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**DEVELOPMENT AND VALIDATION OF GLOBAL COMPETENCE  
DESCRIPTORS: THEORETICAL FRAMEWORK AND A STAGE-  
BASED MODEL**

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**Abstract.** The concept of global competence has become increasingly prominent in contemporary educational settings, particularly in the context of foreign language teacher education. However, despite its frequent presence in international policy frameworks, practical approaches to its assessment remain insufficiently specified. In particular, there is a lack of empirically grounded descriptor systems tailored to the professional development of future foreign language teachers. The present study addresses this gap by proposing and refining a level-based model of global competence descriptors. The study was implemented in three phases. In the first phase, a comparative analysis of existing models of global competence and intercultural communicative competence was conducted to clarify structural components. A preliminary set of performance-based can-do descriptors was developed and grouped into hierarchical levels. To evaluate content validity, eight experts reviewed the descriptors using the content validity ratio procedure and inter-rater agreement analysis. The findings show strong foundational qualities, such as openness to cultural diversity and general cultural awareness. Still, when it comes to complex aspects such as critical reflection and responsible action, the level of demonstrated competence appears to be less pronounced. This pattern suggests that global competence develops gradually and that the proposed levels reflect real differences in students' growth, rather than serving as a purely theoretical classification. By offering a structured and empirically examined descriptor framework, the study contributes to the practical operationalisation of global competence in teacher education. The results also underscore the need for more targeted pedagogical interventions to foster higher-level, action-oriented dimensions of global competence in future educators.

**Keywords:** global competence, descriptor development, teacher education, intercultural competence, foreign language education, competence-based assessment, international assessment systems, theoretical framework,

international assessment systems

### **Introduction**

Global competence is widely discussed in education, but it is still not clearly defined in practical terms for foreign language teacher education. Many international frameworks explain what global competence means, yet they do not show how it should be assessed in real teaching programs. As a result, teacher preparation programs recognise its importance but do not have clear criteria to determine whether future teachers actually demonstrate it.

This problem is especially noticeable in foreign language teacher education. Research describes the elements of global competence and intercultural communicative competence, but there is no empirically tested set of performance descriptors designed specifically for pre-service teachers. Current models remain mostly theoretical and do not provide observable indicators that instructors can use to evaluate levels of development. Therefore, global competence often remains a general educational goal rather than a measurable professional skill.

Moreover, international research increasingly views global competence as a multifaceted concept now embedded in teacher education, educational reform, and large-scale international assessments. It has been formalised through UNESCO's Global Citizenship Education (GCED) initiative [1] and incorporated into the OECD's PISA Global Competence Framework [2]. Across these frameworks, global competence is generally understood as a combination of values, attitudes, knowledge, and responsible actions that enable individuals to engage with global issues, support sustainable development, and interact with people from different cultural backgrounds in informed and respectful ways. These international conceptions of global competence are also reflected in the Republic of Kazakhstan's system for educating foreign language teachers.

The modern system of foreign language teacher education in the Republic of Kazakhstan is undergoing profound changes associated with the transition to new quality standards for training teachers capable of functioning in conditions of globalisation, digitalisation, and cultural diversity. Higher education institutions are tasked with training teachers in modern pedagogies to be professionally competent, culturally sensitive, and humanistically oriented specialists capable of developing in their students global thinking, intercultural understanding, and a value-based attitude towards the world. To achieve this goal specifically in Kazakhstan, it is imperative to examine the theoretical underpinnings of global competence development within the foreign language education. Both domestic and international scholars have widely examined the issue of global competence. Their work explores the definition, structural components, levels of development, and the pedagogical conditions and methodological mechanisms that support the development of students' global competence. National policy documents in Kazakhstan also emphasise the central role of teachers in strengthening the

country's intellectual potential and preparing students for participation in a globalised world [3]. These guidelines are directly related to developing future teachers' global competencies and ensuring their readiness for life and interaction in a global world.

This study examines the steps involved in developing descriptors and indicators of global competence for future foreign language teachers, making it easier to incorporate global competence into foreign language teacher education. International research is increasingly recognising global competence as a complex concept integrated into teacher education, educational reform, and extensive international assessments.

Literature Review. The concept of global competence has gained increasing attention in education policy and research, particularly in response to the challenges of globalisation, cultural diversity, and sustainable development. The Organisation for Economic Co-operation and Development (OECD) define global competence as *the ability to examine local, global, and intercultural issues, to understand and value other people's perspectives and worldviews, to interact with people from different cultures in an open, appropriate, and effective way, and to take action for collective well-being and sustainable development* [4]. This definition emphasises a holistic understanding of global issues, intercultural openness, and responsible action.

The theoretical foundations of global competence are thoroughly articulated in the work of V. Boix Mansilla and A. Jackson proposed a model of 'educating for global competence' that includes investigating global issues, understanding diverse perspectives, engaging in intercultural communication, and taking responsible action [5]. The authors highlight not only cognitive knowledge of global issues but also personal attitudes and readiness to participate actively in the global community.

Further research clarifies the components of global competence, defining it as "having an open mind while actively seeking to understand the cultural norms and expectations of others, and using this knowledge to communicate and work effectively beyond one's own environment" [6]. This definition underscores the importance of intercultural sensitivity and adaptive communication. Fernando M. Reimers states that global competence as a combination of three interrelated components: a positive attitude toward cultural diversity and shared global values, proficiency in languages beyond one's mother tongue since language functions not only as a tool for communication but also as a medium through which individuals access cultural meanings, negotiate identities, and interpret global challenges, and a comprehensive grasp of global dynamics, underpinned by critical and creative thinking abilities to tackle global issues [7]. Across the literature, the term global competence often overlaps with related concepts such as intercultural competence, global awareness, global citizenship, and global perspective. This conceptual proximity indicates that a unified definition is still

evolving, reflecting ongoing scholarly discussion.

Policy frameworks have also contributed to defining global competence. The National Education Association identified tolerance, commitment to cooperation, and a sense of shared humanity as core elements of global readiness, linking global competence to cultural appreciation, foreign language proficiency, and innovation skills [8]. Dernowska stresses the interpersonal dimension, defining global competence as the *ability to interact effectively with people who speak different languages, practice different religions, or hold different values*, emphasising mutual respect and openness [9]. In fact, global competence draws on and extends the traditions of intercultural education and education for democratic citizenship. Thus, global competence is not limited to knowledge and skills alone; rather, it involves mobilising knowledge, attitudes, values, and behaviours for active, responsible engagement in an interconnected world.

Apart from these international scholars, domestic researchers also consider global competence an integral component of the professional competence of specialists capable of functioning in a globalised and multicultural environment. From their point of view, global competence equips future professionals with the knowledge, values, and skills necessary for effective intercultural interaction, responsible decision-making, and participation in international professional communities. In particular, Kazakhstani scholars emphasise that global competence enhances graduates' adaptability, competitiveness, and readiness for continuous self-development in rapidly changing social and professional contexts.

Thus, within national pedagogical research, global competence is increasingly understood as a cross-cutting element of professional training that supports both personal development and effective professional activity in an interconnected world. For example, Zheldibayeva R.S. emphasises that global competence enhances graduates' readiness for participation not only in the national labour market but also in international professional contexts. She links global competence to interest in other cultures, tolerance, global-mindedness, proficiency in foreign languages, and involvement in internationalisation processes, viewing it as a necessary condition for professional competitiveness and lifelong learning [10].

Similarly, Orazbayeva K.O. conceptualises global competence as a new qualitative dimension of teachers' professional competence in the age of globalisation. She defines it as an integrative personal characteristic that ensures responsible and effective interaction in multicultural environments [11]. We agree with the author that global competence includes intercultural awareness, cultural tolerance, proficiency in foreign languages, global and critical thinking, digital literacy, and participation in international professional cooperation. In our view, global competence functions as a cross-cutting component that permeates

all types of professional activity.

Accordingly, global competence is a multidimensional, integrative construct that encompasses cognitive, sociocultural, value-based, and behavioural components. Therefore, its operationalisation necessitates a well-defined conceptual framework that clearly specifies its structure, internal relationships, and observable manifestations. Without such a framework, the concept remains abstract and difficult to translate into measurable educational outcomes. For this reason, the development of descriptors requires not only theoretical grounding but also methodological precision to ensure clarity, consistency, and applicability in teacher education practice.

The significance of developing global competence is influenced by the substantial changes occurring in the contemporary world. Globalisation has had a significant impact on today's interconnected, culturally diverse society. The Fourth Industrial Revolution has changed many aspects of human life, including artificial intelligence, robotics, and big data analytics. It has changed the way people collaborate, communicate professionally, and live their daily lives. These shifts create a growing need to prepare a new generation of specialists equipped to respond to rapidly changing global demands. Consequently, educational programmes must be reconsidered with a stronger focus on competencies that support effective professional engagement in dynamic, multicultural, and globally interconnected contexts.

International policy documents including UNESCO's *Education 2030: Incheon Declaration*, the *Global Citizenship Education (GCED) Framework*, the *OECD Learning Compass 2030*, and the *PISA Global Competence Framework* emphasise that education in the twenty-first century should foster individuals who understand global interconnections, are capable of intercultural interaction, and act responsibly in support of sustainable development [1], [2]. These priorities are also reflected in the strategic documents of the Republic of Kazakhstan, particularly *The Concept for Development of Education and Science (2023-2029)* [13], *State Compulsory Standard of Secondary Education* [14], which identify the formation of global skills, intercultural communication, and readiness for participation in the global labour market.

All in all, the theoretical foundations clarified the definitions and principal components of global competence in foreign language education. Most studies identify the following cognitive, intercultural, value-based, and action-oriented dimensions that future specialists must develop. However, for these components to be effectively implemented in educational practice, they need to be translated into clear, observable, and assessable indicators. For this reason, the next step in the study is the development and validation of global competence descriptors. The following section outlines the stages of this process and explains how the theoretical framework was transformed into a structured system of descriptors.

## **Materials and methods**

This study utilised a mixed-methods research design combining theoretical analysis with empirical validation.

In the first stage, a comprehensive review of international policy documents and academic literature on global competence was conducted, including the OECD Global Competence Framework [2], UNESCO Global Citizenship Education framework [1], and key scholarly works [5], [6], [7]. The purpose of this stage was to identify the definition and core structural components of global competence and operationalise them within the context of foreign language teacher education.

Based on this analysis, an initial set of *can-do* descriptors was developed, following principles similar to those of the Common European Framework of Reference for Languages (CEFR) [14], [15]. Descriptors were formulated to reflect observable behaviours related to intercultural communication, perspective-taking, critical reflection, and ethical responsibility. After several revisions, 48 descriptors were selected for expert review.

Content validity was established through evaluation by eight experts in foreign language pedagogy and intercultural education. The content validity ratio (CVR) and inter-rater agreement were used to assess the clarity and relevance of the descriptors. Based on expert feedback, several descriptors were revised or removed to improve coherence and level alignment.

The revised scale was pilot tested with 46 pre-service foreign language teachers. All participants provided informed consent, and confidentiality was ensured throughout the study.

Data were collected using a binary self-assessment questionnaire and instructor observation checklists. Responses were coded and analysed descriptively to examine patterns of endorsement and level differentiation. Items showing limited differentiation or ambiguity were refined accordingly.

## **Results and Discussion**

This section presents the results of the development and validation of global competence descriptors, together with their interpretation in light of the theoretical and methodological foundations of research and practice in foreign language education.

To develop descriptors of global competence, we drew on the Common European Framework of Reference for Languages (CEFR) stages of development, whose methodology has been scientifically validated and empirically tested. In particular, a project by the Swiss National Science Foundation (1993-1996) led by Brian North aimed to create language descriptors. There were several important steps in its development. These included gathering a set of learning objectives and task descriptions, normalising their language and meaning, using the Rasch

model to standardise the statistics and determine the difficulty of the descriptors, and combining the validated descriptors into a single scale (A1-C2).

Drawing on this well-established methodological approach, the present study follows a similar logic in developing descriptors of global competence. At the initial stage, global competence was conceptualised as an interdisciplinary meta-competence necessary for an individual to function in today's culturally, linguistically, and socially diverse world. The framework was based on international concepts [1], [2] and academic models.

In accordance with the above approaches, global competence includes the following components:

- Knowledge: information about global and cultural processes, sustainable development, and human rights;
- Skills: critical thinking, communication, cooperation, intercultural competence;
- Attitudes - empathy, openness, respect for differences;
- Values: justice, responsibility, solidarity, sustainability.

The next stage was the construction of a hierarchical level scale, which enables a structured framework for describing the development of global competence. Among the possible models (three, five, or six-stage), a three-level structure was chosen, focused on logical continuity and partial comparability with the CEFR levels (A1-C2). This model, as seen in Table 1, makes it possible to integrate the developed scale into educational contexts and makes it more convenient for use in the practice of training future teachers.

Table 1. *A proposed hierarchical model*

Level	Designation	Characteristic
Basic	A 1 – A 2 (Awareness)	Initial understanding of cultural and global diversity; respect for other cultures
Average	B 1 – B 2 (Understanding)	Ability to analyze and compare cultural positions; participation in intercultural interaction
Advanced	C1–C2 (Agency)	Ability for ethically informed action, critical thinking, and leadership in global initiatives

The levels were formulated using the can-do statements approach, the principles for developing descriptors outlined in the CEFR, and universal educational outcomes.

At the third stage of the development of the global competence scale, a qualitative content analysis of sources was conducted to formulate an initial pool of descriptors. The stage corresponded to a similar stage in the CEFR methodology, where the initial formulations were collected from a number of real descriptions of training tasks and goals.

The preliminary descriptors were formulated in accordance with the principles adopted in international assessment systems (CEFR, DigComp, LifeComp, PISA). The main focus was on ensuring that the descriptors:

- began with an action verb (can, is able to, demonstrates, applies, etc.);
- describe observable behaviour rather than abstract qualities;
- be expressed positively (what the learner can do, rather than what they cannot do);
- reflect the context of application and the degree of autonomy of the action;
- be comparable in terms of complexity.

This approach complies with the requirements for descriptors set out in the CEFR.

A preliminary pool of more than 80 formulations was formed based on an analysis of the following sources:

1. CEFR: descriptors of language competences.
2. DigComp Framework: digital competences and transversal skills;
3. LifeComp Framework: competences for life, personal and social development;
4. OECD PISA Global Competence Framework: key aspects of global competence;
5. Bloom's Revised Taxonomy: cognitive levels of educational outcomes;
6. Professional standards of the Republic of Kazakhstan, including those related to teacher training.
7. Scientific publications and empirical studies in the field of global competence.

Based on a comparison of data from these sources, four key components of global competence were identified. They are cognitive, social-emotional, behavioural, and activity-related, which enabled the systematisation of the draft pool of descriptors and the formulation of preliminary formulations.

Below are examples of statements from the draft pool, divided by global competency component:

*Cognitive component:*

- Can identify a global issue relevant to their field of study.
- Can compare cultural practices using examples from different countries.

*Social-emotional component*

- Can show empathy when discussing cultural differences.
- Can recognize how stereotypes influence perception and behavior.

*Behavioural component*

- Can collaborate in a culturally diverse team to solve a problem.
- Can adapt communication strategies to different intercultural contexts.

*Activity component*

- Can propose a community project related to a global sustainability issue.
- Can lead an initiative aimed at improving cross-cultural understanding.

After forming a preliminary pool of global competency descriptors, the next important step was their editorial and methodological processing to improve validity, cognitive consistency, and pedagogical applicability.

At this stage, internationally recognized criteria described in studies by North [15], [2], and other authors were used. According to these recommendations, a qualitative descriptor should:

1. Begin with an action verb. For example: *can explain, is able to reflect, demonstrates the ability to collaborate* [15].
2. Describe observable behaviour rather than internal cognitive states or abstract qualities [15].
3. Be phrased positively, focusing on what the learner can do rather than on deficits in knowledge or skills [2].
4. Contain context and degree of autonomy so that levels of difficulty can be distinguished [14].

These criteria were adapted to formulate descriptors of global competence in the context of teacher training.

Table 2 below presents examples of less effective descriptor formulations alongside their revised versions, developed in accordance with the criteria outlined above.

Table 2. Examples of less effective descriptor formulations and their revised versions

<i>Less effective descriptor</i>	<i>Revised descriptor</i>
Understands methods of organizing discussion.	Can organize a discussion, ensuring the participation of all students.
Has an understanding of cultural differences.	Can compare cultural characteristics, identifying similarities and differences.
Understands the importance of sustainable development.	Can propose ideas for addressing environmental problems within an educational project.

These revisions illustrate the shift from abstract or knowledge-based wording to observable, action-oriented descriptors that can be more reliably assessed in educational contexts.

As a result of editing, 48 formulations were selected and refined that meet the following criteria:

- compliance with formal structure;
- presence of action and context;
- distribution by level of complexity;
- compliance with global competence components (knowledge, skills, attitudes, values).

This corpus served as the basis for the next stage, expert validation, and is also suitable for adaptation into self-assessment and teacher-assessment tools.

After editing the statements, an expert evaluation stage was conducted to confirm their content validity. This is a standard procedure in the development of empirically based competency scales. The purpose of this stage was to assess the relevance, hierarchy, and measurability of each global competency descriptor. Eight experts in pedagogy, educational psychology, and global learning were involved in this stage.

Each expert was presented with a set of 48 descriptors, without indicating their level. They were asked to assess the relevance of each descriptor on a scale from 1 (low) to 4 (high); classify the descriptors by level of complexity (basic, intermediate, advanced); and note unsuccessful formulations: too abstract, duplicative, or inoperable.

Based on these assessments, two key indicators were calculated: the Content Validity Ratio (CVR) to assess relevance using the Lowe's method. For 8 experts, the minimum acceptable CVR = 0.62; Cohen's Kappa coefficient to measure agreement among experts in assigning descriptors to levels.

The following table is a sample from the table of expert evaluations illustrating the validation outcomes for selected global competence descriptors.

Table 3. Examples of expert assessment of global competence descriptors

No.	Descriptor	CVR	Kappa	Final decision
1	Can identify a global issue relevant to their field	0.75	0.70	Accepted
2	Can adapt communication to intercultural situations	0.87	0.82	Accepted
3	Can demonstrate empathy in a multicultural group discussion	0.62	0.60	Borderline
4	Can compare cultural values across regions	0.75	0.68	Accepted
5	Can lead a project related to global sustainability	0.87	0.80	Accepted
6	Can evaluate opposing views in global ethical dilemmas	0.50	0.55	Revised

The average CVR value on the scale was 0.73, indicating a high level of agreement on content. Kappa values ranged from 0.55 to 0.82, with an average of 0.69, indicating 'good agreement'.

Based on the analysis results: 38 descriptors received a high level of agreement and were approved without changes; 6 descriptors were classified as borderline and sent for revision; 4 descriptors were excluded as duplicates or too abstract. The expert evaluation procedure not only increased the scale's content validity but also laid the groundwork for the next stage of empirical testing.

Pilot testing was conducted with pre-service teachers enrolled in pedagogical programs ( $N \approx 46$ ) to examine how the developed global competence descriptors functioned in real educational settings. Participants were asked to complete a questionnaire in a binary format (agree/disagree; demonstrated/not

demonstrated), which allowed for identifying the extent to which the proposed indicators were manifested.

The distribution of responses revealed clear differences in how the descriptors were recognised. Foundational descriptors related to openness toward cultural diversity and basic awareness of global issues were supported by 85% of participants, suggesting that these elements of global competence are relatively well established among the respondents. In contrast, descriptors requiring deeper critical reflection, intercultural mediation, and responsible action were endorsed by 25-30% of participants, indicating that more advanced manifestations of global competence are less consistently developed.

When examining the results more closely, it became evident that the descriptors did not function uniformly. Some statements were broadly accepted, reflecting shared values and general awareness. Others required more complex judgment and practical engagement, which not all participants felt confident demonstrating. This pattern supports the assumption that global competence develops progressively rather than appearing as a uniform trait.

On the whole, the variation in responses suggests that the descriptors were effective in distinguishing between different levels of competence. While a small number of items required minor clarification to improve precision, the majority demonstrated adequate differentiation and supported the hierarchical structure of the proposed model.

Based on these findings, several refinements were introduced, including minor wording adjustments and level reallocation of selected descriptors to ensure stronger internal coherence. The finalized scale reflects a developmental continuum from basic recognition of cultural diversity to more advanced forms of critical analysis and responsible engagement in global contexts.

The findings of the pilot testing confirm that global competence develops progressively and does not emerge as a uniform or static characteristic. The distinction between foundational and advanced descriptors supports the view that competence formation involves a gradual progression from awareness to critical reflection and responsible engagement. This developmental trajectory corresponds with models that conceptualise global competence as an integration of knowledge, attitudes, skills, and agency [6], [7].

The findings also show that global competence goes beyond mere knowledge. Language education influences symbolic positioning and identity construction, affecting learners' interpretations and responses to cultural differences. The comparatively lower endorsement of higher-level descriptors may indicate the heightened personal and ethical engagement necessary at advanced stages of competence development.

To sum up, the empirical results suggest that the developed descriptor system captures meaningful variation in competence levels and reflects a coherent

developmental continuum. The study contributes to ongoing efforts to translate transversal competences into observable, pedagogically applicable indicators, thereby supporting competence-based educational reform.

### **Conclusion**

This study aims to develop and test a set of descriptors of global competence for students in foreign language teacher education. Having established international frameworks and been supported by pilot testing, the research moved beyond abstract definitions. It offers a practical, structured approach to understanding global competence in this context.

The results suggest that global competence develops gradually. It begins with basic awareness of cultural diversity and progresses toward deeper critical reflection, intercultural mediation, and responsible engagement in complex situations. The empirical findings showed clear differences across levels of development, indicating that the proposed descriptors are capable of distinguishing between varying degrees of competence. The study supports the idea that global competence can be meaningfully structured and assessed within teacher education programs.

Global competence cannot be reduced to intellectual awareness of global challenges. It also incorporates an individual's value system, ethical positioning, intercultural sensitivity, and the capacity to adapt communication to diverse cultural contexts. Equally important is the willingness and preparedness to act responsibly when engaging with people from different cultural backgrounds. Furthermore, we believe in the unique contribution of foreign language education to the development of global competence. Language classrooms provide an environment in which learners engage with cultural knowledge, encounter multiple perspectives, and participate in reflective intercultural dialogue. Through interaction, literary analysis, and cultural exploration, learners are encouraged to reflect, negotiate meaning, and reconsider their own assumptions. In this way, foreign language education becomes not merely a space for linguistic development, but a key arena for fostering ethical awareness, intercultural understanding, and responsible global engagement.

While further large-scale validation across institutions would strengthen generalisability, the present study provides a solid theoretical and empirical foundation for the structured development of global competence among future educators. In the context of accelerating globalisation, digital transformation, and cultural complexity, such efforts are not merely methodological innovations but essential conditions for preparing teachers to foster globally minded, ethically responsible citizens.

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## **ЖАҒАНДЫҚ ҚҰЗЫРЕТТІЛІК ДЕСКРИПТОРЛАРЫН ӘЗІРЛЕУ ЖӘНЕ РАСТАУ: ТЕОРИЯЛЫҚ-ӘДІСНАМАЛЫҚ НЕГІЗДЕР ЖӘНЕ КЕЗЕҢДІК МОДЕЛЬ**

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**Аңдатпа.** Жаһандық құзыреттілік ұғымы қазіргі білім беру кеңістігінде, әсіресе шеттілдік білім беру контекстінде барған сайын маңызды орын алуда. Алайда оның халықаралық құжаттарда жиі кездесетініне қарамастан, оны бағалаудың практикалық тәсілдері жеткілікті деңгейде нақтыланбаған. Әсіресе болашақ шетел тілі мұғалімдерінің кәсіби дамуына бейімделген, эмпирикалық негізделген дескрипторлық жүйелердің тапшылығы байқалады. Осы зерттеу аталған олқылықтың орнын толтыру мақсатында жаһандық құзыреттіліктің деңгейлік дескрипторлық моделін ұсынып, оны жетілдіреді. Зерттеу үш кезеңде жүзеге асырылды. Бірінші кезеңде құрылымдық компоненттерді нақтылау үшін жаһандық құзыреттілік пен мәдениетаралық коммуникативтік құзыреттіліктің қолданыстағы үлгілеріне салыстырмалы талдау жүргізілді. Нәтижесінде әрекетке бағытталған *can-do* форматындағы алдын ала дескрипторлар жүйесі әзірленіп, иерархиялық деңгейлерге топтастырылды. Мазмұндық негізделгендігін бағалау мақсатында сегіз сарапшы дескрипторларды мазмұндық жарамдылық коэффициенті әдісі және сарапшылар арасындағы келісімділік талдауы арқылы қарастырды. Зерттеу нәтижелері мәдени әртүрлілікке ашықтық пен жалпы мәдени хабардарлық тұрғысынан жақсы қалыптасқанын көрсетті. Алайда сыни рефлексия және жауапты әрекет ету секілді күрделі аспектілер бойынша құзыреттілік деңгейі біршама төмен екендігі анықталды. Бұл үрдіс жаһандық құзыреттіліктің біртіндеп дамидынын және ұсынылған деңгейлердің тек теориялық жіктеу емес, студенттердің нақты даму айырмашылықтарын көрсететінін дәлелдейді. Құрылымдалған әрі эмпирикалық тұрғыдан тексерілген дескрипторлық негіз ұсына

отырып, зерттеу мұғалімдер даярлау жүйесінде жаһандық құзыреттілікті практикалық тұрғыдан нақтылауға үлес қосады. Сонымен қатар нәтижелер болашақ педагогтердің жаһандық құзыреттілігінің жоғары деңгейлі, әрекетке бағытталған өлшемдерін дамыту үшін нысаналы педагогикалық ықпалдың қажеттілігін айқындайды.

**Тірек сөздер:** жаһандық құзыреттілік, дескриптор әзірлеу, мұғалімдерді даярлау, мәдениетаралық құзыреттілік, шет тілін оқыту, құзыреттілікке негізделген бағалау, халықаралық бағалау жүйелері, теориялық негіздеме, халықаралық бағалау жүйелері

## РАЗРАБОТКА И ВАЛИДАЦИЯ ДЕСКРИПТОРОВ ГЛОБАЛЬНОЙ КОМПЕТЕНЦИИ: ТЕОРЕТИКО-МЕТОДОЛОГИЧЕСКИЕ ОСНОВАНИЯ И ПОЭТАПНАЯ МОДЕЛЬ

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**Аннотация.** Концепция глобальной компетентности приобретает всё большую значимость в современной образовательной среде, особенно в контексте иноязычного образования. Однако, несмотря на её частое присутствие в международных политических документах, практические подходы к её оценке остаются недостаточно конкретизированными. В частности, ощущается недостаток эмпирически обоснованных дескрипторных систем, адаптированных к профессиональному развитию будущих учителей иностранных языков. Настоящее исследование направлено на восполнение данного пробела посредством разработки и совершенствования уровневой модели дескрипторов глобальной компетентности. Исследование было реализовано в три этапа. На первом этапе проведён сравнительный анализ существующих моделей глобальной компетентности и межкультурной коммуникативной компетентности с целью уточнения их структурных компонентов. Был разработан предварительный набор поведенческих дескрипторов формата *can-do*, сгруппированных в иерархические уровни. Для оценки содержательной валидности восемь экспертов проанализировали дескрипторы с использованием коэффициента содержательной валидности и анализа межэкспертного согласия. Результаты исследования продемонстрировали достаточно

высокий уровень сформированности характеристик как открытость к культурному разнообразию и общая культурная осведомлённость. В то же время более сложные аспекты, включая критическую рефлексию и готовность к ответственным действиям, проявлены в меньшей степени. Данная закономерность свидетельствует о поэтапном характере развития глобальной компетентности и подтверждает, что предложенные уровни отражают реальные различия в динамике развития студентов, а не являются исключительно теоретической классификацией. Предлагая структурированную и эмпирически проверенную систему дескрипторов, исследование вносит вклад в практическую операционализацию глобальной компетентности в системе подготовки учителей. Полученные результаты также подчёркивают необходимость более целенаправленных педагогических вмешательств для развития высокоуровневых, деятельностно-ориентированных компонентов глобальной компетентности будущих педагогов.

**Ключевые слова:** глобальная компетентность, разработка дескрипторов, подготовка учителей, межкультурная компетентность, иноязычное образование, оценивание компетенций, теоретическая основа, международная система образования

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