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COMMUNICATIVE-SITUATIONAL TECHNOLOGIES AS A KEY
TO THE DEVELOPMENT OF LINGUOCULTURAL COMPETENCE
OF FUTURE FOREIGN LANGUAGE TEACHERS: AN INNOVATIVE
APPROACH TO INTERCULTURAL DIALOGUE

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Abstract. In the context of globalisation and the intensification of intercultural contacts, the challenge of forming linguocultural competence among future foreign language teachers has become increasingly urgent. This article explores communicative-situational technologies as effective tools for the development of such competence. Drawing on Kazakhstani and foreign studies, as well as a pedagogical experiment, the authors introduce an innovative approach for organising intercultural dialogue within the educational environment. The presented methodological and practical solutions foster readiness for successful interaction in a multicultural society. Moreover, the article highlights the importance of integrating linguistic, sociocultural, and strategic skills in teacher training, supported by contemporary international research and empirical evidence. The research offers a practical model for future teachers, facilitating not only linguistic proficiency and cultural awareness but also adaptability in cross-cultural educational contexts.

Keywords: technology, communicative-situational technologies, competence, linguocultural competence, future foreign language teachers, intercultural dialogue, pedagogical innovations, development

Introduction

The contemporary conditions of globalisation, intensification of migration processes, and intercultural interactions pose novel challenges to the education system, requiring the training of specialists capable of effectively functioning in a multicultural space. In this context, a fundamental capability of prospective foreign language teachers is that of linguocultural competence, which integrates linguistic, cultural, and strategic components and ensures the ability to conduct productive intercultural dialogue.

The concept of linguocultural competence has undergone significant evolution in both foreign and Kazakhstani research. Initially, it was considered an extension of communicative competence [1], a concept later expanded upon by Byram through the introduction of intercultural communicative competence, which includes knowledge of cultural norms, attitudes, and behaviours. As posited by Kunanbayeva S.S., the construct of linguocultural competence is multifaceted in nature and encompasses the following domains:

In the context of globalisation and the increasing prevalence of intercultural interactions, the issue of cultivating linguocultural competence in prospective foreign language educators has become a salient concern. This article considers communicative-situational technologies to be an effective means of developing this competence. Drawing upon the research of Kazakhstani and foreign authors, as well as the findings of a pedagogical experiment, the authors put forward an innovative approach to intercultural dialogue in the educational environment. The methodological and practical solutions presented in this study contribute to the formation of future teachers' readiness for effective interaction in a multicultural society.

- Linguistic knowledge (grammatical, lexical, and pragmatic norms),
- Sociocultural awareness (understanding of cultural-specific values, traditions, and realia),
- Strategic skills (the ability to adapt communicative behavior to various intercultural contexts). [2]

Recent Scopus-indexed research emphasizes the necessity of integrating linguocultural and intercultural communicative competence in teacher training programs [3, 4]

In Kazakhstan, the significance of linguocultural competence has been emphasized by Abildinova G.K., Temirbaeva L.R., and Aubakirova L.S., who argue that the development of this competence is crucial for future teachers to ensure effective communication with students from diverse cultural backgrounds. The integration of cultural elements into language education is not only an additional aspect of training but a fundamental necessity, especially in the context of Kazakhstan's multilingual and multicultural society.

Moreover, the digitalisation of education and the advent of virtual intercultural communication platforms (e.g. Zoom, MS Teams, social media)

necessitate novel approaches to the training of language teachers. These platforms frequently exhibit a paucity of non-verbal cues, thereby rendering the capacity to interpret cultural signals and manage intercultural conflicts all the more critical. Hall and Littlewood are two scholars who have emphasised the significance of cultural identity and context-sensitive communication strategies in language education.

The necessity for innovative pedagogical approaches, incorporating communicative-situational technologies, is consequently becoming increasingly imperative. These technologies are designed to simulate real-life intercultural scenarios, enabling students to develop not only linguistic proficiency but also cultural sensitivity and adaptability. The utilisation of role-playing games, case studies and scenario-based learning methodologies fosters the development of immersive environments, within which prospective educators are able to hone and refine their intercultural communication skills.

The present study aims to provide a theoretical substantiation and empirical validation of the effectiveness of communicative-situational technologies as a means of developing linguocultural competence in future foreign language teachers. The research is grounded in the synthesis of Kazakhstani and international scholarly perspectives and supported by the results of a pedagogical experiment conducted at the Kazakh Ablai Khan University of International Relations and World Languages.

Materials and methods

The research methodology is grounded in a series of approaches, including competency-based, sociocultural, and activity-based methods. Collectively, these approaches provide a holistic framework for the formation and assessment of linguocultural competence. As posited by Kunanbaeva S.S. in 2013, this competence is characterised by the integration of linguistic proficiency with cultural knowledge and adaptive communication strategies. These are deemed to be essential for effective interaction in a multicultural environment.

The experimental design of this study is informed by action research methodology, which allows for the iterative refinement of pedagogical interventions in response to observed outcomes. The pedagogical experiment was conducted at the Faculty of Foreign Languages of the Kazakh Ablai Khan University of International Relations and World Languages during the 2024-2025 academic year, involving 60 third-year students specialising in two foreign languages.

The participants were divided into:

- *Experimental Group (EG)* — 30 students, who received instruction incorporating *communicative-situational technologies*.
- *Control Group (CG)* — 30 students, trained through *traditional methods* (lecture-based, text-centered instruction).

Random stratified sampling ensured that both groups were comparable in terms of their initial levels of *linguocultural competence* (pre-tested before the experiment).

The research employed a mixed-methods approach, combining quantitative and qualitative tools for a comprehensive assessment:

1. Diagnostic testing:

In accordance with the methodology outlined by Kunanbaeva, the diagnostic instrument employed in this study evaluated three fundamental components [2].

The linguistic component encompasses such elements as knowledge of pragmatic norms and sociolinguistic variation. The sociocultural component includes cultural awareness and the ability to recognise culturally sensitive scenarios. The strategic component involves adaptability in communication and conflict resolution skills.

The assessment comprised a series of questions of a multiple-choice nature, scenario-based tasks, and short essay responses. The assessment scale ranged from 0 to 10 points per component.

2. The following section will examine the use of role-playing simulations.

Adapted from Elkonin's psychology of play, the scenarios were designed to reflect real-world intercultural classroom situations (e.g., managing cultural misunderstandings between students, addressing sensitive topics in a diverse classroom). [5]

3. Case-study analysis:

The cases under consideration were developed on the basis of actual incidents reported in the pedagogical literature, with a particular focus on intercultural conflicts in educational settings. [6]

4. Self-assessment questionnaires:

Likert scales (1-5) were utilised to elicit student ratings of perceived competence in intercultural communication, thereby providing insight into their confidence levels and reflective awareness.

5. The following evaluation is to be considered an expert opinion.

The students' performance was then assessed by university instructors specialising in intercultural communication. These instructors used rubrics aligned with Byram's (1997) criteria for intercultural competence to evaluate the students' performance during role-plays and discussions.

Phases of the experiment

1. The establishment of the initial phase is imperative for the subsequent progression of the study.

The initial evaluation of students' linguocultural competence is conducted through the implementation of diagnostic testing and self-assessment tools.

2. The initial phase (12 weeks) is characterised by the following:

The implementation of communicative-situational technologies within the European (EG) curriculum is of particular interest.

Interactive methods constituted 40% of the course time, encompassing role-plays, case studies and simulations.

The CG followed the standard curriculum without these enhancements.

3. Control phase:

Post-experiment testing, self-assessments, and expert evaluations were conducted to measure the development of competence.

Data analysis

Quantitative data were analysed using Student's t-test to assess the statistical significance of differences between groups.

A content analysis of qualitative data (student reflections, expert comments) was conducted to identify recurring themes in intercultural awareness and communication strategies.

Methodological innovations in applied linguistics, as analyzed in recent Scopus research, reinforce the effectiveness of interactive and situational approaches [7]. The methodological framework employed in this study is designed to ensure the validity and reliability of the findings, thereby providing robust evidence of the impact of communicative-situational technologies on the development of linguocultural competence.

Results

Two groups of third-year students of the Kazakh Ablai Khan University of International Relations and World Languages participated in the pedagogical experiment:

- Experimental group (EG) - 30 students whose training included the use of communicative-situational technologies.
- Control group (CG) - 30 students who learnt according to the traditional methodology.

Assessment of linguocultural competence

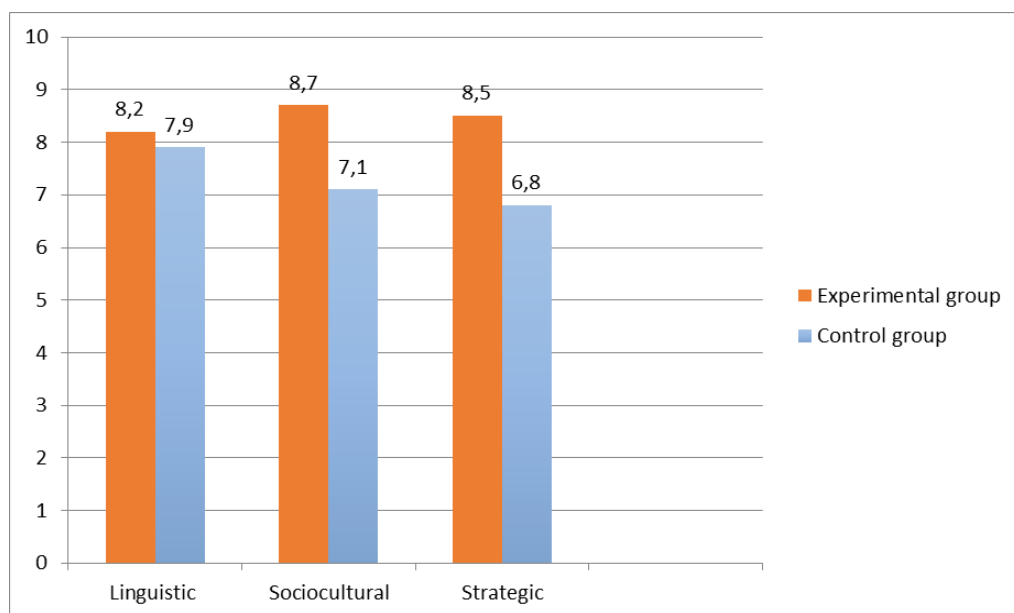
The assessment was carried out according to three components (according to the model of Kunanbaeva S.S.):

1. Linguistic component - knowledge of language norms, pragmatics, sociolinguistics.
2. Sociocultural component - knowledge of cultural norms, traditions, realities of the countries of the learnt language.
3. Strategic component - the ability to adapt, to resolve intercultural conflicts, flexibility in communication.

Table 1 - Average score by competence components (on a 10-point scale)

Group	Linguistic component	Sociocultural component	Strategic component	Average score
Experimental	8,2	8,7	8,5	8,5
Control	7,9	7,1	6,8	7,3

Comparative results by competence components



Discussion

The research that was conducted has convincingly demonstrated the effectiveness of communicative-situational technologies in the development of linguocultural competence among future foreign language teachers. The integration of these technologies into the educational process has resulted in significant improvements in all components of competence, especially in the sociocultural and strategic domains, which are critical for successful intercultural communication.

The experimental group, which was exposed to interactive pedagogical methods such as role-playing simulations, case studies, and scenario-based discussions, demonstrated not only higher average scores but also a greater degree of engagement and reflective awareness in addressing intercultural challenges. These results emphasise the pivotal role of experiential learning environments in fostering the flexible, adaptive skills required in multicultural educational contexts.

The following are the key contributions of the research:

1. The present study aims to empirically validate communicative-situational technologies as a practical tool for developing linguocultural competence.
2. The present study explores the adaptation of methodological frameworks (Kunanbayeva S.S., Byram M., Hymes D.) to the specific cultural and educational context of Kazakhstan [8, 9, 10].
3. The provision of a structured model for the integration of cultural elements into language education is imperative. This model must emphasise situational learning and critical reflection.

Conclusion

In the context of globalisation and cultural diversity, the role of a foreign language teacher is one that extends beyond the mere instruction of languages. It encompasses the cultivation of intercultural understanding, empathy, and dialogue competence. The integration of communicative-situational technologies into teacher training could be seen as a methodological innovation, as well as a step toward preparing educators for the complex realities of the 21st-century classroom. This research is a contribution to the ongoing discourse on intercultural education and it provides a practical model for enhancing the linguocultural competence of future teachers. Ultimately, this will support their readiness to engage in constructive intercultural dialogue and foster inclusive educational environments.

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**БОЛАШАҚ ШЕТ ТІЛІ МҰҒАЛІМДЕРІНІҢ
ЛИНГВОМӘДЕНИЕТТАНЫМДЫҚ ҚҰЗЫРЕТТІЛІГІН
ДАМУДЫҢ НЕГІЗІ РЕТІНДЕГІ КОММУНИКАТИВТІ-
СИТУАЦИЯЛЫҚ ТЕХНОЛОГИЯЛАР: МӘДЕНИЕТАРАЛЫҚ
ДИАЛОГҚА ИННОВАЦИЯЛЫҚ ҚАДАМ**

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Аңдатпа. Ғаламдану және мәдениетаралық байланыстардың қарқындауына байланысты болашақ шет тілдері мұғалімдерінің лингвомәдениеттанымдық құзыреттілігін қалыптастыру мәселесі аса өзекті болуда. Бұл мақалада аталған құзыреттілікті дамытуда коммуникативті-ситуациялық технологиялардың тиімділігі қарастырылады. Қазақстандық және шетелдік зерттеулер мен педагогикалық эксперимент нәтижелеріне сүйене отырып, авторлар білім беру ортасында мәдениетаралық диалогты ұйымдастырудың инновациялық тәсілін ұсынады. Ұсынылған әдістемелік және практикалық шешімдер болашақ мұғалімдердің полимәдени қоғамда сәтті әрекет етуге дайындығын арттырады. Сонымен қатар, мақалада мұғалімдерді дайындауда лингвистикалық, әлеуметтік-мәдени және стратегиялық дағдыларды интеграциялау маңыздылығы, заманауи ғылыми деректер мен эксперимент нәтижелері арқылы көрсетіледі. Зерттеу болашақ мұғалімдер үшін тілдік дағды мен мәдени құзыреттілікті ғана емес, сонымен қатар мәдениетаралық жағдайларда бейімделу мүмкіндігін қамтамасыз ететін практикалық үлгі ұсынады.

Тірек сөздер: технология, коммуникативті-ситуациялық технологиялар, құзыреттілік, лингвомәдениеттанымдық құзыреттілік, болашақ шет тілі мұғалімдері, мәдениетаралық диалог, педагогикалық инновациялар, дамыту

**КОММУНИКАТИВНО-СИТУАЦИОННЫЕ ТЕХНОЛОГИИ КАК
КЛЮЧ К РАЗВИТИЮ ЛИНГВОКУЛЬТУРОЛОГИЧЕСКОЙ
КОМПЕТЕНЦИИ БУДУЩИХ УЧИТЕЛЕЙ ИНОСТРАННЫХ
ЯЗЫКОВ: ИННОВАЦИОННЫЙ ПОДХОД К
МЕЖКУЛЬТУРНОМУ ДИАЛОГУ**

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Аннотация. В условиях глобализации и интенсификации межкультурных контактов проблема формирования лингвокультурологической компетенции будущих учителей иностранных языков становится особенно

актуальной. В статье рассматриваются коммуникативно-ситуативные технологии как эффективный инструмент развития данной компетенции. На основе анализа отечественных и зарубежных исследований, а также результатов педагогического эксперимента предложен инновационный подход к организации межкультурного диалога в образовательной среде. Представленные методические и практические решения способствуют подготовке будущих педагогов к эффективному взаимодействию в поликультурном обществе. Особое внимание уделено интеграции лингвистических, социокультурных и стратегических навыков в подготовке педагогов, что подтверждается современными научными данными и результатами эксперимента. Работа предлагает практическую модель для будущих учителей, обеспечивающую не только языковую и культурную компетентность, но и гибкость в межкультурной коммуникации.

Ключевые слова: технология, коммуникативно-ситуационные технологии, компетенция, лингвокультурологическая компетенция, будущие учителя иностранных языков, межкультурный диалог, педагогические инновации, развитие

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