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THE ROLE OF CULTURE IN LANGUAGE LEARNING: EFFECTIVE APPROACHES TO BUILDING INTERCULTURAL COMPETENCE IN THE CLASSROOM

Abstract. This paper investigates the key role of culture in language teaching and explores effective approaches to building intercultural communicative competence in the classroom. As globalization brings people closer together and people coming from diverse cultural backgrounds study together within one class, the ability to manage and appreciate cultural diversity has become an essential component of language education. This study explores various teaching methods and strategies that are utilized to promote intercultural communicative competence, such as the comparison between two or more cultures, the incorporation of culturally authentic materials, and reflective activities that promote cultural awareness and sensitivity. Through comprehensive and thorough examination of the systematic literature review, this thesis outlines the significance of culture when it comes to the benefits of integrating cultural education into language instruction and demonstrates what practical approaches have been utilized so far by language educators seeking to cultivate intercultural competence in their learners.

This study seeks to investigate various ways of implementing cultural elements into language classrooms based on teachers' experience and expertise. Moreover, the research looks at the importance and impact of Intercultural Communicative Competence in the context of language learning by evaluating students' level of intercultural competence. A quantitative research design was employed in this study to achieve this. The research was conducted through an online survey aimed at two groups of respondents: teachers and students. The survey was intended to collect data on educators' experiences with the implementation of cultural elements in language instructions and students' self-evaluation of their intercultural communicative competence levels. For this study, the quantitative research method was chosen in order to get statistical analysis and numerical data from a wide range of participants regarding the role of culture, efficient approaches, and the level of student's competence when it comes to diverse cultures.

Keywords: ICC, language education, cultural awareness, effective approaches, intercultural communication, culture, teachers' attitudes.

Introduction

In today's globalized world, knowing a foreign language has become a valuable skill in various personal, academic, and professional contexts. Therefore, language learning is becoming more popular since it allows people to communicate and collaborate internationally.

While language proficiency is undeniably vital for effective communication, it may not be sufficient on its own, especially when communication occurs between completely different cultures. Cultural differences and nuances, communication styles, and customs have many effects on how language is used and interpreted.

When looking at the issue of teaching intercultural communicative competence in Kazakhstan, we can see that it is becoming more prominent. According to Smakova and Paulsrud (2020), "The most commonly shared objectives of Kazakhstani EFL teachers are ... to encourage students to communicate in the English language and behave appropriately with the people from different cultural backgrounds".

Studies such as Gonen (2012) highlight the increasing awareness among both English Language Teaching (ELT) and non-ELT graduates about the significance of implementing an intercultural approach in language teaching. Nevertheless, a large portion of language teachers still lack confidence in implementing the said approach due to the absence of clear guidelines and established effective practices. While existing research mainly focuses on teachers' attitudes and perceptions towards intercultural communicative competence, there remains a need to investigate and assess practical strategies and techniques for the development of intercultural communication skills.

This study is to explore and identify effective approaches and techniques for the integration of cultural elements within language instruction, with a specific focus on promoting intercultural communication competence in the classroom setting. Through a comprehensive examination of various strategies, as well as teachers' and students' beliefs, the study seeks to provide insights aimed at improving the pedagogical practices of language teachers, thereby equipping educators with tools and knowledge to facilitate better intercultural learning experiences. This research also aims to identify effective approaches and techniques to incorporate culture in language instruction and how to promote intercultural communicative competence in the classroom. The sample of the study will involve participants from one of the universities located in Kazakhstan, including language instructors and students, ensuring that they have a comprehensive understanding of the topic. The topics that will be covered include culture, ICC framework for ELT, cultural awareness, and materials adaptation for cultural purposes.

The study's primary focus will be on only one specific social setting, and may not fully capture a diverse range of perspectives and experiences present in other regions. In addition, even if every attempt is taken to guarantee a thorough comprehension, the study's sample size from one university may limit the findings' applicability to larger educational contexts.

This study has practical significance for language education and intercultural communication. By elucidating the role of culture in language learning and identifying effective pedagogical approaches, the research aims to contribute to the development of culturally inclusive language teaching practices as educators will be aware of techniques, activities that can be utilized to enhance ICC when teaching languages. The findings may inform curriculum design, teacher training programs, and educational policies aimed at promoting intercultural competence by providing the framework, resources, and support necessary for effective teaching and learning, and fostering cross-cultural understanding in language classrooms. Developing language curricula that integrate cultural content and intercultural communication skills ensures that learners are exposed to diverse perspectives and cultural contexts. Teachers can create inclusive learning environments that foster empathy and respect for diverse cultures by incorporating culturally relevant materials, activities, and assessments.

Regarding teacher training programs, it is essential to note that educators play a central role in facilitating intercultural learning experiences and guiding students in navigating cultural diversity. Training sessions on intercultural competence, cultural sensitivity, and inclusive teaching practices empower teachers to create supportive learning environments where students feel valued and understood. Ultimately, the study seeks to enhance the quality of language education and prepare learners to effectively communicate in diverse cultural contexts.

Culture

The concept of culture lies at the center of this paper, so we want to begin by explaining it. Defining culture may be a challenging task since there are a lot of definitions proposed by different authors. Already in 1952, Kroeber and Kluckhohn cited at least 164 definitions of culture in their work (Smakova & Paulsrud, 2020). Further in the study, we are going to look at Byram's Model of Intercultural Communicative Competence, so Byram (2008) defines culture as "shared beliefs, values and behaviors of a social group". In the book Sociology: An Introduction, Taga (1999) says that culture can be understood as 'social heredity' transmitted through generations and influenced by accumulated individual experiences.

Culture in Second Language Teaching

According to Sárdi (2002), there are two primary and opposing perspectives regarding the

integration of cultural content in foreign language teaching:

1. Culture and language are inseparable, therefore, understanding cultural context is crucial for effective language acquisition;

2. Cultural contexts familiar to students are more beneficial and easy to relate to. Therefore, target culture should not be included in language teaching and is not essential for gaining proficiency.

It is notable that both of the views emphasize the necessity of cultural content. Consequently, the issue is not whether to incorporate cultural aspects into teaching but rather which culture or cultures should be focused on and what are the ways to do it.

Gardner (1975) mentions a characteristic of Integrativeness, that is, "individuals being interested in learning the language in order to interact with valued members of the other community and/or to learn more about that community". That means that the more students are interested in the target culture, the more motivated and successful they will be in the language learning journey.

Intercultural Communicative Competence

Intercultural Communicative Competence is the foundation that has to be built by language learners to become a global citizen. It is known to everyone that within one classroom, there might be students who hail from diverse cultural backgrounds, each bringing with them unique attitudes, beliefs, and perspectives. Thus, understanding the intrinsic link is crucial since ICC is exactly what enables foreign language students to engage meaningfully with individuals from various cultural backgrounds by developing the attitudes, knowledge, and skills required for successful intercultural communication (Byram, 1997; Deardorff, 2006; Fantini, 2007, as cited in Nugent & Catalano, 2015).

According to Guilherme (2000), "a developing idea within communicative language education holds that communication alone, even when contextualized and linguistically adjusted, might not be sufficient unless it is coupled with multidimensional cultural awareness. This is meant to result in a relationship of acceptance in which the Self and the Other are attempting to negotiate a cultural platform that is agreeable to all parties" (pp. 298-300). Therefore, in order to have real progress in learning and teaching language, the teacher has to incorporate cultural elements, the knowledge, motivation, and skills to interact effectively with members of different cultures, otherwise, students will never be aware of other cultures that we share the Earth with. Then what is the point of learning something that belongs to others?

Byram's Model of Intercultural Communicative Competence

"Intercultural speaker" is someone who "crosses frontiers, and who is to some extent a specialist in the transit of cultural property and symbolic values" (Byram and Zarate, 1997, as cited in Skopinskaja, 2009).

In 1997 Byram first introduced the concept of ICC, which "challenged the notion of communicative competence (CC), which was prevalent in FL education at the time" (Hoff, 2020). Byram (1997) developed "an advanced conceptual model that would represent the qualities of a competent intercultural speaker. He described these qualities as a set of knowledge, skills, attitudes, and disposition to act:

➢ Savoir: knowledge of self and other; of how social groups and identities function.
➢ Savoir être: attitudes; relativizing self, valuing others.
➢ Savoir comprendre: skills of interpreting and relating.
➢ Savoir apprendre/faire: skills of discovering and/or interacting.
➢ Savoir s'engager: political education, critical cultural awareness" (p. 34).

It is vital to consider the components of intercultural communication that Byram describes in detail and how these factors are related to the competencies that EFL teachers traditionally attempt to develop in their students (Byram, 2020). Byram lists 5 essential factors of ICC which are: critical cultural awareness, attitudes, knowledge, skills of discovery and interaction, and skills of interpreting and relating.

Byram (2020) found that "knowledge and attitude factors are preconditions, although he argues that they are also modified by the processes of intercultural communication. The nature of the process is a function of the skills which a person brings to the interaction. These can be divided into two main and related categories: first, skills of interpretation and establishing relationships between aspects of

two different cultures; second, skills of discovery and interaction (p. 33). The main idea here focuses on the ability to analyze the information from one's own country and another country and identify potential relationships that both of these two countries may have (Byram, 2020).

Practices and Techniques for Incorporating ICC

There are still many teachers who actively utilize various approaches when teaching language to their students. It leads to the fact that such educators have devoted a lot of time to coming up with methods and techniques that can be helpful in promoting intercultural communication so that students' awareness can be raised quickly. Therefore, time by time, teachers started to introduce various effective techniques for teaching cultural aspects and activities that can inspire teachers for their cultural teaching since we are aware of the complexity of teaching this field as it was even claimed by Byram (1997) that acquiring ICC is a complex matter involving more than traditional language lessons.

According to language instructors, the following technique is better suited for promoting ICC in the classroom among language learners:

1. Comparison Method

The comparison method is one of the most used techniques to teach cultures. This technique focuses on discussing the differences between the native and the target cultures (Hughes, 1986).

Difficulties and Limitations

As mentioned before, some educators find it difficult to incorporate various techniques for enhancing ICC in the classroom because they have a boundary and fear that does not allow them to incorporate existing strategies when teaching. They have to be provided with good training that will later assist in using different methods to raise students' awareness when it comes to intercultural communication and culture in general.

The effectiveness of approaches and techniques used to build intercultural communicative competence may vary depending on different factors like the cultural background of learners, the specific language that is being taught to students, and the context of the classroom. This could limit the generalizability of findings. Furthermore, educators may face constraints in terms of time, institutional support, and resources when trying to incorporate intercultural competence activities into their language teaching curriculum.

Methods and materials

This study seeks to investigate various ways of implementing cultural elements into language classrooms based on teachers' experience and expertise. Moreover, the research looks at the importance and impact of Intercultural Communicative Competence in the context of language learning by evaluating students' level of intercultural competence. To achieve this, quantitative research design was employed in this study.

The research was conducted through an online survey aimed at two groups of respondents: teachers and students. The survey was intended to collect data on educators' experiences with the implementation of cultural elements in language instructions and students' self-evaluation of their intercultural communicative competence levels.

Quantitative research establishes statistically significant conclusions about a population by studying a representative sample of the population (Creswell, 2003). Quantitative research design allows us to translate teachers' experiences (preferred methods, obstacles to implementation, etc.) into numerical data and therefore, draw conclusions based on a larger sample and see a broader picture. In addition, the standard survey shows consistent data for every respondent, which allows the analysis to be more precise.

Sampling

The study includes two groups of participants: teachers (with varying experience levels and areas of expertise), and students (of different ages, years of study, and majors).

The majority of teachers have accomplished a Master's degree and have a teaching experience of 6-10 years. Most of them have undergone a professional development program related to intercultural communicative competence in language education. Therefore, their responses provide

valuable and informative insights on this topic.

The majority of students are mainly 3rd and 4th year students of Two Foreign Languages major. Moreover, many of the participants are taking or have already completed the mandatory ICC course, meaning that they have some pre- existing knowledge about the topic.

Data Collection Methods

For this study, the quantitative research method was chosen, as previously pointed out, in order to get statistical analysis and numerical data from a wide range of participants regarding the role of culture, efficient approaches used to building intercultural competence when teaching languages, and the level of student's competence when it comes to diverse cultures. A survey for both teachers and students was selected as the primary method of quantitative approach for data collection due to its ability to collect large amounts of data effectively in a relatively short period of time. It is vital to note that surveys allow structured responses, making data analysis more straightforward to analyze, which is another advantage of working with this type of method.

The first important aspect that was taken into consideration was survey design. Since we had two different groups of people (teachers and students), we prepared a set of distinct questions for both of these groups within a single survey. The questions designed for teachers covered a wide range of cultural aspects, such as the significance of culture in language learning and teaching, as well as effective techniques and methodologies employed by teachers to build ICC in the classroom. Concerning students, the survey consisted of diverse statements related to culture designed to assess their level of intercultural competence.

With the intention of ensuring that there was a representation across different perspectives, voluntary sampling was employed and the survey was sent to 1st, 2nd, 3rd, and 4th-year students from two different specialties of one faculty. This was done to reduce selection bias and increase the generalizability of the findings.

Data Analysis

To analyze data quantitative analysis was utilized. The interpretation is conducted with the use of descriptive statistics. The following chapter provides a summary of the responses and offers some generalizations regarding the populations by calculating tendencies, such as mean, median, mode, etc. The data is depicted in various graphs, including tables, bars, pie charts, etc.

Results

In accordance with research aims the purpose of this paper is to identify the strategies and techniques to promote intercultural communicative competence that can be employed in language teaching based on the observations of educators. In this section, we present the findings of the analysis of teachers' experiences in Kazakhstan. Moreover, the findings demonstrate teachers' perceptions of the importance of the implementation of cultural elements into language education. Finally, students' self-assessment of their intercultural communicative competence is described as well.

Teacher survey:

Teachers were at first asked if they have undergone any professional development programs or training related to ICC to integrate it in language education. According to results, 63.6% of respondents indicated that they have undergone such training, while a sizable minority of educators (36.4%) have not, which suggests that there is a need for further professional development in this area, especially for those who are new in language education.

However, it is essential to point out that a significant number of the teachers who were surveyed have actively sought to develop their intercultural competence skills and techniques. This is a positive finding since it aligns with the growing recognition of the importance of intercultural competence in language learning and teaching. Educators understand that by gaining knowledge on how to develop their and students' intercultural competence, they can create more inclusive and effective learning environments for their students where all of them can feel safe and respected.

The next question is connected to the importance of ICC in language learning and teaching, and whether teachers think it is vital to incorporate cultural elements into language education. Educators were asked to choose between 'not important at all' which stands for number 1 and 'very important'

which stands for number 5. The largest proportion of respondents (45.5%) believe that ICC is very important in terms of language learning and teaching. Another 45.5% believe that it is somewhat important, and only 9.1% think it is not really important.

They were also asked to share their perspectives and why they think it is important to take it into account, or why it is something that does not necessarily have to be considered when teaching languages to diverse students in the classroom. As the majority of teachers chose 'very important', it already shows their tolerance towards different cultures and a full understanding of the importance of intercultural communicative competence as a tool for effective communication between people of different cultural backgrounds.

Table 1
Explanation of the responses on the importance of culture in language learning

Response Category	Number of Teachers	Specific responses
Neutral towards ICC because English is a global language	1	1
ICC is a core/ultimate goal of language education	2	2, 6
Importance of ICC for understanding and adaptation in multinational societies	3	3, 4, 11
Need for cultural knowledge for ethical and effective communication and avoiding misunderstanding	3	5, 7, 8
English as a lingua franca and the importance of ICC	2	9, 10

Moving on to an explanation of their responses, most of the teachers said that since we live in a multinational society, it is vital to develop ICC as it will contribute to people's understanding of other cultures. According to one teacher's response, "knowing the culture of the language that you are learning is absolutely important if you are going to visit that country; you might get into trouble if you violate the customs or even laws". It is not only about finding connections between students from different cultures within one class but also developing respect towards those various cultures when being in that society. Educators believe that students should have a proper knowledge of the culture of the language they are learning.

Another proportion of teachers have made reference to the fact that culture is part of language learning and ICC is the core value of foreign language education and is the ultimate goal of learning English. Moreover, it is crucial to point out that language is learned within a context, never in isolation and culture is the boat that is the most effective way and relatable context to learning a particular language.

Regarding those 9.1% of teachers who consider ICC as not a really important aspect, they hold an opinion that English, as an example, is considered a global language and has become just a tool for communication. It is definitely true that English is considered a lingua Franca, however, we still have to remember that it is essential to learn how to communicate well in the intercultural context.

Teachers integrate cultural aspects into their teaching at varying levels of frequency. While 36.4% of teachers reported doing it very often, 27.3% of them incorporate it sometimes, close to rarely, and 18.2% reported both never and always doing so. These findings indicate that regardless of years of experience in language education, teachers may still struggle with integrating ICC not

because they think it is not something they believe is important and helps to communicate effectively with people coming from different cultures, but because they are not knowledgeable and do not know how to do that efficiently so that it could really contribute positively to students' education.

Table 2
Strategies and techniques they have used so far to enhance intercultural communication in the classroom among language learners

Response Category	Number of Teachers	Specific responses
Rarely or never use cultural elements	2	1, 9
Use of videos and discussions to compare cultures	3	3, 7, 8
Promoting respect and critical thinking through cultural elements	2	2, 4
Use of experiential and interactive methods (case-studies, role-plays, scenarios)	3	5, 6, 10
Integrating historical and cultural awareness in specific subject content	1	11
PBL, ICC Incidents, TBL	2	6, 7

Most of the respondents mentioned that they use PBL, TPR, TBL, case studies, role-plays, scenarios, reflective journals, different questionnaires closely connected to cultures, etc. Another example of the activity that teachers actively use to enhance ICC is analyzing ICC incidents which is done in Intercultural Communication in EFL course.

When asked about the strategies that teachers believe to be the most effective in promoting intercultural competence in the classroom, the first 2 methods that stand out are Project Based Learning and Cultural Exchange Programs. 81.8% and 72.7% of respondents chose them as one of the most effective ways to promote ICC, while 54.5% chose Task-Based Learning, 45.5% reported utilizing both CLIC and Case Studies. The least preferred method is Collaborative Learning (27.3%).

The majority of teachers (63.6%) proved that lack of resources and support is one of the biggest barriers, while 45.5% chose time constraints, cultural sensitivity, and lack of teacher training. The least common obstacles that prevent teachers from using cultural elements turned out to be student engagement and issues regarding the integration with language skills with only 9.1% choosing those options. Three of the teachers indicated that their personal biases may be a factor that challenges them in incorporating culture into language lessons. As in one particular class, there are usually people from different cultural backgrounds, it may also raise some problems regarding cultural relevance (18.2%) as something that teachers try to teach might be relevant for one group of students, but irrelevant for others.

Students survey:

The questions to evaluate students' intercultural communicative competence were taken and adapted from the book Building Cultural Competence (Berardo, Deardorff, & Trompenaars, 2012). According to the book "the items listed are invaluable in developing intercultural competence and in interacting effectively and appropriately with people from other cultures". There are overall 15 questions for self-evaluation and one open-ended question for students to describe their general

attitudes toward other cultures.

Table 3

Results for Students' Self-evaluation of Intercultural Communicative Competence

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Respect for Other Cultures	84	37	2	-	2
Openness to Intercultural Learning and People from Other Cultures	73	41	11	-	-
Tolerance for Ambiguity	34	38	41	12	-
Flexibility in Intercultural Situations	34	61	24	6	-
Curiosity and Discovery	66	50	9	-	-
Withholding Judgment	46	46	22	10	1
Cultural Self-awareness/Understanding	62	50	10	3	-
Understanding Others' Worldviews	42	58	19	4	2
Culture-Specific Knowledge	56	55	11	2	1
Awareness of Using Other Languages in Social Contexts	55	61	7	1	1
Skills to Listen, Observe, and Interpret	47	60	15	3	-
Skills to Analyze, Evaluate, and Relate	41	65	15	4	-
Empathy	57	49	14	5	-
Adaptability	29	55	31	10	-
Communication Skills	32	61	25	6	1

Note. Adapted from *Book Building Cultural Competence*, by Berardo, Deardorff,& Trompenaars, 2012, p. 50.

The last question asked students whether the mandatory ICC course has changed their attitudes

toward other cultures. 29 students have not yet taken the course. Among those who have already completed the course 70 students indicated that their attitudes have definitely changed for the better. Students indicated that they have become more open-minded, tolerant, and knowledgeable, and started to appreciate diversity and understand other viewpoints. Only 11 students said that the course hasn't influenced them. The rest have said that their attitudes towards other cultures haven't changed much, some of them indicated that they already were open-minded people before the course. However, students mentioned they gained a lot of knowledge about intercultural communication and concepts related to it.

Discussion

Based on the findings certain generalizations can be made regarding students' level of intercultural communicative competence at an educational establishment where cultural elements are integrated into the learning process. Majority of students assess their level of ICC as high and consider themselves open-minded, empathetic and tolerant global citizens. Moreover, a big proportion of students feel confident while using foreign language in various social contexts in intercultural settings. Most of the students possess necessary skills to become interculturally competent language users. In addition, a mandatory ICC course at university proved to be useful, since lots of students (70) mentioned its positive influence on their attitudes and knowledge towards other cultures.

Majority of teachers hold an opinion that ICC is very important in language education because, according to one of the teachers, language is not only words and grammar, it is a new culture, that is why language is a tool for students to equip themselves with intercultural communication skills which is the most important to adapt in a new culture. In different words, you cannot teach one without another as culture is a part of the language. Some teachers mentioned Kazakhstan as a multinational country saying that it is important to develop it since we live in a multinational society and thus it will contribute to our understanding of other cultures.

In terms of ways of incorporating cultural elements into their teaching, it was discovered that almost all teachers utilize comparison method in different ways, additionally, with a combination of other approaches, especially PBL:

● showing videos of one culture and discussing the differences and similarities with their own;
● PBL (ICC Incidents): comparing two different cultures and creating a coursebook based on findings:
● watching films where two different cultures are represented and discussing what differences were introduced.

Comparison method is widely utilized by almost all educators who teach languages or other disciplines where a particular language is taught because teachers try to build very strong connections not only between those students who come from different cultural backgrounds and study within one classroom, but also consider all other cultures around the world.

Conclusion

In conclusion, the research presents a number of efficient techniques and strategies implemented by educators who teach foreign languages. These techniques and results of the present study are encouraged to be used in order to develop intercultural competence in language classrooms.

According to the findings, it was revealed that many teachers find it effective to utilize comparison methods when teaching culture in language education as students get to know other cultures well by discovering similarities and differences with their own culture. Since there might be students coming from different cultural backgrounds in one single classroom, teachers believe that ICC is crucial and the implementation of cultural elements into language teaching is also vital as it is a part of that culture whose language is taught and learned. When it comes to students' level of ICC it was determined that integrating culturally authentic materials plays an important role as it helps students become more tolerant and aware of the existence of other cultures, specifically, it is related to those who took ICC courses.

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ТІЛДІ ОҚУДА КҮЛТІГІНІҢ РӨЛІ: АУДАНДЫҚ КОМПЕТЕНЦИЯНЫ ҚАЛЫПТАУ ҮШІН ЭФФЕКТИВТІ ЖАҚЫНДЫҚТАР

Аңдатпа. Бұл мақала тіл оқытуда мәдениеттің маңызды рөлін зерттейді және сыныпта мәдениаралық коммуникативтік құзыреттілікті қалыптастыруға арналған тиімді әдістерді қарастырады.

Глобализация адамдарды жақындатып, әртүрлі мәдени ортадан шыққан адамдар бір сыныпта оқыған кезде мәдени әртүрлілікті басқару және бағалау қабілеті тіл білімінің маңызды құрамдас бөлігіне айналды. Бұл зерттеу мәдениаралық коммуникативтік құзыреттілікті дамытуға арналған түрлі оқыту әдістері мен стратегияларын қарастырады, мысалы, екі немесе одан да көп мәдениеттерді салыстыру, мәдени тұрғыдан шынайы материалдарды енгізу және мәдени сезімталдық пен сананы арттыруға бағытталған рефлексивті әрекеттер. Бұл диссертация мәдениеттің тіл оқытуға мәдени білімді енгізудің пайдасы тұрғысынан маңыздылығын көрсетіп, мәдениаралық құзыреттілікті студенттерде дамыту үшін тіл оқытушылары қолданған практикалық тәсілдерді сипаттайды.

Бұл зерттеу тіл сабақтарына мәдени элементтерді енгізудің түрлі жолдарын мұғалімдердің тәжірибесі мен кәсіби біліктілігі негізінде зерттеуді мақсат етеді. Сонымен қатар, зерттеу тіл үйрену контекстінде мәдениаралық коммуникативтік құзыреттіліктің маңыздылығы мен әсерін студенттердің мәдениаралық құзыреттілік деңгейін бағалау арқылы қарастырады. Зерттеуде осы мақсатқа жету үшін сандық зерттеу әдісі қолданылған. Зерттеу онлайн сауалнама арқылы жүргізілді, сауалнама екі респонденттер тобына бағытталды: мұғалімдер мен студенттер.

Сауалнама мұғалімдердің тіл оқытуда мәдени элементтерді енгізу тәжірибесі мен студенттердің өз мәдениаралық коммуникативтік құзыреттілік деңгейлерін өзін-өзі бағалау нәтижелерін жинақтауға арналған. Бұл зерттеуде сандық әдіс таңдалды, өйткені ол мәдениет, тиімді тәсілдер және студенттердің әртүрлі мәдениеттерге қатысты құзыреттілік деңгейі туралы кең ауқымды қатысушылардан статистикалық талдау мен сандық мәліметтер алуға мүмкіндік береді.

Түйін сөздер: МКҚ, тілдік білім, мәдени хабардарлық, тиімді тәсілдер, мәдениетаралық коммуникация, мәдениет, мұғалімдердің қарым- қатынасы.

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РОЛЬ КУЛЬТУРЫ В ИЗУЧЕНИИ ЯЗЫКА: ЭФФЕКТИВНЫЕ ПОДХОДЫ К ФОРМИРОВАНИЮ МЕЖКУЛЬТУРНОЙ КОМПЕТЕНЦИИ В КЛАССЕ

Аннотация. Эта работа исследует ключевую роль культуры в преподавании языка и рассматривает эффективные подходы к развитию межкультурной коммуникативной компетенции в классе. В условиях глобализации, когда люди из разных культурных традиций учатся вместе в одном классе, способность управлять и ценить культурное разнообразие стала важной составляющей языкового образования. Исследование рассматривает различные методы и стратегии преподавания, направленные на развитие межкультурной коммуникативной компетенции, такие как сравнение двух или более культур, использование культурно аутентичных материалов и рефлексивные задания, способствующие повышению культурной осведомленности и чувствительности. Через всесторонний и тщательный анализ систематического обзора литературы, диссертация подчеркивает значимость культуры в контексте интеграции культурного образования в языковое обучение и демонстрирует практические подходы, которые были использованы преподавателями для развития межкультурной компетенции у учащихся.

Целью этого исследования является изучение различных способов внедрения культурных

элементов в языковые классы, основанных на опыте и квалификации преподавателей. Более того, исследование рассматривает важность и влияние межкультурной коммуникативной компетенции в контексте изучения языка, оценивая уровень межкультурной компетенции студентов. Для достижения этой цели в исследовании был использован количественный подход. Исследование проводилось с помощью онлайн-опроса, ориентированного на две группы респондентов: преподавателей и студентов. Опрос был направлен на сбор данных об опыте преподавателей по внедрению культурных элементов в преподавание языка и самооценке студентов относительно их уровня межкультурной коммуникативной компетенции. Для этого исследования был выбран количественный метод, чтобы получить статистический анализ и числовые данные от широкой аудитории участников относительно роли культуры, эффективных подходов и уровня компетенции студентов в вопросах культурного разнообразия.