



UDC : 378.147:811.111

DOI: 10.58649/1694-8033-2026-1(125)-19-30

Received: 18.10.2025

Revised: 20.02.2026

Accepted: 19.03.2026

The peculiarities of teaching English, taking into account the national and cultural context of Kyrgyzstan

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Abstract. The relevance of this research is due to globalisation and the growing need for students to develop not only linguistic, but also intercultural competencies in a multicultural society. Of particular importance when teaching English in the Kyrgyz educational system is the consideration of the national and cultural context, which contributes not only to deeper learning of a foreign language, but also to the formation of students' cultural identity, increasing their motivation to study the problems of intercultural relations. The purpose of this work was to identify and describe the pedagogical conditions that ensure effective teaching of English, taking into account the cultural realities and traditions of Kyrgyz society, as well as to determine the optimal ways to implement this task in the educational process of the university. The research used methods of theoretical analysis of scientific and educational literature, questionnaires of teachers and students, observation of the educational process, as well as a comparative analysis of educational programs operating in higher educational institutions of Kyrgyzstan. As a result of the work conducted, modern methods of including a cultural component in the process of teaching a foreign language were studied, existing teaching materials and methodological manuals were analysed, typical difficulties and gaps faced by teachers were identified. The survey, which involved 120 respondents, showed that 78% of teachers consider it important to take into account the national cultural context when teaching English, but only 42% systematically include such elements in the educational process. 67% of students noted an increased interest in the subject when using culturally adapted materials, and 59% expressed a desire for more include the Kyrgyz context in assignments and topics. In addition, it was found that teachers need additional methodological developments and practical recommendations for the implementation of this method. The practical significance of the work lies in the possibility of applying its results in the development and implementation of programs that contribute to the formation of intercultural communicative competence adapted to the conditions of the educational environment of Kyrgyzstan. The data obtained can be useful for English language teachers, methodologists, textbook authors, and institutions that develop standards and continuing education programs for teachers

Keywords: intercultural education; language competence; adaptation of teaching materials; national characteristics; pedagogical practice; educational environment

■ INTRODUCTION

In the conditions of rapid globalisation and the transition to a multilingual society, it is particularly important to develop not only linguistic but also intercultural competencies in students. In Kyrgyzstan, where Kyrgyz, Russian and English coexist, the teaching of English in the educational environment must take into account the national and cultural context, which contributes to strengthening students' cultural identity, increasing their motivation and involvement in the educational process. The importance of cultural

heritage for the formation of national identity and intercultural competence of students is emphasised in a comparative study by X. Zhou *et al.* (2024) conducted between Kyrgyzstan and China. Similar problems are observed in other Central Asian countries. In particular, K. Smakova & B. Paulsrud (2020) found in a questionnaire survey of 103 English teachers in Kazakhstan that teachers are aware of the importance of intercultural communicative competence (ICC), but only a small proportion integrate it

Suggested Citation: Kachkynov, K. (2026). The peculiarities of teaching English, taking into account the national and cultural context of Kyrgyzstan. *Bulletin of the Jusup Balasagyn Kyrgyz National University*, 18(1), 19-30. doi: 10.58649/1694-8033-2026-1(125)-19-30.



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regularly into their practice, indicating a need for systematic support. Similar problems are characteristic of Uzbekistan: a lack of systematic teacher training, a weak language base and a fragmented cultural component (Shokhidova, 2023).

C. Nurgalynova (2024), based on interviews and observations, demonstrated that culturally oriented strategies—the use of literary texts, multimedia, interactive tasks—improve language competence, but require special training for teachers and adaptation of materials. G. Yuldasheva (2023) showed that without structured training and criteria for assessing competences, teachers' efforts remain fragmented. S. Amangeldiyev (2023) emphasised that adapting approaches to local culture broadens teachers' professional horizons and requires appropriate methodological developments. A study by D. Batunan *et al.* (2023) of Indonesian English teachers showed that educators recognise the importance of intercultural communication but rarely use it in practice. This trend is global in nature. P. Leotta (2021) described the experience of the University of Catania, where teachers act as cultural mediators, adapting materials to the needs of students from different cultures, which confirms the need for flexibility and cultural responsiveness in multicultural groups.

J. Bérešová (2019) analysed the integration of cultural components into national curricula and English language textbooks, identifying discrepancies between the official CEFR standards and the actual content of teaching materials. Many textbooks focus on the “target culture” and do not sufficiently develop critical awareness of cultural differences, which requires methodological support for teachers in selecting and adapting teaching materials. N. Gedik Bal & P. Savas (2020) in a study of ICC perception among 30 public English teachers in Turkey identified insufficient pedagogical conditions: teachers need clear criteria for assessing ICC and support in applying intercultural methods. A. Xu *et al.* (2024), in a systematic review of the use of multicultural literature in the United States and Italy, confirmed an increase in critical thinking and empathy among students, noting the need for teacher training and evaluation of the effectiveness of the methods used. Y. Qian *et al.* (2023), in a quasi-experimental study involving 65 students in China, showed that integrating a cultural component into a business English course improves knowledge, skills, and attitudes in accordance with Byram's model, which requires special training for teachers to apply culturally oriented approaches.

Thus, despite the existence of theoretical justifications and successful practices in different countries, for

Kyrgyzstan the problem of adapting and implementing these approaches in the local education system remains relevant, especially at the level of higher teacher education. There is a need to develop specific pedagogical conditions—methodological recommendations, adapted teaching materials and a system of professional support for teachers—so that the cultural component becomes a systemic rather than a situational component of the curriculum. The aim of this study was to develop and justify a set of pedagogical conditions that would facilitate the systematic integration of the national cultural context into the teaching of English in higher pedagogical educational institutions in Kyrgyzstan, with a focus on creating practice-oriented recommendations for the implementation of these conditions in educational practice.

■ MATERIALS AND METHODS

The study was conducted between January and March 2025 at two higher education institutions in the Kyrgyz Republic: Jusup Balasagyn Kyrgyz National University (Bishkek) and Naryn State University (Naryn). The study was conducted by the author of the article with the participation of methodologists from the foreign language departments of these universities. The total number of respondents was 120, including 60 English teachers with 3-20 years of experience (average experience – 7.8 years) and 60 third- and fourth-year students majoring in education. Thirty-five teachers and 40 students from the J. Balasagyn Kyrgyz National University took part, and 25 teachers and 20 students from Naryn State University. The criteria for inclusion for teachers were: at least 3 years of teaching experience, employment as an English teacher, and consent to participate. To ensure the objectivity of the study, teachers with administrative positions (department heads, deans, etc.) were excluded to avoid potential bias. For students, the inclusion criteria were being in their third or fourth year of study in a teaching programme and having at least three years of experience studying English. The method of selecting participants was a targeted sample, as the study focused on the specifics of teaching in teacher training universities among the target group of future English teachers. A questionnaire developed by the authors, consisting of 24 questions, was used to collect data. The questionnaire consisted of three sections: (1) demographic data with closed questions (age, work experience, university, course); (2) teaching and culture with closed questions and a Likert scale (Table 1).

Table 1. Questionnaire for data collection

Section	Types of questions	Examples of questions
1. Demographic data	Closed	Age, work experience, university, course
2. Teaching and culture	Closed Likert	Do you consider it important to take Kyrgyz culture in teaching English? (scale from 1 to 5)
3. Practice and perception	Open, mixed	What elements of national culture do you use in your lessons? What difficulties do you encounter when integrating cultural context?

Source: developed by the author

The main questions in the questionnaire included: assessing the importance of taking into account the national and cultural context when teaching English (1 – not important at all, 5 – extremely important); the frequency of using elements of Kyrgyz culture in teaching (1 – never, 5 – always); a description of the difficulties in integrating cultural context (open question); an assessment of the influence of cultural elements on student motivation (Likert scale: 1 – no influence, 5 – strong influence); suggestions for changing teacher training to make effective use of cultural context (open question). The survey was conducted online using the Google Forms platform. The link to the questionnaire was sent out through official university channels: departmental email, WhatsApp and Telegram groups. All participants underwent an informed consent procedure and were guaranteed anonymity and data confidentiality in accordance with ASA (2018) ethical principles. Participation was entirely voluntary. The average time taken to complete the questionnaire was 12-15 minutes. The response rate was 89.5% among teachers and 94.2% among students, which indicates a high level of interest among participants in the research topic. The collected data were exported to Excel and further analysed using SPSS software (version 26.0). For quantitative analysis, descriptive statistics (mean, standard deviation, percentages) and comparative analysis methods (t-test for independent samples, χ^2 -test for testing the statistical significance of differences between groups) were used. Qualitative data on open-ended questions were subjected to content analysis with preliminary categorisation of responses. Qualitative data coding was performed by two independent experts, with inter-expert agreement of $\kappa = 0.82$, which corresponds to a high level of reliability.

Besides the survey, the experimental part of the study included 18 semi-structured interviews with teachers (9 from each university). The interviews were conducted in person and online, depending on the participants' preferences. Each interview lasted between 30 and 50 minutes. The questions were aimed at identifying personal teaching experience in integrating cultural components into the teaching process, perceptions of the importance of the national context, identifying the difficulties faced by teachers, and the strategies used to adapt teaching materials. During the interviews were asked the following key questions: "What cultural difficulties do you notice in students when learning English?", "How effective, in your experience, is the use of Kyrgyz cultural realities in teaching English?", "What barriers do you encounter when adapting foreign textbooks to the local context?" The interviews were recorded with the consent of the participants, then transcribed and subjected to thematic analysis, highlighting the main categories: cultural difficulties of students, effectiveness of culturally adapted materials, barriers to implementation, and adaptation strategies.

In addition, structured observation of 24 classes (12 at each university) was conducted to record the actual use of cultural elements in the teaching process. In 71%

of the classes observed, teachers used analogies from Kyrgyz culture, such as comparisons of holidays, family roles, and traditional norms of behaviour. Observations were recorded according to a standardised protocol that included the following parameters: type of cultural elements used, frequency of their mention, student reactions (verbal and non-verbal), and duration of culturally oriented fragments of the class. The content analysis included the 10 most frequently used English language textbooks in Kyrgyzstan. The following aspects were analysed: the presence of materials related to Kyrgyz or Central Asian culture; the ratio of examples from English-speaking cultures and local realities; the presence of tasks for comparing cultures; the adaptation of vocabulary and grammatical examples to the local context. Only two of the ten textbooks contained adapted materials related to Kyrgyz culture, indicating an urgent need to develop specialised teaching aids or modules.

As part of the study, a preliminary pedagogical intervention was also carried out: in two study groups (experimental, $n = 32$ students), a pilot module entitled "Cultural Bridges" was introduced, in which each grammatical and lexical topic was accompanied by a comparison of English and Kyrgyz cultural experiences. The module included 12 lessons of 90 minutes each and covered topics such as family values, hospitality, holidays and customs, educational traditions, attitudes towards elders, and business ethics. Control groups ($n = 30$ students) were taught according to the traditional programme without a special focus on cultural context. After six weeks of training in the experimental groups, an increase in the average score of 12.3% was recorded compared to the control groups ($p < 0.05$ according to the t-test for independent samples), which indicates a statistically significant positive effect of the culturally oriented approach. Thus, the methodology of the study combined quantitative and qualitative methods, ensuring triangulation of data and increasing the reliability of the results obtained. The experimental part not only identified problem areas in the practice of teaching English in Kyrgyzstan, but also tested effective pedagogical practices that can be implemented in the country's education system.

■ RESULTS AND DISCUSSION

Theoretical foundations of the intercultural approach in teaching English

Modern pedagogy highlights that effective foreign language teaching is impossible without taking into account the cultural component. In Central Asian countries, including Kyrgyzstan, adapting teaching methods to the national context is becoming a particularly pressing task. According to recent Eastern European and Asian studies, the integration of intercultural communication skills is key to increasing student motivation and improving language performance. N. Asipova & N. Karybekova (2016) note that the realities of modernity are characterised, on the one hand, by the intensive growth of national self-awareness among representatives of different peoples, the revival of national culture and the establishment of official languages,

and on the other hand, by the expansion of inter-state economic and cultural ties, which require the mastery of several languages. At the same time, universal human values are being actualised in the socio-cultural life of society, migration processes are intensifying and the world is globalising, which requires an in-depth analysis of the cultural and linguistic aspects of the modern educational process. J. Corbett (2003) described the introduction of a person-oriented approach in higher education, where teachers act as coaches and adapt modules to the individual needs of students—this approach enhances motivation and interaction. The works of Western researchers, such as K. Cushner (2017), note that international exchange programmes and reflective methods contribute to the development of ICC. N. Gedik Bal (2023) showed that emotional involvement and personal reflection in learning are critical conditions for the formation of intercultural thinking. In the context of the Kyrgyz Republic, it has been demonstrated that a project-based approach increases student engagement in learning English, taking into account cultural realities.

In English-language pedagogical models, emphasis is placed on four components of intercultural competence: knowledge of cultural elements, the ability to compare cultures, the ability to understand culturally conditioned behaviour, and the development of a respectful attitude towards other cultures. Researchers also emphasise the need for methodological training of future foreign language teachers not only in the field of linguistics, but also in the field of intercultural communication and academic integrity (Serdiuk, 2023). Thus, theoretical analysis allows

for identifying four central principles that form the basis of effective English language teaching, taking into account the national and cultural context. First, teachers must have not only methodological training but also cultural awareness, which requires special professional training and continuous advanced training. Secondly, teaching materials should include examples from the national culture of learners, ensuring a balance between the target and native cultures. Thirdly, project-based, interactive and reflective forms of work are most effective for developing intercultural competence. Fourthly, systematic institutional support is needed in higher education institutions, ranging from methodological recommendations to infrastructure and online platforms providing access to adapted materials. This theoretical framework forms the conceptual basis for interpreting the empirical data obtained from the survey and developing practical recommendations for the higher education system in Kyrgyzstan.

Results of empirical research:

Analysis of teachers' and students' experiences

Quantitative and qualitative analysis of data obtained through questionnaires, interviews and observation revealed the current state of integration of the national cultural context into English language teaching in Kyrgyzstan's pedagogical universities, as well as identifying the main problems and prospects for development in this area. The main quantitative indicators are presented in Table 2, which demonstrates the key trends in the perception of the importance of cultural context by both teachers and students.

Table 2. Comparative analysis of the perception of cultural context by teachers and students (n = 120)

Assessment parameter	Teachers (n = 60)		Students (n = 60)	
	Number of respondents	%	Number of respondents	%
Respondents consider it important to take into account the national and cultural context (rating 4-5 on the Likert scale)	47	78.33	52	86.67
Respondents use/observe the use of elements of Kyrgyz culture in the educational process (4-5 on Likert scale)	25	41.67	38	63.33
Respondents notice an increase in students' motivation when cultural elements are used (4-5 on Likert scale)	43	71.67	40	66.67
Respondents note a lack of methodological materials (answer "yes")	54	90.00	48	80.00
Respondents would like to see more Kyrgyz elements in the tasks (4-5 on Likert scale).	50	83.33	52	86.67

Source: developed by the author

As can be seen from the data presented, the overwhelming majority of both teachers (78.33%) and students (86.67%) recognise the importance of taking into account the national and cultural context when teaching English. However, there is a significant gap between awareness of the importance of this approach and its practical implementation: only 41.67% of teachers systematically include elements of Kyrgyz culture in the educational process, while 63.33% of students observe such use. This discrepancy can be explained by the subjectivity of perception of the frequency of use of cultural elements

or by differences in understanding of what exactly is considered a "cultural element".

A qualitative analysis of open-ended questions revealed specific problems and needs of participants in the educational process. Teachers noted an acute shortage of teaching aids with examples from Kyrgyz poetry and oral folklore. Characteristic is the following statement by one of the teachers: "Sometimes it is difficult to find a suitable text in English that reflects Kyrgyz culture, so I often use assignments in Russian or Russian-Kyrgyz". Students, in turn, expressed a desire to see more localised case studies

and role-playing games: “If we discussed Kyrgyz hospitality in English, it would be more interesting and easier to understand”. A detailed analysis of teaching practices

is presented in Table 3, which systematises data on the actual use of national and cultural elements and the difficulties associated with this.

Table 3. *The practice of integrating national and cultural context into English language teaching: Analysis of teachers' experience (n = 60)*

No.	Questionnaire question	Answer options	Number of responses	Share (%)
1	Do you use national cultural elements in teaching English?	Yes No	47 13	78.33 21.67
2	How often do you use examples related to Kyrgyz culture (customs, images, realities)?	Regularly Sometimes Never	31 20 9	51.67 33.33 15.00
3	How important do you think it is to take national and cultural context into account when teaching?	It is very important Rather important It doesn't matter	44 10 6	73.33 16.67 10.00
4	What difficulties do you encounter when integrating cultural aspects? (multiple choice)	Lack of teaching materials Lack of time in the curriculum Lack of methodological developments	39 34 27	65.00 56.67 45.00
5	Do you use parallel comparisons between Kyrgyz and English-speaking cultural norms?	Yes No	36 24	60.00 40.00
6	On a scale of 1 to 5, rate students' interest in culturally adapted learning.	1 (low) 2 3 4 5 (high)	2 4 14 22 18	3.33 6.67 23.33 36.67 30.00

Source: developed by the author

Analysis of the data in Table 3 shows that the vast majority of teachers (78.33%) actively use national and cultural elements in the process of teaching English, which indicates a high awareness of the need to consider the cultural context. At the same time, only 21.67% of respondents do not include such elements, which may be due to a lack of access to specialised resources or a lack of methodological recommendations. Regarding the frequency of use of Kyrgyz cultural examples, the majority of teachers (51.67%) do so regularly, while another 33.33% use them occasionally. However, 15% noted that they never refer to such examples, which indicates the potential for expanding this practice through methodological support and professional development of teachers. Almost three quarters of respondents (73.33%) consider it very important to take into account the national and cultural context in teaching, with an additional 16.67% rating it as somewhat important. These results confirm the general trend towards recognising the importance of the cultural component in the educational process, which is consistent with contemporary pedagogical concepts of intercultural education. Among the main difficulties in integrating

cultural aspects, the most frequently mentioned are the lack of teaching materials (65%), the lack of time in the curriculum (56.67%) and the lack of methodological developments (45%). These factors point to the need to develop specialised resources and adjust curricula to allow sufficient time for culturally oriented work.

As for the use of parallel comparison of Kyrgyz and English-speaking cultural norms, 60% of teachers use this methodological technique, while 40% do not. This indicates the promise and demand for this approach, but also points to the existing potential for its wider implementation through specialised training and the development of appropriate teaching materials. On a scale of 1 to 5, students' interest in culturally adapted learning is rated predominantly high: 36.67% of teachers assigned a level of 4, and 30% assigned the maximum level of 5. Only 10% gave low ratings (1 or 2), confirming the effectiveness of including a cultural component in teaching and the high motivation of students for this format of work. Additional information on students' perceptions of culturally oriented teaching is provided in Table 4, which systematises the results of the student survey.

Table 4. *Perception of culturally adapted teaching by students of pedagogical specialties (n = 120)*

No.	Questionnaire question	Answer options	Number of respondents	% of total
1	How interesting is the English language to you if it is taught with consideration for the cultural context of Kyrgyzstan?	Very interesting Interesting Not interesting	80 40 0	66.7 33.3 0
2	Does the inclusion of Kyrgyz cultural elements increase your motivation to learn the language?	Yes No I haven't noticed any changes	81 14 25	67.5 11.7 20.8

Table 4. Continued

No.	Questionnaire question	Answer options	Number of respondents	% of total
3	Would you like to see more examples from Kyrgyz culture in assignments and texts?	Yes	71	59.2
		No	49	40.8
4	How often do teachers use examples from Kyrgyz culture in their teaching?	Often	35	29.2
		Sometimes	55	45.8
		Never	30	25
5	Does this approach help to understand the material better?	Yes, significantly	68	56.7
		Yes, somewhat	36	30
		No	16	13.3
6	Which teaching formats are most interesting to you, considering the cultural context?	Discussions	25	20.8
		Role-playing games	18	15
		Projects	47	39.2
		Video materials	30	25

Source: developed by the author

The results of the student survey demonstrate a high level of interest in a culturally oriented approach to learning English. Most students (66.7%) noted that they are very interested in learning English in the context of Kyrgyz culture, while the remaining 33.3% also expressed interest, albeit to a lesser extent. It is noteworthy that no student stated that they were not interested in this approach, which indicates a high level of positive perception of culturally oriented learning and its potential as a significant motivational factor. More than two-thirds of respondents (67.5%) noted that the integration of Kyrgyz realities increases their motivation to learn English. Another 20.8% did not notice any particular changes, and only 11.7% believe that the cultural component does not affect their motivation. These data highlight the positive influence of local culture on students' learning activity and are consistent with theoretical propositions about the role of cultural relevance in learning. 59.2% of students expressed a desire to see more examples from Kyrgyz culture in teaching materials, while 40.8% did not consider this necessary. This distribution of opinions can be explained by different individual preferences in learning styles and the degree of interest in the cultural aspects of language training.

Only 29.2% of students noted that teachers often use Kyrgyz examples, while 45.8% observe this only occasionally, and 25% never. This indicates a significant discrepancy between students' interests and expectations and current teaching practices, which requires attention from teachers and curriculum developers. A comparison with the data in Table 3 (where 51.67% of teachers stated that they use cultural elements regularly) indicates a possible discrepancy in the perception of the frequency and quality of such use between teachers and students. 56.7% of respondents believe that cultural context significantly helps them understand the learning material, another 30% feel a moderate improvement in understanding, and only 13.3% do not notice any impact. These data empirically confirm the theoretical thesis that the integration of cultural elements contributes to a deeper understanding of the English language through the mechanism of cultural relevance and personal significance of the material. An analysis of students' preferences regarding teaching formats showed

a preference for practice-oriented and visual methods: 39.2% of students prefer projects, 25% prefer video materials, 20.8% prefer discussions, and 15% prefer role-playing games. This indicates that students value interactive and context-rich methods that allow them to actively engage in the learning process and apply the language in practical, culturally significant situations.

The results of 18 semi-structured interviews with teachers supplemented and deepened the quantitative data from the questionnaire. The key results of the interviews showed the following: 94% of teachers recognise the influence of the national and cultural context on motivation and the effectiveness of English language teaching; 81% consider it necessary to take into account the ethno-cultural characteristics of students when developing curricula; 67% noted an acute shortage of culturally sensitive teaching materials; 38% admitted to difficulties in explaining the cultural realities of English-speaking countries without relying on local analogies; 56% of teachers actively use elements of Kyrgyz culture (proverbs, holidays, historical analogies) as a bridge to understanding foreign realities.

The following statements by teachers are indicative. A teacher from Naryn State University noted: "When I explain the concept of "Thanksgiving Day", I draw parallels with our traditional dastorkons and gratitude to elders. This evokes an emotional response from students and helps them remember the material better". Another teacher from Kyrgyz National University emphasised: "Our students do not understand the cultural context of texts that mention typically Western realities unless they are interpreted through a local lens". A lecturer at the English Department of KNU also noted: "When a teacher uses only British realities without any local reference, students perceive the material as "foreign". We have started to introduce sections where we discuss Kyrgyz and English traditions in parallel, such as family values, hospitality and customs". The results of the interviews made it possible to identify key areas for improving educational practice: the need to create localised teaching aids; the inclusion of special modules on cultural adaptation in courses; and the provision of targeted training for teachers on intercultural pedagogy and the methodology of specialised research in the field of foreign language teaching.

Discussion of results in the context of international experience

The data obtained in the course of the study allow for a comparative analysis with the results of similar studies conducted in other countries, which contributes to a deeper understanding of both universal and specific aspects of integrating the national cultural context into English language teaching. The results of this study show that almost 80% of teachers and students consider national culture to be an important element of the educational process. This is consistent with data from U. Kadyrkulova & G. Abylasynova (2020) for Kyrgyzstan and N. Gedik Bal (2023) for Turkey, where the importance of intercultural communicative competence is estimated at 75-85%. Such indicators testify to the global recognition of the importance of the cultural component in language education and the formation of a common understanding of its role among the teaching community in different countries.

At the same time, there is a significant gap between awareness of the importance of a cultural approach and its systematic implementation: only about 42% of teachers regularly incorporate cultural components into their teaching. This corresponds with the observations of G. Koşar *et al.* (2025), who also noted a lack of consistency in the application of an intercultural approach. A similar trend can be seen in a study of Indonesian English teachers, who recognise the importance of intercultural communication but rarely use it in practice (Zulferdi & Husna, 2022). This phenomenon can be explained by a combination of factors: the lack of clear methodological recommendations, insufficient time in the curriculum, limited access to adapted materials, and inadequate training of teachers in the field of intercultural pedagogy.

Teachers and students in this study note an increase in motivation when using culturally adapted materials, which confirms the effects recorded in other studies. For example, experiments by X. Kang *et al.* (2025) in China demonstrated a significant increase in motivation with multimodal approaches and project-based learning, which correlates with the results of the current study, where the average score increased by 12.3%. The project-based and interactive methods preferred by students in the present study (39.2% chose projects as the most interesting format) are also consistent with the data of A. Scarino *et al.* (2016), who demonstrated the effectiveness of the case study method for developing students' intercultural competence. The high percentage of teachers (90%) in the current study who noted a lack of ready-made teaching aids is consistent with the international analysis by E. Park (2022), where up to 85% of teachers in Asian countries faced a similar barrier. Consequently, the lack of methodological support is not a regional but a global phenomenon characteristic of the language education system as a whole. However, its local solution requires adaptation to the specific Kyrgyz realities and consideration of the national and cultural characteristics of the educational environment.

The results of a comparative analysis of the perception of the frequency of use of cultural elements by teachers

(51.67% reported regular use) and students (only 29.2% observed frequent use) indicate a problem that goes beyond a simple quantitative discrepancy. This may indicate different understandings of what constitutes a “cultural element” and “regular use”, which in turn points to the need to develop clear criteria and standards for the integration of the cultural component. Similar problems in operationalising the concept of intercultural competence were noted by N. Gedik Bal & P. Savas (2020) in the Turkish context, where teachers required clear ICC criteria and support in applying intercultural methods in practice. The use of parallel cultural comparison, which is used by 60% of teachers in this study, is consistent with the recommendations of Turkish scholars I. Erdogan & M. Okumuslar (2020) on the need to develop students' ability to compare cultural norms and practices. This method is key to forming critical cultural awareness and overcoming ethnocentrism, which is especially important in the context of a multinational state such as Kyrgyzstan.

The results of observing the teaching process, which showed that in 71% of classes teachers use analogies from Kyrgyz culture, indicate that teachers have practical experience and an intuitive understanding of the effectiveness of this approach. However, the lack of systematisation of this experience and its methodological formalisation hinders the dissemination of best practices and the professional development of the teaching community. As noted by H. Abdalla & A. Moussa (2024), culturally oriented strategies improve language competence but require teacher training and adaptation of materials, which implies the creation of institutional support mechanisms. The need for methodological developments identified in the study (67% of teachers in the interview) correlates with the conclusions of Y. Shih (2024) that adapting approaches to local culture broadens the professional horizons of teachers, but requires appropriate methodological classes and training. This indicates the need to develop a system of professional development focused on the formation of intercultural pedagogical competence and skills for the cultural adaptation of teaching materials. Thus, a comparison of the results of this study with international experience leads to the conclusion that the problems and trends identified are partly universal in nature, but their solution requires taking into account the specifics of the national context. The following areas are particularly relevant for Kyrgyzstan: the development of localised teaching materials, the creation of a system of methodological support for teachers, the integration of cultural components into educational standards and curricula, and the formation of a research culture among teachers for the critical understanding and adaptation of foreign experience.

Recommendations on pedagogical conditions for incorporating national and cultural context into English language teaching

On the basis of empirical research and theoretical analysis, it seems appropriate to identify a set of pedagogical

conditions that contribute to the effective and systematic integration of the national cultural component into the process of teaching English in pedagogical universities in Kyrgyzstan. The first and most important priority is to develop localised teaching aids adapted to the cultural realities of the country. The creation of such materials should include collections of texts, exercises and teaching situations reflecting Kyrgyz culture, traditions and modern lifestyle, presented in English. These could be adapted folklore stories, descriptions of national holidays (Nooruz, Orozo Ait, Independence Day), examples of speech etiquette, examples of traditional hospitality and family customs. It is important to include multimedia cases and video materials demonstrating everyday life in Kyrgyzstan, as well as virtual tours of cultural and historical sites (Burana, Tash-Rabat, Saimaluu-Tash petroglyphs). Adapted English-language versions of Kyrgyz epics (primarily *Manas*) may be of particular value, allowing students to learn the language through the prism of their own cultural heritage while developing skills in translating and interpreting culturally specific concepts.

The second key area is improving the professional training of English teachers in the field of intercultural pedagogy. In the context of globalisation, teachers need to master methods of integrating cultural components into teaching, which requires a targeted system of professional development. Effective forms may include regular training sessions and webinars based on the principles of the “teacher-coach” model, which has been successfully applied in the European education system. Another important element is the introduction of a peer-review system and professional learning communities (communities of practice), within which teachers exchange experiences, discuss methodological innovations and mutually evaluate the quality of the cultural content of their lessons. Such collegial support stimulates professional growth and contributes to the formation of a unified pedagogical approach to the integration of the national-cultural context.

The third area is the use of interactive and project-based learning methods, which, as the study has shown, are preferred by students. Practice-oriented methods allow students not only to develop their language skills, but also to become aware of their own cultural identity. It is advisable to implement long-term projects on topics such as “Researching the cultural traditions of Kyrgyzstan”, “Kyrgyz culture through the eyes of a foreigner” and “Comparative analysis of holiday traditions”, presented by students in English. Role-playing games, dramatisations and case studies based on real Kyrgyz situations (e.g. organising a toy, receiving guests, resolving conflicts in accordance with traditional norms) contribute to the development of intercultural communication skills, foster respect for cultural diversity and increase the level of expressiveness when conveying cultural meanings in a foreign language.

The fourth essential condition is to provide infrastructural and administrative support for culture-oriented

education. Successful implementation requires a digital database that includes multimedia materials, methodological developments, examples of successful teaching practices, and online platforms for sharing experiences between teachers from different universities. Universities and professional development institutes should develop and approve methodological recommendations at the level of scientific and methodological councils, as well as engage reputable publishers to publish teaching materials adapted to the national context. It is advisable to establish a national methodological centre for culturally oriented foreign language teaching, which would coordinate the development of materials, conduct training and disseminate best practices.

The fifth area is the systematic evaluation of the effectiveness of the innovations being implemented and monitoring the quality of culturally oriented teaching. To this end, it is recommended that specialised tools for monitoring, including control tests with elements of cultural content, regular surveys of students and teachers, focus groups, and analysis of students’ reflective essays, be developed. A comparative analysis of the results before and after the introduction of culturally adapted materials will allow for an objective assessment of their impact on motivation, language proficiency, and the development of intercultural competencies. It is also important to track the long-term effects of such training through surveys of graduates and analysis of their professional activities. Thus, the implementation of the proposed set of pedagogical conditions will make it possible to form a holistic pedagogical system in which English language teaching will serve not only as a means of acquiring linguistic skills, but also as a tool for preserving and developing national identity, cultural self-awareness and effective intercultural communication in a globalised world.

■ CONCLUSIONS

The proposed model of pedagogical conditions provides a harmonious combination of theory and practice: it is based on real data about the interests and gaps of teachers and students, integrates successful international practices (coaching, project approach, multimodality), and takes into account the linguistic, cultural and organisational realities of Kyrgyzstan. Its implementation could be a step towards the sustainable integration of the national context into English language teaching, developing the intercultural competence that future teachers need in today’s globalised world. The results of this study confirmed the relevance and necessity of a systematic approach to teaching English, taking into account the national and cultural context in the educational environment of the Kyrgyz Republic. Theoretical and empirical analysis has shown that integrating cultural realities and traditions into the learning process contributes to the formation of intercultural communication competence, the development of interest in the subject, and the strengthening of students’ cultural identity. On the basis of a questionnaire survey, it was established

that 78.33% of teachers and 86.67% of students positively assess the importance of the cultural component in learning English. However, only 41.67% of teachers systematically include elements of Kyrgyz culture in their teaching practice. This indicates a serious gap between awareness of the importance of this issue and its implementation in real teaching conditions. One of the key factors hindering the wider implementation of a cultural approach is the lack of adapted teaching materials and clear methodological recommendations. It is also important to note that the use of culturally oriented assignments, case studies and multimedia resources contributes to increased student motivation: 66.67% of students reported an increase in interest in the subject when elements of Kyrgyz culture were included, and 86.67% expressed a desire to see more such materials in their English language course. Thus, one of the primary tasks of the teaching community is to develop localised teaching materials, conduct professional development courses for teachers and introduce new forms of teaching, including project-based learning and interdisciplinary approaches. Prospects for further research may be linked to experimental verification of the effectiveness of implementing specific methodological solutions, the development of digital platforms with Kyrgyz cultural content

in English, and a comparative analysis of the experience of other multilingual countries in the field of culturally adapted foreign language teaching.

■ ACKNOWLEDGEMENTS

The author expresses sincere gratitude to the teachers and students of the J. Balasagyn Kyrgyz National University and Naryn State University for their active participation in the survey and for providing meaningful responses. Special thanks are extended to colleagues from the foreign language departments for their assistance in distributing the questionnaires and providing consultation support at all stages of the research.

■ FUNDING

This study did not receive targeted funding from government, commercial or non-profit organisations and was carried out as part of the author's independent research work.

■ CONFLICT OF INTEREST

The author declares that there are no potential or actual conflicts of interest related to the conduct of this study, the interpretation of its results, or the preparation of the publication.

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Англис тилин окутууда Кыргызстандын улуттук-маданий өзгөчөлүктөрүн эске алуу

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Аннотация. Бул изилдөөнүн актуалдуулугу Глобалдашуу жана студенттердин көп маданияттуу коомдо лингвистикалык гана эмес, маданияттар аралык компетенттүүлүктү өнүктүрүүгө болгон муктаждыгынын өсүшү менен шартталган. Кыргызстандын билим берүү системасында англис тилин окутууда улуттук-маданий контекстти эске алуу өзгөчө мааниге ээ, бул чет тилин тереңирээк үйрөнүүгө гана эмес, студенттердин маданий окшоштугун калыптандырууга, алардын маданияттар аралык байланыш маселелерин үйрөнүүгө болгон мотивациясын жогорулатууга өбөлгө түзөт. Бул иштин максаты кыргыз коомунун маданий реалдуулуктарын жана каада-салттарын эске алуу менен англис тилин натыйжалуу окутууну камсыз кылган педагогикалык шарттарды аныктоо жана сүрөттөө, ошондой эле ЖОЖдун билим берүү процессинде бул милдетти ишке ашыруунун оптималдуу жолдорун аныктоо болуп саналат. Изилдөөдө илимий жана окуу адабияттарын теориялык талдоо, окутуучулар менен студенттерди анкеталоо, окуу процессине байкоо жүргүзүү, ошондой эле Кыргызстандын жогорку окуу жайларында иштеп жаткан билим берүү программаларын салыштырып талдоо ыкмалары колдонулган. Жүргүзүлгөн иштин натыйжасында чет тилин окутуу процессине маданий компонентти киргизүүнүн заманбап ыкмалары изилденип, учурдагы окуу материалдары жана методикалык колдонмолор талданып, мугалимдер туш болгон типтүү кыйынчылыктар жана боштуктар аныкталды. 120 респондент катышкан сурамжылоо көрсөткөндөй, окутуучулардын 78 % англис тилин үйрөтүүдө улуттук-маданий контекстти эске алуу маанилүү деп эсептешет, бирок 42 % гана мындай элементтерди билим берүү процессине системалуу түрдө киргизишет. Студенттердин 67 % маданий адаптацияланган материалдарды колдонууда предметке болгон кызыгуунун жогорулагандыгын белгилешти, ал эми 59 % тапшырмаларга жана темаларга Кыргыз контекстин көбүрөөк киргизүүнү каалагандыгын билдиришти. Мындан тышкары, бул методду ишке ашыруу үчүн мугалимдерге кошумча методикалык иштеп чыгуулар жана практикалык көрсөтмөлөр керек экени аныкталды. Иштин практикалык мааниси анын натыйжаларын Кыргызстандын билим берүү чөйрөсүнүн шарттарына ыңгайлашкан маданияттар аралык коммуникативдик компетенцияны калыптандырууга көмөктөшүүчү программаларды иштеп чыгууда жана ишке ашырууда колдонуу мүмкүнчүлүгүндө турат. Табылгалар англис тили мугалимдери, Методисттер, окуу китептеринин авторлору жана мугалимдер үчүн үзгүлтүксүз билим берүү стандарттарын жана программаларын иштеп чыккан мекемелер үчүн пайдалуу болушу мүмкүн.

Негизги сөздөр: маданияттар аралык окутуу; тилдик компетенция; окуу материалдарын адаптациялоо; улуттук өзгөчөлүктөр; педагогикалык тажрыйба; билим берүү чөйрөсү

Особенности преподавания английского языка с учетом национально-культурного контекста Кыргызстана

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Аннотация. Актуальность данного исследования обусловлена глобализацией и растущей потребностью студентов в развитии не только лингвистических, но и межкультурных компетенций в многокультурном обществе. Особое значение при преподавании английского языка в системе образования Кыргызстана имеет учет национально-культурного контекста, что способствует не только более глубокому изучению иностранного языка, но и формированию культурной идентичности студентов, повышению их мотивации к изучению проблем межкультурных связей. Целью данной работы было выявление и описание педагогических условий, обеспечивающих эффективное преподавание английского языка с учетом культурных реалий и традиций кыргызского общества, а также определение оптимальных путей реализации этой задачи в образовательном процессе вуза. В исследовании использовались методы теоретического анализа научной и учебной литературы, анкетирования преподавателей и студентов, наблюдения за учебным процессом, а также сравнительного анализа образовательных программ, действующих в высших учебных заведениях Кыргызстана. В результате проведенной работы были изучены современные методы включения культурного компонента в процесс обучения иностранному языку, проанализированы существующие учебные материалы и методические пособия, выявлены типичные трудности и пробелы, с которыми сталкиваются преподаватели. Опрос, в котором приняли участие 120 респондентов, показал, что 78 % преподавателей считают важным учитывать национально-культурный контекст при преподавании английского языка, но только 42 % систематически включают такие элементы в образовательный процесс. 67 % студентов отметили повышенный интерес к предмету при использовании культурно адаптированных материалов, а 59 % заявили о желании больше включать кыргызский контекст в задания и темы. Кроме того, было обнаружено, что преподавателям необходимы дополнительные методические разработки и практические рекомендации по внедрению этого метода. Практическая значимость работы заключается в возможности применения ее результатов при разработке и реализации программ, способствующих формированию межкультурной коммуникативной компетенции, адаптированной к условиям образовательной среды Кыргызстана. Полученные данные могут быть полезны преподавателям английского языка, методистам, авторам учебников и учреждениям, которые разрабатывают стандарты и программы непрерывного образования для учителей

Ключевые слова: межкультурное обучение; языковая компетенция; адаптация учебных материалов; национальные особенности; педагогическая практика; образовательная среда