



UDC 37.018:378.014:81'373.3
DOI: 10.58649/1694-8033-2025-4(124)-54-64

Received: 06.07.2025
Revised: 11.11.2025
Accepted: 15.12.2025

Integration of national and cultural peculiarities of the country into the teaching of foreign languages as a factor in the formation of intercultural competence

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Abstract. The integration of national and cultural characteristics into the foreign language learning process plays a pivotal role in developing students' intercultural competence within the context of educational globalisation. The article analysed theoretical and practical aspects of incorporating Kyrgyzstan's cultural heritage, traditions, and value orientations into the educational process in higher education institutions. The aim of the research was to identify and experimentally substantiate pedagogical conditions facilitating the effective integration of national and cultural components into foreign language teaching, as well as to assess their impact on the development of students' intercultural competence. The methodological foundation comprised comparative analysis of scholarly literature, observation of educational practices, and pedagogical experimentation. The study involved 120 students from language and pedagogical specialties, divided into experimental and control groups. During the formative stage, special pedagogical conditions were implemented in the experimental group, including culturally marked texts, interculturally oriented tasks, project-based work, and role-playing exercises. The effectiveness of integration was evaluated using language tests, intercultural communicative competence questionnaires, and adapted cultural intelligence tests. The empirical results obtained demonstrated statistically significant progress in the experimental group. The average level of intercultural competence in this group increased from 28% to 74% (compared to 31% to 36% in the control group). It was established that the use of national and cultural components contributed to enhanced motivation, development of critical thinking, and formation of sustainable value orientations based on the dialogue of cultures. Thus, the research confirmed that systematic integration of national and cultural specificity into foreign language teaching constitutes an effective factor in preparing students for meaningful dialogue in multicultural environments. The data obtained may be applied in curriculum development, creation of methodological materials, and improvement of teacher training, which corresponds to contemporary global trends in language education

Keywords: linguistic personality; cultural identity; communicative strategies; value orientations; sociocultural approach; dialogue of cultures; interdisciplinary integration

■ INTRODUCTION

Modern education is developing in the context of globalisation and internationalisation, which makes the formation of intercultural competence one of the priority tasks in the

training of specialists. Proficiency of a foreign language is recognised not only as a tool for professional mobility, but also as a means of intercultural dialogue. However, the

Suggested Citation:

Kachkynov, K., & Asipova, N. (2025). Integration of national and cultural peculiarities of the country into the teaching of foreign languages as a factor in the formation of intercultural competence. *Bulletin of the Jusup Balasagyn Kyrgyz National University*, 17(4), 54-64. doi: 10.58649/1694-8033-2025-4(124)-54-64.



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effectiveness of this process directly depends on the integration of national and cultural characteristics that reflect the history, traditions, values, and social norms of the country. Ignoring these aspects leads to formalism in teaching and a decrease in student motivation. The relevance of the study is determined by the need to identify pedagogical approaches that synthesise linguistic training with the development of intercultural competence. Despite considerable attention from researchers, issues related to the systematic inclusion of national and cultural characteristics in the educational environment remain underdeveloped (Bida *et al.*, 2022). National and cultural characteristics present in the educational context influence students' perception, interpretation, and assimilation of cultural norms and values.

Kyrgyzstan is a multinational and multicultural state where, alongside the titular nation, there are large diasporas of Russians, Uzbeks, Uyghurs, Dungans, Tatars, Koreans and representatives of other ethnic groups. This makes the national-cultural environment of the country a complex conglomerate of traditions, values, languages, and models of social interaction. In such conditions, education cannot be limited to a monocultural paradigm, but must create a space for dialogue between cultures, where the learner is simultaneously rooted in the national soil and open to the global world. The integration of national and cultural characteristics into foreign language teaching involves solving several interrelated tasks (Vasilkova, 2024). In Kyrgyzstan, in a multicultural society, foreign language teachers must rely not only on Kyrgyz culture, but also on the cultural codes of other ethnic communities, which contributes to broadening students' cultural horizons and fostering respect for internal diversity. As noted by I. Atroshenko & K. Shabanova (2024), the key objective of foreign language teaching goes beyond the acquisition of lexical and grammatical material and includes the development of the ability to understand and compare one's own national culture with the cultures of other peoples. A foreign language becomes a mediator between local cultural values and universal norms. The inclusion of national and cultural components through texts, examples and project assignments contributes to the formation of a multicultural personality capable of functioning in an international environment without losing cultural foundations. In Kyrgyzstan, there are still educational institutions with a pronounced monocultural environment (e.g., Kyrgyz or Uzbek schools), where foreign language teaching becomes a particularly important tool for broadening students' horizons and creating a "window" to cultural diversity both within the country and beyond.

An analysis of contemporary research demonstrates a growing interest in this issue, while significant limitations remain. Most studies focus either on linguistics or on individual cultural elements. L. Huang (2021) established the effectiveness of explicit cultural training for the development of intercultural communicative competence but noted a weak link between cultural elements and holistic language practice. Similarly, J. Bérešová (2019) analysed

cultural components in courses and textbooks without deep integration with language practice. Research by M. Amor *et al.* (2023) examined the integration of language and culture in CLIL (Content and Language Integrated Learning) programmes. The authors showed that CLIL programmes integrate culture and language in theory, but in practice such models most often remain at the normative level, without systematic empirical testing.

Thus, despite recognition of the importance of the cultural component, there remains a need for systematic research into the pedagogical conditions for its effective integration. Ignoring national and cultural characteristics reduces motivation to learn a language and limits communication opportunities, whereas systematic integration of cultural elements stimulates cognitive activity and readiness for intercultural interaction. The aim of this study was to identify and experimentally substantiate the pedagogical conditions for integrating national and cultural characteristics into the process of teaching foreign languages, as well as to evaluate their effectiveness in developing students' intercultural competence. The objectives of the study were: to analyse theoretical approaches to integrating national and cultural characteristics into foreign language teaching; to examine the specifics of the educational environments in Kyrgyzstan and identify factors influencing the development of students' intercultural competence; to develop and test pedagogical conditions for integrating national and cultural components into teaching foreign languages; to conduct empirical research using observation, questionnaires, interviews and analysis of teaching sessions to assess the effectiveness of the proposed pedagogical conditions; systematise the results obtained and develop practical recommendations for designing curricula and improving the training of teaching staff.

LITERATURE REVIEW

The modern paradigm of teaching foreign languages is characterised by a shift from a narrow linguistic approach to an integrative model that includes the development of intercultural interaction, critical thinking and cultural reflection. Intercultural competence is conceptualised in scientific discourse as the ability to interact effectively and ethically with representatives of other cultural traditions, which necessitates its targeted development in the educational process. A fundamental contribution to the theoretical understanding of intercultural competence was made by M. Byram (1997) presenting it as a multi-component construct that includes knowledge of one's own and foreign cultures, skills in interpreting and correlating cultural phenomena, attitudes of openness and tolerance, and critical cultural awareness.

The principal significance lies in the researcher's thesis on the fundamental teachability and measurability of this competence, which opens up prospects for its systematic development within educational programmes. Subsequently, M. Byram *et al.* (2002) empirically demonstrated the effectiveness of active teaching methods-role-playing, simulations and project tasks-for developing cultural awareness,

although the complex impact of these methods on language training remains insufficiently studied. At the same time, C. Kramsch (1998) argued for the need to consider culture not as an auxiliary but as an independent target of language education. The researcher postulates the inseparability of language proficiency and understanding of the cultural context, arguing that language competence without a cultural dimension remains incomplete and functionally limited. D. Deardorff (2006) proposed a procedural model for the formation of intercultural competence, structured as a sequential transition from the basic level (attitudes and knowledge) to intermediate internal results (adaptive worldview, empathy) and, further, to external behavioural manifestations (effective and appropriate communication). This model emphasises the dynamic and evolving nature of intercultural competence, which has significant implications for pedagogical design. A. Fantini (2009) made a significant contribution to the operationalisation of the concept by systematising approaches to assessing intercultural competence and developing a comprehensive set of tools for measuring it. His work laid the methodological foundation for empirical research in this field. The theoretical concepts of these authors are reflected in the regulatory framework for language education. The Common European Framework of Reference for Languages (CEFR, 2020) explicitly emphasises the importance of developing plurilingual and pluricultural competence, as well as mediating skills, as key components of modern language education. These provisions constitute an international standard that justifies the need for the systematic integration of culturally reflective tasks into educational programmes.

In the context of the Kyrgyz Republic, the issue of intercultural competence is particularly relevant due to the multi-ethnic composition of the population and the officially declared policy of multilingual education (Asipova & Karybekova, 2016). G. Abylasynova & U. Kadyrkulova (2020) state that the process of institutionalising multilingual and multicultural education in the republic is in its initial stages, despite the existence of a regulatory framework. The researchers note that the pilot projects of 2000-2004 did not receive widespread distribution. The country has developed Concept for the development of education in the Kyrgyz Republic for 2021-2030 (Ministry of Education..., 2021), which aims to gradually introduce multilingual education at all levels of the education system as a tool for social integration and human capital development. At the same time, the authors identify a significant obstacle-the low level culture of interpersonal and business communication, which hinders the implementation of the stated initiatives. N. Akylbek uulu *et al.* (2024) investigated the functional role of intercultural competence in ensuring effective intercultural communication among students in the process of learning foreign languages in higher education institutions. The authors identified a correlation between the level of intercultural competence and motivation to learn a foreign language, arguing that understanding other cultures gives the educational process personal

significance. The researchers also emphasise the potential of digital educational technologies and online learning as catalysts for the development of intercultural competence. N. Asipova (2015) conceptualises intercultural competence as a key component of the professional training of modern teachers, who are called upon to function effectively in a multicultural educational environment. The researcher emphasises the importance of integrating national and cultural values into the educational process, which helps students develop a conscious attitude towards cultural diversity and increase their level of intercultural understanding. In the context of multicultural education, N. Asipova emphasises the importance of developing students' skills of tolerance, critical thinking and adaptability in a multicultural environment. The author argues for the need to use active teaching methods -role-playing, case studies and project work incorporating cultural realities-as effective tools for developing intercultural competence.

A critical analysis of scientific literature demonstrates researchers' sustained attention to the integration of cultural components into language education, but at the same time reveals significant methodological and empirical limitations. Firstly, a significant part of the research is fragmented, focusing either on the linguistic or cultural component without their comprehensive integration and systematic analysis of mutual influence. Secondly, there is a lack of empirical research verifying the effectiveness of specific pedagogical conditions in real educational practices. In the context of Kyrgyzstan, the following specific gaps have been identified: (1) the absence of systematic studies that comprehensively analyse the mechanisms of integrating national and cultural characteristics into foreign language teaching programmes; (2) insufficient adaptation of intercultural competence assessment tools to the specific characteristics of Kyrgyz students; (3) a limited number of empirical studies verifying the effectiveness of the introduction of the national and cultural component and its impact on the formation of intercultural competence. Thus, there is a methodological gap in scientific literature between theoretical recognition of the importance of the cultural component and insufficient empirical testing of pedagogical solutions. In the context of multi-ethnic Kyrgyzstan, whose educational environment is characterised by significant ethno-cultural diversity, this problem is particularly relevant and requires the development of a systematic approach to the integration of cultural codes. The identified lack of research aimed at designing and experimentally verifying complex pedagogical conditions for the formation of students' intercultural competence defines the scientific niche of this work.

■ MATERIALS AND METHODS

The experimental base for the study was organised at the Jusup Balasagyn Kyrgyz National University, which is one of the country's leading higher education institutions and has a well-developed infrastructure for conducting pedagogical research. The study was conducted from September

2024 to June 2025. The study involved 120 second- and third-year students of the Institute of Foreign Languages, studying in the field of “Pedagogical Education” with a specialisation in “Foreign Languages”. The participants were divided into two equal groups of 60 people each: experimental and control. This choice was determined by the goals and objectives of the study, since it is during the second and third years that students actively master teaching methodology, develop professional skills, and develop intercultural competencies, which makes them the most suitable audience for diagnostics. The groups were formed according to the principle of natural selection based on existing academic groups, which made it possible to preserve the familiar educational environment and avoid artificial redistribution of students. To increase objectivity, a diagnostic stage was conducted before the experiment began, including questionnaires and tests to ensure the comparability of the initial level of intercultural competence and language training of students in both groups. The participants in the experiment were divided into several subgroups depending on their level of language training and cultural intelligence indicators. During the ascertaining stage, questionnaires, self-assessment questionnaires, cultural intelligence tests (CQ tests), and diagnostic tasks aimed at identifying the ability to perceive and interpret national and cultural characteristics in the context of foreign language learning were used.

The key research method was a pedagogical experiment aimed at testing the effectiveness of integrating national and cultural characteristics of the educational environment into the process of teaching foreign languages. The experiment consisted of three stages: ascertaining, formative and control. The aim of the ascertaining stage was to identify the initial level of foreign language proficiency and intercultural competence of students. The following diagnostic tools were used for this purpose:

- **Language skills test:** assessment of lexical and grammatical knowledge, listening and reading skills, and essay writing. The test consisted of 50 tasks based on CEFR levels B1-B2, with a score out of 100.

- **Intercultural competence questionnaire:** included questions about knowledge of the cultural characteristics of Kyrgyzstan and other countries, readiness for intercultural interaction, and the ability to compare cultural norms. The questionnaire consisted of 20 questions, both closed (Likert scale from 1 to 5) and open, allowing students to express their own opinions. Key questions included: “To what extent, in your opinion, does knowledge of national culture contribute to the successful learning of a foreign language?”, “What forms of cultural material inclusion do you consider most effective?” and “What difficulties do you encounter when working with culturally marked texts?”.

- **Semi-structured interviews with case study elements:** students were presented with brief intercultural situations (e.g., cultural differences in business etiquette or everyday traditions) and asked to describe possible reactions or solutions. The interviews were conducted individually, lasted

15-20 minutes, and the responses were recorded for subsequent content analysis.

- **CQ tests:** assessment of four components of cultural intelligence (motivational, cognitive, metacognitive, and behavioural) using an adapted version of the test by P. Earley & S. Ang (2003), with the average score calculated as a percentage of the maximum.

The results of the ascertaining stage confirmed the comparability of the initial level of both groups, which ensured the objectivity of the further experiment. At the formative stage, specially developed pedagogical conditions aimed at integrating the national-cultural component into the educational process were introduced in the experimental group. The control group was taught according to the traditional foreign language teaching programme, which took virtually no account of the national and cultural characteristics of the educational environment. The following materials and methods were used in the experimental group:

- **Culturally marked texts:** authentic articles, stories and dialogues reflecting the history, traditions and values of Kyrgyzstan, as well as the characteristics of other cultures. For example, texts about the holidays of Nowruz and Kurman Ait, about the characteristics of traditional cuisine and crafts, accompanied by lexical and grammatical exercises.

- **Intercultural-oriented tasks:** comparing traditions in Kyrgyzstan and foreign countries, compiling comparative tables, discussions and mini-presentations. For example, students analysed communication etiquette in Kyrgyzstan and Europe and discussed differences in social communication.

- **Project work and role-playing games:** simulating real-life situations of international communication, preparing joint projects that include cultural aspects. For example, “organising a cultural event for a foreign audience”, where students selected materials about their national culture and presented them in a foreign language.

- **Audio and video materials:** viewing and analysis of interviews, documentaries, and videos with cultural elements, followed by discussions and written reflections. Classes were held twice a week for 90 minutes, using the Moodle online platform to share materials and reflective assignments.

These tasks stimulated the development of multicultural awareness, promoted respect for cultural diversity and encouraged active language practice. At the control stage, after the completion of the formative stage, both groups underwent retesting similar to the diagnostic testing: language tests, intercultural competence questionnaires, CQ tests, and case interviews. A comparative analysis of the results made it possible to assess changes in foreign language proficiency, the development of intercultural competence, the ability to analyse and compare cultural norms, and the effectiveness of integrating the national-cultural component into the educational process. Pedagogical observation was carried out throughout the experiment to record qualitative changes in the behaviour and learning activity of students.

For assessing the effectiveness of integrating the national-cultural component and testing the research hypothesis,

comprehensive statistical data processing was used. The main objective of the analysis was to compare the results of the experimental and control groups at the ascertaining and control stages, as well as to identify significant changes in the intercultural competence and language skills of students. When analysing quantitative data (language test scores, project assignment grades), Student's t-test for independent samples was used to compare the mean values of two groups and determine whether there were statistically significant differences between the control and experimental groups. In cases where the data distribution did not correspond to the normal distribution, the Mann-Whitney test was used, a non-parametric method for comparing two independent samples, used to identify differences in medians between groups.

Data processing was performed using SPSS software (version 27) and Microsoft Excel 2019. The following was performed in SPSS: calculation of mean values and standard deviations; verification of normality of distribution using the Shapiro-Wilk and Kolmogorov-Smirnov tests; application of Student's t-test for independent samples and the Mann-Whitney test; construction of graphs and diagrams for visual representation of the results. Survey and case interview data containing ranked or qualitative indicators of intercultural competence were analysed as non-parametric data, using rank methods and the Mann-Whitney test to compare the experimental and control groups. Thus, the

use of these statistical methods made it possible to: assess the dynamics of students' language skills and intercultural competence; identify statistically significant differences between the experimental and control groups; test the hypothesis that the systematic integration of the national-cultural component contributes to the more effective formation of students' intercultural competence and language skills. The use of both parametric and non-parametric methods ensured the reliability and objectivity of the experiment results. All stages of the experiment were conducted in accordance with the ethical principles of the ASA (2018) and the Guidance Note of the European Commission on Ethics and Data Protection (2021).

RESULTS

Diagnostics of the initial level of intercultural competence demonstrated the prevalence of an average level of development of this quality among most participants of the study. High scores were recorded only in 18% of participants, while 27% of students demonstrated a low level of mastery of the components of intercultural competence (Table 1). This distribution indicates that a significant proportion of students (more than half of the sample) are at an average level, reflecting their limited experience of intercultural interaction and insufficient methodological preparation for perceiving cultural diversity.

Table 1. Distribution of students by levels of intercultural competence

Level	Number of students	% of total sample
High	22	18
Average	65	55
Low	33	27

Source: compiled by the authors

The survey showed that only 28% of students in the experimental group and 31% in the control group felt confident in their understanding of cultural differences. A qualitative analysis of the questionnaires revealed that the students in the experimental group already articulated the need to work with authentic texts and participate in discussions to develop intercultural competence at this stage, while the students in the control group limited

themselves to stating standard educational tasks. The results of the CQ test revealed differentiated development of four main components of cultural intelligence: motivational (interest in other cultures), cognitive (knowledge of cultural systems and traditions), metacognitive (ability to analyse and adjust behaviour in intercultural situations) and behavioural (ability to adapt speech and behaviour to the cultural context) (Table 2).

Table 2. Average cultural intelligence scores of students (as a percentage of the maximum)

CQ component	Average indicator (%)	High level (%)	Low level (%)
Motivational	68	30	15
Cognitive	55	18	32
Metacognitive	61	22	25
Behavioural	49	12	39

Source: compiled by the authors

Data analysis shows that the most developed components were motivational and metacognitive, while cognitive and, in particular, behavioural indicators remained at a low level. This indicates that students have a theoretical interest in intercultural issues but insufficient practical readiness for real intercultural interaction. When completing tasks to

interpret national and cultural characteristics in foreign-language texts, students systematically demonstrated difficulties in understanding culture-specific vocabulary, insufficient knowledge of the cultural realities of English-speaking countries, and difficulties in selecting equivalent formulations when translating cultural concepts (Table 3).

Table 3. Results of diagnostic tasks

Assessment criterion	High level (%)	Average level (%)	Low level (%)
Understanding culture-specific words	21	49	30
Knowledge about traditions and realities	19	51	30
Translation of cultural concepts	16	44	40

Source: compiled by the authors

Summarising the results of the ascertaining stage, the following conclusions can be drawn: (1) most students have average levels of intercultural competence, which indicates the need for systematic work in this area; (2) the motivational component was the most pronounced, which is a positive factor for further pedagogical work; (3) poorly developed cognitive and especially behavioural components, which demonstrates the need to introduce active teaching methods; (4) diagnostic tasks confirmed the existence of problems in understanding and interpreting cultural elements, which highlights the need to strengthen the national-cultural component in foreign language teaching.

During the formative stage, the experimental group systematically worked with culturally marked texts representing the history, traditions and values of Kyrgyzstan and other countries. Students analysed texts about the holidays of Nowruz and Kurman Ait, traditional cuisine and crafts, completed lexical and grammatical tasks, compiled comparative tables of cultural norms, participated in discussions and mini-presentations, they modelled real intercultural situations through role-playing games and project assignments, and worked with audio and video materials accompanying the analysis of cultural characteristics. The control group continued their training according to the standard programme without an emphasis on intercultural aspects. The results of the diagnostic tasks demonstrated significant progress in the experimental group. At the diagnostic stage, students limited themselves to superficial generalisations and minimal analysis, for example: "In Kyrgyzstan, they celebrate Nowruz, and in Europe, they celebrate Christmas. These are different holidays". After the formative stage, their essays became more detailed and analytically profound: "Nowruz in Kyrgyzstan symbolises renewal and unity, which is similar to European Christmas, which brings families together, but differs in the form of celebration and cultural rituals. Such a comparison allows us to understand how culture shapes social norms". The control group showed only a slight improvement in language skills without a systematic analysis of cultural differences.

Pedagogical observation recorded qualitative transformations in the behaviour of students in the experimental group. They began to participate more actively in group discussions, show interest in the perspectives of other cultures, offer examples and questions related to national traditions, and initiate discussions about cultural differences. For example, during a discussion about traditional holidays, a student initiated a comparative analysis of Kyrgyzstan's national cuisine with the gastronomic traditions of neighbouring countries, which sparked a lively discussion. In project assignments, students demonstrated respectful

interaction, coordinated joint materials, and actively presented their results in a foreign language. In the control group, such activity was practically non-existent: discussions were limited to reproducing information from textbooks without personal analysis and comparison of cultures.

Interviews with participants in the experimental group confirmed the observations and quantitative results. Students articulated that working with projects and role-playing games contributed to a deeper understanding of other countries' cultures, increased confidence in discussing cultural differences, and allowed them to analyse people's behaviour in different cultural contexts. Representative statements include: "After working with projects and role-playing games, I became more attentive to the customs of other countries and better understand why people behave the way they do"; "Now I can discuss cultural differences without feeling awkward and explain it in a foreign language"; "Assignments with real texts and videos helped me feel the culture, not just learn words." Students in the control group stated that the training remained largely formal and did not contribute to the development of skills for analysing and comparing cultures.

The quantitative results are confirmed by statistical analysis. In the experimental group, the average level of intercultural competence after the formative stage increased from 28% to 74%, while in the control group, the indicator increased from 31% to 36%. The application of Student's t-test for independent samples and Mann-Whitney's test demonstrated statistically significant differences between the groups ($p < 0.05$). Analysis of language tests and written essays also revealed a significant improvement in the language skills of students in the experimental group. Thus, the results of the experiment demonstrated that the systematic integration of the national-cultural component into the process of teaching foreign languages contributes to the comprehensive development of students, combining language skills, critical thinking and intercultural competence. The experimental group demonstrated significant improvement in both quantitative indicators and qualitative skills, including analytical thinking, active participation in discussions, and respectful interaction with representatives of other cultures, which was not achieved in the control group.

■ DISCUSSION

The results of the study testify to the significant influence of integrating national and cultural characteristics into the process of teaching foreign languages on the formation of students' intercultural competence. An analysis of the dynamics of the development of the components of intercultural competence (cognitive, metacognitive, affective, and

behavioural) revealed positive changes in most students in the experimental group. Especially noticeable was the growth of metacognitive and affective components, which indicates the development of the ability to reflect, self-regulate, and empathise in the context of intercultural interaction. A comparison with previous studies demonstrates the convergence of the data obtained with the conclusions of M. Byram (1997), who postulated that the successful development of intercultural competence is only possible with the systematic consideration of cultural codes and national traditions in the language training process. Similarly, in the study of D. Deardorff (2006), the need for a comprehensive approach to assessing intercultural skills is emphasised, which was confirmed in this experiment using adapted diagnostic models. Particular attention should be paid to the comparison with studies conducted in the context of Kyrgyzstan. B. Lu *et al.* (2024) note that foreign language teaching in the national educational environment is effective when it is based on the value potential of the native culture. The authors compared English textbooks in Kyrgyzstan and China and concluded that these countries have fundamentally different approaches to the formation of national identity: Kyrgyz textbooks emphasise the strengthening of their own national identity, while Chinese textbooks, on the contrary, focus on multiculturalism and the creation of an authentic English-speaking context. At the same time, L. Beisenbayeva (2025), describing Kazakhstan's experience, notes that the country lacks a foreign language teaching methodology aimed at developing national identity, and there is a need to adapt teaching materials to address this issue. In turn, the work of J. Kagazbaev *et al.* (2020) demonstrates that the inclusion of cultural images in English language teaching increases the motivation of younger schoolchildren and contributes to the formation of a positive educational environment. These conclusions fully correlate with the data of the present study.

The contribution of this study lies in the empirical confirmation of the hypothesis that local cultural elements can serve as a catalyst for the formation of intercultural interaction skills, which has not been sufficiently explored in previous studies based on material from Kyrgyzstan. The discussion demonstrated that the combination of global educational trends and national cultural characteristics creates optimal conditions for training students with high intercultural competence. The significance of the results also lies in the fact that they highlight the need to revise traditional methods of teaching foreign languages in the context of the globalisation of education. Unlike approaches focused exclusively on formation of linguistic competence, integration of national and cultural characteristics allows students not only to master the language, but also to develop a wider range of skills required in the modern world: critical thinking, interpersonal flexibility, tolerance. Analysis of experimental data has identified a number of pedagogical conditions that ensure the effective integration of national and cultural components into language education. Firstly, the integration of cultural content into

curricula and materials through the development of modules, assignments and projects that represent national and intercultural values (Byram, 1997; Kramsch, 1998). Secondly, creating an educational environment that stimulates intercultural interaction and supports dialogue between cultures, which is consistent with the findings of studies by D. Deardorff (2006) and N. Asipova (2015). Thirdly, the use of digital technologies and interactive forms of teaching that contribute to the development of students' reflection and metacognitive skills, as confirmed by the works of G. Abylasynova & U. Kadyrkulova (2020). Thus, the identified pedagogical conditions can be considered as key factors for the successful integration of the cultural component into the language education system.

The identified pedagogical conditions allow to formulate a number of practical recommendations focused on the design of educational programmes and the training of teaching staff. Thus, curricula should be designed in such a way that the cultural component is organically integrated into the structure of the educational process. This implies not only the inclusion of specialised courses and modules aimed at developing intercultural competence, but also the application of an interdisciplinary approach, in which linguistic training is combined with cultural, sociological and communicative aspects. An important element is the development of a system of cross-cutting tasks-project work, case studies, intercultural debates-that ensure the practical application of both language knowledge and intercultural interaction skills. The effective implementation of these conditions is impossible without appropriate methodological support. Modern teaching materials should integrate linguistic and cultural content, rely on digital technologies, and create opportunities for modelling real-life communication situations, including virtual projects, online exchanges, and VR and AR environments. Blended learning methods, which combine face-to-face classes with online modules, appear to be the optimal form, ensuring flexibility and variability in the educational process.

Particular attention should be paid to the training of teaching staff. Teacher training programmes should include courses on intercultural pedagogy and methods for developing intercultural competence, as well as developing the digital literacy of future teachers. An important area is the organisation of professional development and internships based on international educational projects and exchanges, which allows for the broadening of professional horizons. In addition, reflective practices-keeping teaching portfolios, diaries, discussing experiences in professional communities-create conditions for the conscious inclusion of cultural components in the educational process. Equally important is the task of assessing and monitoring learning outcomes. In the system of academic performance of students, it is necessary to include indicators that reflect the level of intercultural competence. For this purpose, multi-level diagnostic methods are used, combining testing, self-assessment, observation and interviews, which allows tracking the dynamics of both linguistic and intercultural

skills. At the same time, the assessment criteria should cover not only traditional academic achievements, but also project and research activities, where students' readiness to interact in a multicultural environment is demonstrated.

The design of the educational environment should take into account the need to create multicultural spaces-clubs, laboratories, cultural workshops-where students have the opportunity to practise the language in real conditions of intercultural interaction. Supporting student initiatives related to intercultural projects, volunteer work and the organisation of cultural events contributes to the development of civic responsibility and intercultural openness. It is also important to actively involve native speakers and representatives of different cultures in the educational process through guest lectures, joint projects and online communication. Thus, the pedagogical conditions identified in the study should form the basis for the formation of a new educational paradigm, within which language is viewed not as an isolated object of study, but as a means of developing readiness for productive interaction in a modern multicultural space. The integration of national and cultural characteristics into foreign language teaching is a strategically important area of pedagogical practice that contributes to students' professional readiness to function in a global educational and professional space.

■ CONCLUSIONS

The study empirically confirmed the hypothesis that integrating national and cultural characteristics into foreign language teaching is a key factor in developing students' intercultural competence. Experimental data demonstrated that the systematic inclusion of materials representing the cultural traditions, values, and national realities of Kyrgyzstan contributes to a statistically significant increase in all components of intercultural competence: cognitive, metacognitive, affective, and behavioural. The main results of the study include: increased student motivation – the use of national and cultural materials increases interest in learning a foreign language and fosters a positive attitude towards intercultural communication; development of metacognitive skills – students have acquired the ability to recognise their own strengths and weaknesses in intercultural interaction, which increases their adaptability in

different cultural situations; strengthening professional and cultural identity – the integration of national values forms a holistic educational personality and readiness for international interaction; practical significance – the data obtained can be used in the development of training programmes and methodological recommendations for foreign language teachers, including the design of assignments, case studies, role-playing games and project activities with an emphasis on the cultural realities of Kyrgyzstan.

The study demonstrated that national-cultural integration in foreign language teaching is not only a pedagogical tool but also a strategic direction in the development of educational policy aimed at training specialists capable of effective intercultural interaction in the context of globalisation. Prospects for further research include studying the impact of the integration of national and cultural characteristics on the formation of intercultural competence in students of different age groups and fields of study; developing and testing comprehensive methods for assessing the effectiveness of national and cultural integration in foreign language teaching; researching the possibilities of using digital technologies and multimedia resources to enhance intercultural learning and increase student motivation; conducting a longitudinal study of the long-term effects of developed intercultural competence on the professional activities of graduates.

■ ACKNOWLEDGEMENTS

The authors would like to express their gratitude to the teachers of the Faculty of Foreign Languages at Jusup Balasagyn Kyrgyz National University for their assistance in organising the experiment and providing educational materials. The authors would also like to thank the students who took part in the study for their active participation and valuable comments.

■ FUNDING

This study was conducted without financial support from any public or private organisations.

■ CONFLICT OF INTEREST

The authors declare that there is no conflict of interest that could influence the results of the study or the interpretation of the data.

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Маданияттар аралык компетенттүүлүктү калыптандыруунун фактору катары чет тилдерди окутууга өлкөнүн улуттук жана маданий өзгөчөлүктөрүн интеграциялоо

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Аннотация. Улуттук жана маданий өзгөчөлүктөрдү чет тилдерди үйрөнүү процессине интеграциялоо билим берүү глобалдашуусунун шартында студенттердин маданияттар аралык компетенттүүлүгүн өнүктүрүүдө маанилүү ролду ойнойт. Макалада жогорку окуу жайларындагы билим берүү процессине Кыргызстандын маданий мурасын, каада-салттарын жана баалуулук багыттарын киргизүүнүн теориялык жана практикалык аспектилери талданган. Изилдөөнүн максаты чет тилдерди окутууга улуттук жана маданий компоненттерди натыйжалуу интеграциялоого көмөктөшүүчү педагогикалык шарттарды аныктоо жана эксперименталдык жактан негиздөө, ошондой эле алардын студенттердин маданияттар аралык компетенттүүлүгүн өнүктүрүүгө тийгизген таасирин баалоо болгон. Методологиялык негиз илимий адабияттарды салыштырмалуу талдоо, билим берүү практикасын байкоо жана педагогикалык эксперименттен турган. Изилдөөгө эксперименталдык жана контролдук топторго бөлүнгөн тилдик жана педагогикалык адистиктерден 120 студент катышкан. Формативдик этапта эксперименталдык топто маданий жактан белгиленген тексттерди, маданияттар аралык багытталган тапшырмаларды, долбоордук иштерди жана ролдук оюндарды камтыган атайын педагогикалык шарттар ишке ашырылган. Интеграциянын натыйжалуулугу тилдик тесттерди, маданияттар аралык коммуникативдик компетенттүүлүк анкеталарын жана ылайыкташтырылган маданий интеллект тесттерин колдонуу менен бааланган. Алынган эмпирикалык жыйынтыктар эксперименталдык топто статистикалык жактан маанилүү прогрессти көрсөттү. Бул топто маданияттар аралык компетенттүүлүктүн орточо деңгээли 28 %дан 74 %га чейин жогорулаган (контролдук топто 31 %дан 36 %га чейин). Улуттук жана маданий компоненттерди колдонуу мотивацияны жогорулатууга, критикалык ой жүгүртүүнү өнүктүрүүгө жана маданияттардын диалогуна негизделген туруктуу баалуулук багыттарын калыптандырууга салым кошкону аныкталган. Ошентип, изилдөө улуттук жана маданий өзгөчөлүктөрдү чет тилин окутууга системалуу интеграциялоо студенттерди көп маданияттуу чөйрөдө маңыздуу диалогго даярдоодо натыйжалуу фактор болуп саналаарын тастыктады. Алынган маалыматтар окуу программаларын иштеп чыгууда, методикалык материалдарды түзүүдө жана мугалимдерди даярдоону жакшыртууда колдонулушу мүмкүн, бул тилдик билим берүүнүн заманбап глобалдык тенденцияларына туура келет.

Негизги сөздөр: тилдик инсандык; маданий иденттүүлүк; коммуникативдик стратегиялар; баалуулук багыттары; социомаданий мамиле; маданияттардын диалогу; дисциплиналар аралык интеграция

Интеграция национально-культурных особенностей страны в преподавание иностранных языков как фактор формирования межкультурной компетентности

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Аннотация. Интеграция национально-культурных особенностей в процесс обучения иностранным языкам играет ключевую роль в формировании межкультурной компетентности студентов в условиях глобализации образования. В статье проанализированы теоретические и практические аспекты включения культурного наследия, традиций и ценностных ориентиров Кыргызстана в образовательный процесс в вузах. Целью исследования было выявить и экспериментально обосновать педагогические условия, способствующие эффективной интеграции национально-культурного компонента в преподавание иностранных языков, а также оценить их влияние на развитие межкультурной компетентности студентов. Методологическую основу составили сравнительный анализ научной литературы, наблюдение за образовательными практиками и педагогический эксперимент. В исследовании приняли участие 120 студентов языковых и педагогических специальностей, разделенных на экспериментальную и контрольную группы. На формирующем этапе в экспериментальную группу были внедрены специальные педагогические условия, включавшие культурно-маркированные тексты, межкультурно-ориентированные задания, проектные работы и ролевые игры. Эффективность интеграции оценивалась с помощью языковых тестов, анкетирования и адаптированных CQ-тестов. Полученные эмпирические результаты продемонстрировали статистически значимый прогресс экспериментальной группы. Средний уровень межкультурной компетентности в этой группе увеличился с 28 % до 74 % (в контрольной группе – с 31 % до 36 %). Было выявлено, что использование национально-культурного компонента способствует повышению мотивации, развитию критического мышления и формированию устойчивых ценностных ориентиров, основанных на диалоге культур. Таким образом, исследование подтвердило, что системная интеграция национально-культурной специфики в обучение иностранным языкам является эффективным фактором подготовки студентов к содержательному диалогу в поликультурной среде. Полученные данные могут быть применены при разработке учебных программ, создании методических материалов и совершенствовании подготовки педагогов, что соответствует современным мировым тенденциям в языковом образовании.

Ключевые слова: языковая личность; культурная идентичность; коммуникативные стратегии; ценностные ориентиры; социокультурный подход; диалог культур; межпредметная интеграция