it must be part of a structured framework with clear cultural objectives, opportunities for reflection, and targeted feedback.

**Balancing Synchronous and Asynchronous ICC activities.** Effective ICC learning requires a blend of real-time and reflective engagement. Synchronous activities (e.g., live debates, intercultural role-plays) build rapport and develop pragmatic skills such as turn-taking and non-verbal communication. Asynchronous activities (e.g., forum discussions, collaborative documents) enable deeper analysis and more thoughtful responses. A well-sequenced task might begin with a forum-based cultural question (asynchronous), progress to a live discussion (synchronous), and conclude with reflective peer feedback (asynchronous), combining immediacy with analytical depth.

**Teacher Training and Institutional Support.** Digital ICC education depends on teachers' intercultural and digital pedagogical competence. Many educators lack formal training in designing intercultural tasks or facilitating multicultural dialogue online, which can lead to missed opportunities or even reinforce stereotypes. Professional development should focus on:

- designing culturally responsive tasks;
- managing online intercultural discussions;
- assessing ICC development; using technology strategically to enhance, not replace, pedagogy.

Institutional support is equally critical. Ministries and universities must invest in infrastructure, diverse resources, and policy integration, embedding ICC into curricula, teacher evaluation, and university development plans.

Digital platforms and ICC Formation. Digital platforms offer multiple affordances for ICC:

- Microsoft Teams / Zoom - real-time intercultural exchanges;
- Quizlet / Kahoot! - contextual vocabulary with cultural associations;
- Padlet / Flipgrid - reflective, asynchronous cultural dialogue;
- Duolingo / Busuu - gamified learning with cultural notes.

When integrated into Task-Based Language Teaching (TBLT), Content and Language Integrated Learning (CLIL), reflective journaling, or role-play, these tools can create authentic intercultural encounters. For example, students might co-develop digital projects comparing holiday traditions in Kazakhstan and English-speaking countries or engage in collaborative writing with international peers. Pedagogical Strategies. Intercultural competence cannot be taught in isolation; it must be embedded in communicative and reflective tasks.

Effective strategies include:

- Task-Based Language Teaching (TBLT): Encourages students to engage in real-world solving problems or complete projects requiring cross-cultural understanding.

- Content and Language Integrated Learning (CLIL): Enables students to explore cultural topics (e.g., global citizenship, environmental issues) while developing language skills.

- Reflective Journaling: Promotes metacognitive awareness and critical cultural reflection.

- Role-Plays and Simulations: Allow students to adopt perspectives different from their own. Educators play a key role in designing such tasks, facilitating discussions, and mediating potential misunderstandings. Their intercultural sensitivity is a decisive factor in the effectiveness of these approaches.

*Key Principles of ICC formation in Digital Learning Environments:*

1. Principle of purposeful intercultural interaction – digital tasks should enable meaningful communication with culturally diverse peers.

2. Principle of pedagogical scaffolding – guidance and structured support facilitate learner’s engagement with intercultural content.

3. Principle of reflection and critical cultural awareness – learners are encouraged to reflect on their own assumptions and interpret cultural perspectives critically.

4. Principle of integration of digital and intercultural competence – digital skills are developed alongside intercultural abilities to ensure effective participation in online learning.

5. Principle of sustainability and continuity – ICC development requires

repeated, long-term engagement through ongoing digital and intercultural activities.

These principles are implemented through digital educational platforms, which mediate communication, collaboration, and reflective learning, ensuring that ICC formation is systematic, intentional, and sustainable.

**Results**

Digital platforms such as Microsoft Teams and Quizlet were piloted with first-year General English Elementary students from the following specialties: IS1+Journalism and SIS4+IS2 at the International Information Technology University. The study involved 29 students, divided into a control and an experimental group.

The control group (SIS4+IS2) followed traditional teaching methods without digital platforms, while the experimental group (IS1+Journalism) integrated Microsoft Teams and Quizlet into classroom activities. The results of the pre-test and post-test and the observed changes are illustrated in Tables 1 and 2.

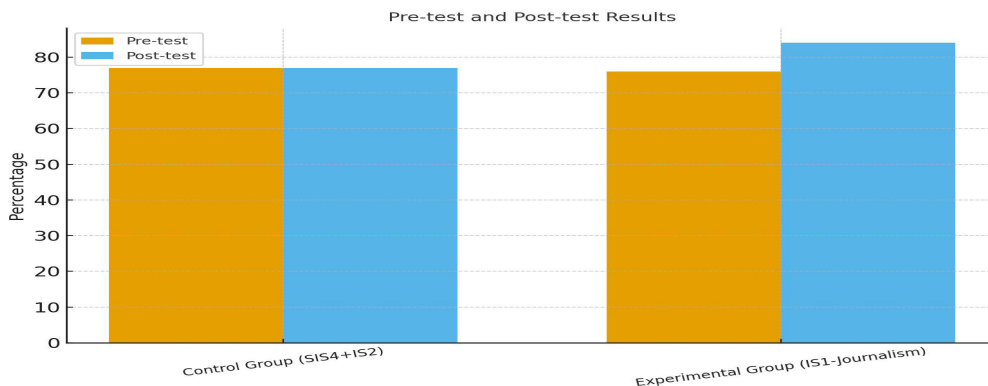
Table 1. Pre-test and post-test results of the control group

Groups	Pre-test	Post-test	Increase
SIS4+IS2	77,57%	76,92%	0,65%

Table 2. Pre-test and post-test results of the experimental group

Groups	Pre-test	Post-test	Increase
IS1+Journalism	76,73%	84,50%	7,77%

The presented data are visualized in a diagram (see Picture 1), which clearly demonstrates the quantitative changes before and after the experiment.



Picture 1. Comparative indicators of the control and experimental groups (before and after the experiment)

The assessment tasks in both the pre-test and post-test were designed to measure not only linguistic accuracy but also students' ability to interpret culturally embedded meanings, respond appropriately in simulated intercultural situations, and demonstrate pragmatic awareness, in line with the methodological framework of ICC adopted in this study.

The analysis revealed contrasting trends between the two groups. In the control group, performance decreased slightly from the pre-test to the post-test (-0.65%), indicating that traditional classroom methods did not lead to measurable improvement. In contrast, the experimental group demonstrated a notable increase of +7.77%, suggesting that integrating digital platforms had a positive effect on students' performance and the development of intercultural communicative competence.

### **Discussion**

From a methodological perspective, the results confirm that ICC development is most effective when digital platforms are embedded within communicative, task-based, and reflective instructional frameworks rather than used as isolated technological supplements.

The integration of digital platforms for the development of intercultural communicative competence (ICC) offers both opportunities and challenges. Digital learning environments provide flexibility, learner autonomy, and the creation of *third spaces* where students can negotiate cultural meaning independently, Kramsch [8]. However, limitations arise in contexts with restricted digital literacy or infrastructure. In such cases, educators must adapt materials to maintain inclusivity.

The findings of this study indicate that integrating digital educational platforms into language instruction positively contributes to the development of intercultural communicative competence (ICC) when supported by appropriate methodological frameworks. The observed improvement in the experimental group suggests that digital platforms, when embedded in communicative and task-oriented learning activities, enhance learners' engagement and create conditions conducive to intercultural learning.

However, the results also demonstrate that technological integration alone is insufficient. Digital environments require pedagogical structuring that encourages learners to move beyond surface-level interaction toward reflective, culturally informed communication. Without such structuring, digital activities risk reinforcing routine participation rather than fostering intercultural awareness and adaptability.

The discussion highlights the importance of teacher mediation in the development of digital ICCs. Educators play a critical role in designing tasks, facilitating interaction, and guiding reflection to support intercultural learning

objectives. This includes selecting culturally diverse materials, encouraging critical comparison of perspectives, and creating a learning climate that values openness and respectful dialogue.

From an institutional perspective, the findings underscore the need for systematic support in implementing digital ICC-oriented instruction. This includes professional development for educators, alignment of curricula with intercultural objectives, and investment in digital infrastructure that enables meaningful interaction. Without such support, the potential of digital platforms for intercultural learning remains underutilized.

### **Conclusion**

This study demonstrates that the methodological integration of digital educational platforms into theory-driven pedagogical frameworks provides substantial opportunities for the systematic formation of intercultural communicative competence in higher education. The effective formation of ICC in digital classrooms requires not only the use of technological tools but, more importantly, a strong methodological foundation grounded in established intercultural and communicative pedagogical frameworks. These frameworks ensure that cultural learning becomes intentional, reflective, and connected to learners' real communicative needs. A key conclusion of this research is that digital ICC development should rely on task-based and content-based instruction that involves authentic problem-solving, collaborative learning, and exposure to culturally diverse materials. Digital platforms - such as Microsoft Teams, Moodle, Edmodo, Quizlet, and others - support not only the linguistic dimension of communication but also enable deeper cultural reflection, critical comparison, and perspective-taking. When learners interact with multimedia texts, participate in simulated intercultural scenarios, or collaborate with peers in online environments, they engage in meaning-making processes that mirror real intercultural encounters.

Overall, the findings of this study indicate that the thoughtful integration of digital platforms with learner-centred, interculturally informed pedagogical models significantly enhances the development of ICC. These results highlight the practical value of digital education for preparing students to participate confidently and ethically in multicultural academic and professional contexts.

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## ЦИФРЛЫҚ БІЛІМ БЕРУ ОРТАДА МӘДЕНИЕТАРАЛЫҚ КОММУНИКАТИВТІК ҚҰЗЫРЕТТІЛІКТІ ҚАЛЫПТАСТЫРУДЫҢ ӘДІСНАМАЛЫҚ ТӘСІЛДЕРІ

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**Аңдатпа.** Мақалада жоғары білім беру жүйесінде цифрлық білім беру платформаларын интеграциялау арқылы мәдениетаралық коммуникативтік құзыреттілікті (МКҚ) қалыптастырудың әдіснамалық тәсілдері қарастырылады. Зерттеу цифрлық технологиялар өздігінен мәдениетаралық оқыту нәтижелерін қамтамасыз ете алмайтыны, олар мағыналы қарым-қатынас, рефлексия және мәдени тәжірибені түсіндіру үшін мақсатты педагогикалық жобалауды талап ететіні түсінігіне негізделген. Қазақстанның жоғары білім беру жүйесінің мәнмәтінінде, онда үштілді білім беру саясаты мен мемлекеттік академиялық стандарттар түлектердің көптілді және көпмәдени ортада әрекет ету қабілетін ерекше атап көрсетеді, МКҚ қалыптастыру мәселесі айрықша өзекті болып табылады. Мақалада мәдениетаралық коммуникацияның теориялық модельдерін қазіргі цифрлық педагогикалық тәжірибелермен синтездей отырып, жоғары білім беру жағдайында құрылымдық, рефлексивті және тұрақты мәдениетаралық коммуникативтік құзыреттілікті қалыптастырудың негізгі қағидалары айқындалған.

**Тірек сөздер:** әдіснамалық тәсілдер, мәдениетаралық коммуникативтік құзыреттілік, цифрлық құзыреттілік, цифрлық білім беру платформалары, көптілді білім беру ортасы, тапсырмаға негізделген оқыту, цифрлық сауаттылық, жоғары білім

**МЕТОДОЛОГИЧЕСКИЕ ПОДХОДЫ К ФОРМИРОВАНИЮ  
МЕЖКУЛЬТУРНОЙ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ В  
УСЛОВИЯХ ЦИФРОВОЙ ОБРАЗОВАТЕЛЬНОЙ СРЕДЫ**

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**Аннотация.** В статье рассматриваются методические подходы к формированию межкультурной коммуникативной компетенции (МКК) через интеграцию цифровых образовательных платформ в системе высшего образования. Исследование основывается на положении о том, что само по себе использование цифровых технологий не приводит автоматически к формированию межкультурных навыков, а требуют целенаправленного педагогического проектирования, поддерживающего осмысленное общение, рефлексию и интерпретацию культурного опыта. В контексте системы высшего образования Казахстана, где трёхязычное обучение и государственные академические стандарты подчеркивают способность выпускников действовать в многоязычной и мультикультурной среде, вопрос формирования МКК становится особенно актуальным. На основе синтеза теоретических моделей межкультурной коммуникации с современными цифровыми педагогическими практиками в статье выделяются ключевые принципы, обеспечивающие структурированное, рефлексивное и устойчивое формирование межкультурной коммуникативной компетенции в системе высшего образования.

**Ключевые слова:** методологические подходы, межкультурная коммуникативная компетенция, цифровая компетенция, цифровые образовательные платформы, многоязычная образовательная среда, задачно-ориентированное обучение, цифровая грамотность, высшее образование

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