

ШОЛУЛАР, СЫН ЖӘНЕ БИБЛИОГРАФИЯ

ОБЗОРЫ, КРИТИКА И БИБЛИОГРАФИЯ

REVIEWS, CRITICISM AND BIBLIOGRAPHY

IRSTI 16.21.07 IRSTI 16.21.07

DOI: [10.59102/kufil/2026/iss2pp360-376](https://doi.org/10.59102/kufil/2026/iss2pp360-376)

L. Baimanova¹, *A. Kalzhanova¹, L. Naviy¹, I. Ostretsova¹

¹Ualikhanov University, Kokshetau, 020000, Kazakhstan

RESEARCH COMPETENCIES IN THE ASPECT OF FORMING COMMUNICATION STRATEGIES: INTERNATIONAL LINGUODIDACTIC APPROACHES

This review article examines how research competencies function as a foundational basis for the formation of communication strategies in contemporary linguodidactic contexts. This study addresses the growing expectation for instructors and students in order to act as reflective practitioners who are able to conduct study, interpret results and adapt their communication strategies to academic and intercultural contexts. The aim of the review is to analyze and synthesize international approaches to the relationship between research competencies and the development of communication strategies in higher education.

Methodologically, the study employs a narrative synthesis-based review approach. Peer-reviewed international literature from linguodidactics, education, second-language communication-strategy research, intercultural pedagogy, and studies of academic discourse. It is examined through thematic grouping, comparison of key conceptual positions, and integrative synthesis, which enables the identification of convergences, contradictions across different research traditions. This approach brings together diverse theoretical perspectives and empirical studies across different educational systems and multilingual contexts.

The given review indicates that research competence is commonly described in the literature as a combination of methodological knowledge, procedural skills, and reflective attitudes. Within this framework, research competence supports communicators in identifying interactional challenges in the context of scientific communication, planning and justifying communicative choices, evaluating outcomes, and adapting their behavior to contextual conditions. Communication strategies are presented as context-dependent tools that can be developed through explicit instruction and reflective, inquiry-based practices. Within this synthesis intercultural competence is conceptualized as a complementary dimension of strategic reasoning, involving interpretive skills, attitudinal orientation, and cultural awareness, while academic communication is shown to be influenced by disciplinary conventions and digital environments that require strategic adaptation from both instructors and learners.

The scientific contribution of the review lies in demonstrating that research competence functions as a higher-order regulatory capacity that supports the selection, application and evaluation of communication strategies. The analysis demonstrates that integrating classroom-based inquiry, strategy instruction, and reflective learning may offer a coherent basis for pedagogical development in multilingual educational settings.

Key words: research competence, communication strategies, linguodidactics, academic communication, intercultural competence.

MAIN PROVISIONS

The current review is based on four related constructs that form the conceptual foundation of the study. According to A. Mallidou *et al.* [1] and C. Caldwell [2], *research competence* is defined as a synergy of methodological literacy, procedural skills, and reflective attitudes that enable individuals to formulate research questions, select and justify appropriate methods, interpret empirical evidence, and integrate findings into practice. According to C. Færch, G. Kasper [3] and Z. Dörnyei [4], *communication strategies* are conscious, problem-oriented plans or techniques activated when speakers encounter difficulties in expressing intended meanings with their current linguistic resources. While psycholinguistic perspective treats these strategies primarily as individual cognitive processes, the interactional view emphasizes their collaborative and co-constructed nature.

M. Byram [5] conceptualized that intercultural competence comprises knowledge, skills for interpreting and relating, skills for discovery and interaction, and attitudes of curiosity and openness. In similar vein, M. Haneda [6] argues that *academic communication* should be understood in a broad, multimodal sense. It extends beyond traditional academic language to encompass oral and written discourse, gesture, visual artefacts, and digital platforms shaped by disciplinary norms and institutional expectations.

These three constructs (research competence, intercultural competence, and academic communication) are not parallel but hierarchically interconnected. Research competence serves as a higher-order skill that enables learners to consciously select, monitor and evaluate communication strategies in academic and intercultural settings. This means that the ability to identify interactional issues, propose effective communication practices, test different strategies, and reflect on the results mirrors the cycle of scientific inquiry. This article suggests that intentionally systematic development of academic and intercultural communication strategies through inquiry-based tasks (data analysis, reflective journals, and strategy evaluation), grounded in research competence, improves the ability of learners and instructors to engage in multilingual and international academic environments.

Modern linguodidactic and educational research increasingly conceptualizes research competencies as a multifaceted phenomenon combining cognitive, procedural and communicative elements. M. Byram [5], Z. Dörnyei and M. Scott [7] emphasize that the ability to formulate research questions, analyze academic sources and present results is inseparable from mastery of academic discourse and communication strategies. According to M. Al-Afifi *et al.* [8] and H. Bøhn *et al.* [9], international studies emphasize the importance and influence of intercultural communication. Also, they pay attention to the fact that English plays a pivotal role as a language of science in the framework of research practices.

As English continues to strengthen its position as a dominant language of scientific exchange intercultural interaction increasingly shapes research practices by influencing how research questions are formulated, how evidence is interpreted, and how findings are communicated across different academic contexts. This transformation affects not only technical transfer of information but also the ways in which researchers with different backgrounds share and interpret the results of their studies, participate in academic discourse.

As a result, communication strategies play a crucial role in academic interaction. They no longer serve merely as tools for structuring and communicating research findings; rather, they function as integral mechanisms through which researchers collaborate, define their academic goals, and engage with the disciplinary norms in international academic communities.

In this context, current review conceptualizes research competencies and communication strategies as interdependent components of academic practice, rather than a separate domain. Literature review on teacher education defines research competence as an integrated complex of methodological knowledge, procedural skills and reflective attitudes that allows professionals to formulate questions, select and justify methods, interpret data and evaluate practice. Studies of functional and research competence likewise describe inquiry abilities as a core dimension of professional readiness.

According to G. Kholdorova [10], within linguodidactics communicative competence is conceptualized as a multi-component construct combining grammatical, sociolinguistic, discursive and strategic capacities. However, strategic competence is understood as the practical ability to work around linguistic gaps, keep a conversation going, and shape one's speech to fit the immediate situation. According to this point of view, G. Aytzhanova *et al.* [11] argue that modern linguodidactic models treat language education as a direct response to social and cultural demands. They also emphasize that the development of strategic competence is connected to a value-oriented pedagogical agenda.

In a related vein, the studies on communication strategies in second language acquisition (SLA) broadens the notion of strategy. It examines how learners choose, adapt, and refine tactics in real time to manage different challenges in interaction. Since the works of C. Færch, G. Kasper [3] and G. Kasper, E. Kellerman [12] and others, communication strategies have been understood as problem-oriented plans or techniques activated when speakers experience difficulties in expressing intended meanings with available linguistic resources. Subsequent psycholinguistic and interactional models highlight both individual planning processes and the joint negotiation of meaning.

At the same time, research on intercultural competence in different international areas stresses that communicative success depends not only on managing linguistic gaps between perception of a new language and first language experience but also on understanding culturally embedded expectations, values and communication styles. Systematic reviews indicate that involving students in activities with different cultural perspectives helps develop stronger intercultural competence. However, these outcomes are not automatically skilled, they depend on learners having repeated opportunities to reflect on their experiences and the presence of careful instructional support.

A similar expansion has occurred in academic communication study. For example, a narrow definition of "academic language" has gradually expanded into a more inclusive view that considers the multimodal and institutional contexts in which academic work/study takes place. As M. Haneda [6] points out, meaningful academic participation draws on a coordinated blend of spoken and written discourse, physical tools and handouts, as well as visual forms of representation. In this regards, M. Haneda offers the usage of more encompassing notion of "academic communication" to better understanding of the complexity of these practices.

Research on scholarly communication and departmental interaction reveals how communication is shaped by disciplinary cultures, peer-review practices and organizational norms. The work of A. Sobaih *et al.* [13] demonstrates that, in the absence of robust learning management systems, universities in developing contexts have adopted social media as formal channels for teaching, student support and community building.

Taken together, the analysis of the reviewed sources shows that research competence provides an epistemic foundation for the design and evaluation of communication strategies in linguodidactic, academic and intercultural settings. Thus, this review clarifies the connection between them and presents the key pedagogical implications.

INTRODUCTION

The relevance of the present study is due to profound changes in higher education caused by globalization, digitalization and the expansion of international academic mobility. Nowadays universities face growing pressure to students, especially graduates, who not only need to conduct independent research but also participate confidently in the international scientific communication. According to K. Hyland [14], academic discourse is socially important activity, it demands clear guidance, and also long-term constant development. So, research competence cannot be minimized as a set of technical or methodological procedures. It must be observed as a communicative capacity shaped by institutional expectations, disciplinary norms and intercultural forms of engagement.

In contemporary higher education, research activity is increasingly inseparable from communicative practice. The production of knowledge presupposes not only mastery of research

methods, but also the ability to articulate problems, justify analytical choices, negotiate meanings with diverse audiences and position one's work within disciplinary and institutional discourses.

Therefore, research competence has a basic communicative character: studies conducted through language, interaction with others, rhetorical and genre conventions that determine how scientific statements are formulated, assessed and shared. This reframing has a big challenge because it destroys traditional point of view that research skills are automatically acquired set of knowledge.

New reforms which include life-long development in quality-assurance frameworks, competency-based curricula, and international accreditation process, that took place in different higher education systems, have both positive and negative impact. Students are required to be involved in the research process, working with empirical data, conducting various studies but not all of them have enough scientific background.

Instructors, in turn, are required to assume the dual role of subject specialists and practitioner-researchers who design classroom inquiries, monitor learning processes and disseminate results. These expectations foreground the need to understand how research competence interacts with communication strategies, rather than treating them as parallel but unrelated domains.

Within this context, communication strategies emerge as a critical mediating mechanism between cognitive research activity and its social realization. Strategic choices determine how research questions are framed, how arguments are structured, how uncertainty is managed and how credibility is established in interaction. Thus, communication strategies function not only as means of overcoming linguistic limitations, as traditionally described in SLA research but also as mechanisms that organize and regulate academic interaction where students and instructors can be engaged in research-related communication.

Notwithstanding the fact that the literature collections devoted to research skills and academic communication have expanded significantly, the connection between research competencies and communication strategies is not fully integrated in linguodidactic research area. Thus, many studies tend to focus on only one analytical dimension. For example, according to C. Færch, G. Kasper [3] and Z. Dörnyei, M. Scott [7] SLA-oriented studies often focus on micro-level challenges or they can focus on broader institutional and disciplinary dimensions of academic discourse.

This indicates that the cognitive and metacognitive processes underlying inquiry remain insufficiently explored. At the same time, internationalization and multilingual education policies have created new sites where research competence, strategic communication and intercultural awareness intersect, for example in English-medium instruction programs, joint degrees and virtual exchange projects.

This fragmentation of research perspectives has led to a conceptual gap between studies of strategic language use and analyses of research-based learning. Z. Dörnyei and M. Scott [7] also described that while SLA research has generated detailed taxonomies of communication strategies, it has rarely examined how such strategies operate within broader epistemic practices. Conversely, work on research competence and academic literacy often presupposes communicative abilities without examining the strategic processes through which they are developed. An integrative linguodidactic approach is therefore needed to connect micro-level strategic behavior with macro-level educational goals, institutional frameworks and intercultural dynamics.

The aim of the review is to analyze and synthesize international approaches to the relationship between research competencies and the development of communication strategies in higher education.

The objectives of the study are:

- to study the main theoretical frameworks of research competence and communication strategies;
- to analyze the role of academic and intercultural communication in the development of these competencies;
- to identify practical approaches and methods that can be used to integrate research skills and communication strategies in language teaching.

The object of research focuses on the development of research competence, while the subject is the process of its formation through communication strategies.

Drawing on the conceptual synthesis above, the present review is guided by the following theoretical proposition: the purposeful integration of research competence as a metastrategic capacity strengthens the formation and flexible use of communication strategies in linguodidactic contexts. This proposition is not presented as empirically testable hypothesis (which would require primary data collection) but as theoretically grounded claim that emerges from and is supported by the international literature reviewed. The review article evaluates the plausibility and pedagogical implications of this proposition through narrative synthesis-based review approach.

Communicative competence is regarded as a central objective of language education within linguodidactic frameworks. Within this broader construct, strategic competence functions as a key component that enables learners to manage communication under conditions of uncertainty and constraint.

However, in contemporary educational contexts strategic competence is increasingly extended beyond its traditional linguistic focus to include intercultural awareness and the ability to navigate academic and institutional discourses. In this expanded perspective, communication strategies operate as practical tools through which strategic competence is realized in interaction.

At a higher level, research competence can be described as a regulatory capacity that supports the development and reflective use of communication strategies. It provides learners with the ability to analyze communicative situations, justify strategic choices, and evaluate their effectiveness.

Within this conceptual framework, intercultural competence defines the conditions under which communication occurs, shaping the interpretation of meaning and the selection of appropriate strategies in multilingual and academic contexts.

Previous studies on intercultural competence shows that focused work on communication styles, face-sensitive behavior, and the practice of decentering can strengthen learners' conceptual understanding and, albeit more modestly, their practical performance. Yet meaningful, durable development tends to emerge only when such instruction is supported by reflective engagement and attitudinal growth. As D. Tomozeiu *et al.* [15] observe, educational practices are more effective when they are integrated into broader institutional strategies rather than implemented as isolated modules.

Thus, the necessity of pedagogical approaches that are sustained, inquiry-oriented, and structurally integrated. When intercultural encounters are framed not merely as episodic experiences but as situations that can be examined, theorized, and researched, learners are more likely to cultivate analytical habits of mind and stable dispositions that transfer across communicative settings. This fusion of strategic practice with reflective inquiry provides a more durable foundation for authentic intercultural engagement.

Communication strategies serve as an effective means of integrating research competence and intercultural learning within linguodidactic curricula. They enable students to use research methods (observation, analysis, reflection) while practicing and improving their communication in academic and intercultural contexts.

The article explores the relationship between research competence and communication strategies, focusing on how research competencies support the development, selection, and academic regulation of communication strategies in linguodidactic contexts, particularly in academic and intercultural communication. By treating research competence as a regulative, metastrategic capacity, the study seeks to show how inquiry-oriented training (e.g., analysis of discourse samples, self-monitoring tasks, and strategy evaluation activities), which is described in abovementioned authors' works, can structure the development of strategic, intercultural and academic communicative practices. The article also outlines pedagogical implications for curriculum design and assessment.

MATERIALS AND METHODS

The study is theoretical in nature and is based on an integrative literature review grounded in narrative synthesis. The review focuses on the conceptual integration of key theoretical and empirical

contributions related to research competence, communication strategies, intercultural competence, and academic communication rather than aiming for exhaustive coverage.

The selection of sources was guided with their conceptual relevance, theoretical significance, and methodological clarity. Particular attention was given to studies that explicitly address the relationships between at least two of the target constructs. While foundational works were included to establish the theoretical background, recent publications were prioritized to reflect current developments in linguodidactic and educational research.

The final corpus consists of a focused set of sources that are widely cited and represent major research traditions in the field. This selective approach helps to conduct an in-depth comparative analysis of key conceptual positions rather than a broad but superficial overview. It is constructed as a balanced combination of recent studies and seminal contributions, ensuring both relevance and theoretical continuity. The number of sources was deliberately limited to enable relevance and journal requirements.

Analytical procedure consisted of five stages: identification and selection of sources; repeated analytical reading and extraction of definitions, components, and mechanisms; thematic grouping according to primary key words, comparative analysis highlighting convergences, contradictions, and context-specific limitations; conceptual synthesis aimed at constructing an overarching linguodidactic model.

While no formal quality-rating protocol was applied, priority was given to peer-reviewed journals, empirical studies with transparent methodology and widely cited theoretical contributions. This ensured that the synthesis rests on sources that are both conceptually significant and methodologically explicit, while still capturing the breadth of international linguodidactic and educational fields relevant to research competence and communication-strategy formation.

RESULTS

The analysis of the reviewed literature in previous sections shows that research competence is commonly conceptualized as a combination of cognitive, procedural, and attitudinal components. Systematic review works in education helps to identify core elements, such as understanding research designs, formulating questions, selecting methods, interpreting findings and integrating results into practice.

According to A. Mallidou *et al.* [1], scoping reviews add domain-specific competencies: contextual analysis, stakeholder engagement, project management and ethical sensitivity. As C. Caldwell [2] reported, extension studies using Delphi methods similarly foreground strategic planning, audience analysis, message design and evaluation as research-related communication competencies

Historical literature reviews usually distinguish two main approaches to communication strategies. According to C. Færch and G. Kasper [3], in psycholinguistic definitions communication strategies are considered as problem-solving plan that speakers may use consciously when they can't express their original intentions with the linguistic resources they have. In contrast, interactional perspectives emphasize the collaborative nature of communication.

From an interactional perspective, communication strategies are understood as joint efforts by communication participants to resolve problems in mutual understanding. Classifications of SLA research developed by C. Færch and G. Kasper [3], Z. Dörnyei and M. Scott [7], identify a shared set of core strategies, including approximation, avoidance, circumlocution, code-switching, and the use of non-verbal resources, as well as correction strategies, such as clarification requests and confirmation checks.

According to Z. Dörnyei [4], communication strategies are amenable to instruction, and his quasi-experimental study shows that focused strategy instruction can increase both the frequency and diversity of its (communication strategy) use.

As suggested by G. Kholdorova [10], linguodidactics presents communicative competence as a supra-professional capacity necessary for social participation and professional activity. Strategic

competence is embedded in this framework, connecting linguistic resources with psychological knowledge about self and others, as well as patterns of behavior in social interaction.

Empirical work on intercultural competence in English as a foreign language classroom indicates that focused activities on communication styles, directness, indirectness and face can significantly increase learners' declarative knowledge, while progress in skills and attitudes is slower and highly dependent on reflective tasks. Also, a large-scale systemic review of classroom-based practices categorizes effective interventions into three broad areas, they are: learning about culture; reflecting on culture; experiencing culture. Each of them is linked to different pedagogical approaches.

According to M. Goh *et al.* [16], case studies of Japanese universities demonstrate how institutional strategies that integrate curriculum reform, academic mobility programs, and community engagement can foster intercultural competence while also supporting wider aims such as global citizenship and sustainable development. In educational process, intercultural competence is defined as a key dimension of professionalism and is linked to competence models and curriculum development, although current teaching often remains implicit.

According to Z. Makhanova *et al.* [17], the importance of addressing the linguodidactic problems of intercultural communication in the multilingual educational space of the Republic of Kazakhstan lies in the fact that by 2021 the Program of trilingual education in the region, adopted for implementation in the early 2000s, reached its final stage. The purpose of their study is to present a brief analysis of the problems encountered and to state the successes and difficulties in overcoming them. The leading methodological framework for analyzing these processes in multilingual education contexts is based on of K.D. Ushinski's theory on the anthropological approach to the formation of a multilingual personality, which makes it possible to address the problem of intercultural and ethnic relations in the region. The method of analyzing scientific discourse on the international experience of multilingual education was also implemented. The study presents the legislative, applied and scientific aspects of linguodidactics in the educational field of the country, reveals unresolved problems and shows the success of implementing multilingual education in a particular culturally specific region. Research on academic language suggests replacing a narrow focus on grammatical and lexical features with a broader concept of academic communication, encompassing speech, writing, gesture and multimodal artefacts that mediate learning activities. Organizational research on universities shows that patterns of communication are strongly influenced by disciplinary norms and structure of departments.

Research on academic communication in rapidly changing educational contexts provides additional insight into how communication strategies adapt to institutional and technological constraints. For example, A. Sobaih *et al.* [13] show that in contexts lacking established digital infrastructure, universities rely on social media platforms to support teaching and communication. Their article results show that students and instructors have to change interaction, support systems, and shared information in accordance with the communication conditions change.

This example illustrates that communication strategies are shaped not only by linguistic factors, but also by institutional and technological conditions. In this sense, strategic communication involves the ability to adapt interactional patterns, and respond to context-specific constraints.

On this basis, a comparative synthesis was carried out to systematize the main research domains identified in the selected studies and to clarify how they intersect in the context of linguodidactic communication. The table below highlights (Table 1) structural similarities across fields that are often studied separately. It illustrates how research competence, strategic behavior, intercultural awareness and academic communication form a coherent developmental continuum by comparing key definitions, components of competence, and practical implications. Communication strategies are not discrete techniques but manifestations of broader inquiry-based reasoning, institutional literacy and reflective decision-making, all of which are increasingly required in multilingual and internationalized educational settings.

Table 1 – Analytical synthesis of research domains relevant to communication-strategy formation

Research domain	Core Characteristics	Competency Components Identified	Implications for Communication Strategies
Research Competence	Inquiry-based reasoning; evidence interpretation; reflective evaluation	Methodological literacy, procedural skills, diagnostic judgment, reflective decision-making	Enables identification of communicative problems, justification of strategic choices, and post-interaction assessment
Strategic Competence (Linguodidactics)	Component of communicative competence; oriented toward maintaining interaction efficiency	Compensation tactics, planning behaviour, discourse management	Supplies tactical resources to overcome linguistic limitations and sustain meaning negotiation
Communication Strategies (SLA Research)	Problem-solving responses to communicative obstacles; teachable through explicit instruction	Approximation, circumlocution, repair moves, non-verbal substitution, topic management	Provides operational tools for adapting messages, controlling breakdowns and improving fluency
Intercultural Competence	Management of cultural expectations, values and interaction norms; reflective and attitudinal development	Cultural knowledge, interpretive skills, decentering, tolerance, behavioural flexibility	Supports culturally sensitive decision-making, selection of communicative styles and avoidance of pragmatic conflict
Academic Communication	Multimodal participation in disciplinary and institutional environments; shaped by norms and hierarchies	Genre awareness, audience adaptation, critical reading, institutional literacy	Encourages strategic positioning, medium selection, and alignment with academic expectations
Digital-Media Communication in Higher Education	Expansion of online interaction; uneven technological infrastructure; increased social-media reliance	Platform literacy, online presence, message filtering, synchronous/asynchronous coordination	Requires strategic choice of channels, monitoring of participation, and negotiation of formal/informal registers
Instructor Professional Development	Integration of inquiry with pedagogy; competence-based training models	Action research skills, curriculum innovation, reflective supervision	Supports transfer of strategic and intercultural competencies into instructional design
Internationalized Linguodidactics	Cross-border collaboration; multilingual classrooms; policy-driven expectations	Global communication skills, institutional alignment, change management	Demands sustained strategy formation for unfamiliar audiences, settings and discourse norms

Taken together, the categories summarized in Table 1 indicate that strategic behavior in communication is not an isolated linguistic skill, but a multidimensional outcome shaped by inquiry-driven reasoning, institutional expectations and intercultural awareness. The shift from basic methodological skills to strategic decision-making suggests that effective communication relies less on simply recalling linguistic forms and more on the ability to identify limitations, interpret contextual signals, and justify one's choice. In this sense, communication strategies function not only as responses to communication difficulties, but also as manifestations of research competence that help regulate interaction, negotiate meaning, and adapt to academic and technological contexts.

While the reviewed literature reveals considerable overlap, important contradictions and limitations must be noticed. The psycholinguistic approach which was mentioned in the works of C. Færch, G. Kasper [3] and Z. Dörnyei, M. Scott [7], conceptualizes communication strategies as individual problem-solving plans, whereas interactional approaches, as defined by G. Kasper and E. Kellerman [12], stress their co-constructed nature. These perspectives are not consistently integrated across empirical studies. Furthermore, according to M. Al-Afifi *et al.* [8] and H. Bøhn *et al.* [9], research on intercultural communication relies on self-report instruments and short-term classroom interventions, which complicates the process of making conclusion about long-term attitudinal change or transfer to authentic academic interaction. Studies conducted in resource-limited or multilingual settings remain underrepresented, which may introduce evidence-based limitations.

DISCUSSION

The review demonstrates that research competence and communication strategies share a common structural logic: problem recognition, planning, implementation and evaluation. In SLA, communication strategies operationalize these stages at the level of utterance and interaction; in research activity, they unfold at the level of inquiry design and evidence use. This alignment suggests that the development of communication strategies can be strengthened by engaging learners and instructors in research-like processes: identifying communicative problems, hypothesizing about possible solutions, testing strategies and reflecting on outcomes. When learners collect and analyze data on their own communicative behavior, they practice the same diagnostic and evaluative moves that underlie formal research processes.

The synthesis also exposes some limitations in the reviewed research works. First, although strategy instruction has been shown to be teachable as Z. Dörnyei [4] defined, according to A. Sobaih *et al.* [13], most intervention studies measure immediate gains in fluency or strategy frequency rather than the deeper metacognitive link to research competence. Second, research on academic communication in the process of technological changes remains largely descriptive and technology-driven.

These limitations underscore the need for context-sensitive, mixed-methods studies, particularly in trilingual higher-education environments.

Besides issues of pedagogical design, the synthesis suggests that communication strategies can be understood as epistemic practices that are integral in the process of knowledge construction. When communicative choices are guided by inquiry, strategy use functions not only to resolve interactional difficulty but also to test assumptions about audience expectations, genre conventions and institutional norms. From this point of view, strategic communication can be seen as a form of logical reasoning in which speakers formulate hypotheses, attend to feedback, and adjust their interpretations in real time. This view reinforces the theoretical connection between research competence and communication strategies by treating interaction itself as a space for inquiry, rather than a channel for conveying knowledge that exists.

From a linguodidactic perspective, integrating research competencies with strategic communication has several implications. First, it reframes strategic competence as a metastrategic capacity that includes not only selecting tactics in real time but also designing communicative trajectories across tasks, courses and institutional settings. Strategic behavior is thus linked to curriculum-level planning (for example, how to scaffold participation in academic genres), to assessment practices (how students justify their communicative choices) and to long-term professional development. Second, this integration provides a conceptual bridge between communication strategies research in SLA and intercultural-competence frameworks: both rely on analytic engagement with communicative norms and on critical reflection on the self in relation to others. Intercultural incidents can be reframed as researchable “cases” in which students formulate questions, gather evidence from multiple perspectives and propose alternative strategies.

Research on academic communication highlights the role of institutional factors in shaping communicative practices. Linguodidactic practice now operates within institutions whose

communication cultures, evaluation schemes and technological infrastructures either enable or constrain strategic behavior. In this regard it should be mentioned that university instructors' choices about where and how to publish are mostly shaped by peer-review systems and disciplinary prestige, even when individuals are open to innovations. Students also learn that institutional contexts may prioritize certain genres, communication means, and languages over others. The technological changes and increased use of digital platforms demonstrate that academic communication can be reshaped by external conditions, highlighting the importance of critical digital literacy and institutional guidance.

If to speak about institutional level, then the efforts to integrate research competence with strategic communication draw attention to the ways organizational cultures can either support or limit individual's capacity for strategic activity. Academic environments that value inquiry, reflexivity and methodological transparency tend to legitimize experimentation with communicative forms and media. On the contrary, highly standardized curricula and rigid assessment frameworks can limit opportunities for strategic risk-taking and reflective adaptation. This insight is particularly significant in instructor education, where it points to the importance of framing instructors as practitioner-researchers who systematically examine communicative practices. The implementation of such forms of studies within institutional professional development structures can help sustain strategy-based pedagogy and align individual innovation with broader organizational expectations.

For curriculum design, the findings argue in favor of explicitly linking research training with strategy instruction. Students can be invited to conduct small-scale inquiries into their own and others' communication strategies, analyze recordings of intercultural encounters, map academic discourse practices in their disciplines or investigate the affordances and risks of different digital communication platforms. Such projects not only develop methodological skills but also encourage learners to see communication strategies (e.g., paraphrasing, clarification requests, code-switching, and discourse restructuring) as tools that can be designed, tested and revised. Instructor-education programs can likewise incorporate action-research projects in which future teachers experiment with strategy-based tasks, gather feedback from learners and reflect on institutional constraints.

This broader perspective has significant implications for assessment practices on both linguodidactic settings and instructor-education programs. If communication strategies are treated as manifestations of research competence, evaluation practices should attend to learners' capacity for reflective justification and strategic transfer, rather than focusing exclusively on observable linguistic outcomes.

According to I. Gencel [18] and J. Stanton *et al.* [19], reflective commentaries, learning portfolios and inquiry-based tasks can provide evidence of how learners analyze communicative problems, select strategies and evaluate their effectiveness across contexts. Such assessment practices foster metacognitive awareness and help align strategic competence with broader educational objectives, including learner/student autonomy, accountability, and professional reasoning.

At the same time, the review identifies several limitations in the current evidence base. According to P. Sabet *et al.* [20] intercultural competence often depend on self-report data and short-term interventions, which may fail to capture deeper developmental processes or sustained changes in attitudes. K. Hyland [14] highlights that academic communication also tends to on elite institutions and predominantly English-language contexts, potentially overlooking the challenges faced by less-resourced universities or by education programs operating in multilingual environments with strong national language traditions.

Investigations of digital communication in higher education are frequently descriptive and technology-driven, paying limited attention to how research competence might help stakeholders critically evaluate platforms, algorithms and data-privacy issues.

These limitations point to the need for more longitudinal and context-sensitive research designs that can trace how research competence and communication strategies develop together over time, and how they are mediated by institutional policies, assessment regimes and local language ideologies. Nevertheless, the convergent evidence reviewed here supports the central claim of the

article: that research competence can be productively understood as a regulative framework for strategic communicative behavior in linguodidactic, intercultural and academic contexts.

CONCLUSION

The aim of the review was to analyze and synthesize international approaches to the relationship between research competencies and the development of communication strategies in higher education. Drawing on studies in education, applied linguistics, intercultural pedagogy, academic discourse studies and digital communication in higher education, it demonstrates that these areas, though often treated separately, share a concern with diagnosing problems, making informed decisions and adapting strategies.

According to the given literature review, research competence is understood as the ability to formulate meaningful questions, justify methodological decisions, interpret evidence and evaluate outcomes. It closely mirrors the underlying logic of strategic communication in both second language use and academic interaction. In both domains, successful performance depends not only on linguistic knowledge but also on the capacity to monitor constraints, anticipate difficulties, select appropriate responses and explain one's decisions.

From a linguodidactic perspective, this conceptualisation introduces several methodological consequences. First, strategic competence appears not merely as a repertoire of compensatory tactics, but as a metastrategic capacity grounded in inquiry and reflective judgement. When learners are prompted to analyse communication problems, formulate hypotheses, test solutions and assess results, they are effectively engaging in a cycle structurally similar to research activity. This encourages conditions in which communication strategies function as intentional and transferable instruments rather than improvised responses to lexical or grammatical insufficiency.

Second, the synthesis indicates that intercultural competence draws on the same reasoning procedures. Developing cultural literacy, shaping attitudes and exercising pragmatic flexibility all rely on interpreting evidence, adjusting behaviour and justifying choices. In academic communication, where participation is conditioned by genre expectations, institutional norms and digital infrastructures, research competence equips both instructors and students to negotiate audience, medium and purpose with greater autonomy and strategic control.

The review also underscores persistent limitations in the empirical base, which complicates the process of determining how research-oriented pedagogies relate to longer-term development. Similarly, studies of academic communication are mostly conducted in English-dominant, research-intensive contexts and provide limited insight into multilingual settings or institutions with fewer resources. Meanwhile, the rapid expansion of communicative practices in higher education has developed more quickly than existing theoretical framework, leaving open questions about how strategic and research-related skills can be effectively fostered under varying institutional conditions.

In response to these gaps, the review calls for more empirically grounded models of research-based strategy instruction, such as explicit strategy instruction approaches developed by Z. Dörnyei [4], metacognitive and reflective learning models suggested by J. Stanton *et al.* [19], and inquiry-based learning frameworks that integrate research activities into communicative practice. Integrating classroom inquiry, explicit strategy training and intercultural reflection may offer a productive direction for curricula seeking to prepare learners for participation in academic communication. In this way, research competence is reinterpreted not simply as preparation for formal scientific work, but as a regulative framework enabling strategic, adaptive and culturally responsive conduct in multilingual educational settings.

The scientific contribution of the review is determined by its connection with the funded project “Developing Research Skills through the Study of Communication Strategies for Effective Cross-Cultural Interaction in the Linguistic Space of Kazakhstan” (AP26197733, 2025-2027), which provides a basis for translating theoretical insights into practical solutions.

In particular, the project proposes an operational model in which research competence is developed through integrated educational practices, such as inquiry-based learning, structured

communication strategy training, and reflective assessment tools. These elements function together as a coherent system that supports the development, application, and evaluation of communication strategies.

This approach represents an advancement beyond descriptive models in the literature by offering a concrete framework that can be implemented in linguodidactic practice.

FUNDING

This research was funded by the Ministry of Science and Higher Education of the Republic of Kazakhstan (Grant No. AP26197733, Developing Research Skills through the Study of Communication Strategies for Effective Cross-Cultural Interaction in the Linguistic Space of Kazakhstan, 2025-2027).

REFERENCES

- 1 Mallidou, A. A., Atherton, P., Chan, L., Frisch, N., Glegg, S., & Scarrow, G. (2018), "Core knowledge translation competencies: a scoping review", *BMC health services research*, vol. 18, no.1, pp. 502.
- 2 Caldwell, C. D. (2005), *Identification of strategic communication competencies for county extension educators: A Delphi study*. Ph.D. Thesis, The Ohio State University, USA.
- 3 Færch, C., Kasper, G. (1984), "Two ways of defining communication strategies", *Language learning*, vol. 34, no.1, pp. 45-63.
- 4 Dörnyei, Z. (1995), "On the teachability of communication strategies", *TESOL quarterly*, vol. 29, no.1, pp. 55-85.
- 5 Byram, M. (1997), *Teaching and Assessing Intercultural Communicative Competence*. Multilingual Matters, Clevedon, UK.
- 6 Haneda, M. (2014), "From academic language to academic communication: Building on English learners' resources", *Linguistics and Education*, vol.26, pp. 126-135.
- 7 Dörnyei, Z., and Scott, M. L. (1997), "Communication strategies in a second language: Definitions and taxonomies", *Language learning*, vol. 47(1), pp. 173-210.
- 8 Al-Afifi, M., Nygren, T., Rasmusson, M., & Tväråna, M. (2025), "Intercultural competence in the classroom: A systematic review of classroom-based research on teaching and learning practices for developing intercultural competence in different educational contexts", *Intercultural Education*, pp.1-34.
- 9 Bøhn, H., Dypedahl, M., & Myklevold, G. A. (2025), "Developing intercultural competence in English foreign language learning: focus on communication differences", *Scandinavian Journal of Educational Research*, pp.1-14.
- 10 Kholdorova, G. S. K. (2021), "Communicative competence as a problem of modern linguodidactics", *Current Research Journal Of Philological Sciences*, vol. 2, no.10, pp. 54-58.
- 11 Aytzhanova, G., Adilbaeva, U., Bekmambetova, Z., & Berkimbaeva, S. (2016), "Linguodidactics as a methodological foundation of foreign language teaching", *International Scientific Journal Theoretical & Applied Science*, vol.3 (35), pp.76-79.
- 12 Kasper, G., Kellerman, E. (1998), *Communication Strategies: Psycholinguistic and Sociolinguistic Perspectives (1st ed.)*, Routledge, UK.
- 13 Sobaih, A. E. E., Hasanein, A. M., Abu Elnasr, A. E. (2020), "Responses to COVID-19 in higher education: Social media usage for sustaining formal academic communication in developing countries", *Sustainability*, vol. 12, no.16, p.6520.
- 14 Hyland, K. (2012), "Bundles in academic discourse", *Annual review of applied linguistics*, vol. 32, pp.150-169.
- 15 Tomozeiu, D., Koskinen, K., D'Arcangelo, A. (2016), "Teaching intercultural competence in translator training", *The Interpreter and Translator Trainer*, vol. 10, no.3, pp. 251-267.

- 16 Goh, M., Akiba, H., Yonezawa, Y., Hirai, T., & Horie, M. (2024), “Developing intercultural competence through internationalizing higher education: case studies of three Japanese universities”, *Journal of Contemporary East Asia Studies*, vol. 13(1), pp. 62-90.
- 17 Makhanova, Z. K., Dmitryuk, N. V., Makhanova, G. B. (2025), “Linguodidactic aspects of intercultural communication in the multilingual space of Kazakhstan”, *International Journal of Multilingualism*, vol. 22, no.2, pp. 732-746.
- 18 Gencel, I. E. (2017), “The Effect of Portfolio Assessments on Metacognitive Skills and on Attitudes toward a Course”, *Educational Sciences: Theory and Practice*, vol. 17, no.1, pp. 293-319.
- 19 Stanton, J. D., Sebesta, A. J., & Dunlosky, J. (2021), “Fostering metacognition to support student learning and performance”, *CBE – Life Sciences Education*, vol.20, no. 2, pp. fe3.
- 20 Sabet, P. G., Chapman, E., & Zhao, J. (2025), “A Critical Review of the Existing Quantitative Intercultural Competence Assessment Instruments”, *Education Research and Perspectives (Online)*, vol. 52, pp. 132-184.

Received: 28.12.2025

Коммуникативті стратегияларды қалыптастыру аспектісіндегі зерттеу құзыреттіліктері: халықаралық лингводидактикалық тәсілдер

Л.С. Байманова¹, *А.Н. Калжанова¹, Л. Нәби¹, И.Б. Острецова¹

¹Ш. Уәлиханов атындағы Көкшетау университеті, Көкшетау, 020000, Қазақстан

Бұл шолу мақаласында зерттеу құзыреттіліктерінің қазіргі лингводидактикалық контексте коммуникациялық стратегияларды қалыптастырудың негізі ретінде қалай жұмыс істейтіні қарастырылады. Бұл зерттеу оқытушылар мен студенттердің зерттеу жүргізе алатын, нәтижелерді түсіндіре алатын және коммуникациялық стратегияларын академиялық және мәдениетаралық контекстке бейімдей алатын рефлексивті мамандар ретінде әрекет етуіне деген өсіп келе жатқан үмітін қарастырады. Шолу мақсаты – зерттеу құзыреттіліктері мен жоғары білім берудегі коммуникациялық стратегияларды әзірлеу арасындағы байланысқа халықаралық әдістерді талдау және синтездеу.

Әдістемелік тұрғыдан зерттеуде баяндау синтезіне негізделген шолу тәсілі қолданылады. Лингводидактика, білім беру, екінші тілдік коммуникациялық стратегияны зерттеу, мәдениетаралық педагогика және академиялық дискурсты зерттеу салаларындағы халықаралық әдебиеттерге сараптама жасалған. Ол тақырыптық топтастыру, негізгі тұжырымдамалық ұстанымдарды салыстыру және интегративті синтез арқылы зерттеледі, бұл әртүрлі зерттеу дәстүрлеріндегі конвергенцияларды, қарама-қайшылықтарды анықтауға мүмкіндік береді. Бұл тәсіл әртүрлі білім беру жүйелері мен көптілді контексттердегі әртүрлі теориялық көзқарастар мен эмпирикалық зерттеулерді біріктіреді.

Берілген шолу зерттеу құзыреттілігі әдебиетте әдіснамалық білімнің, процедуралық дағдылардың және рефлексивті көзқарастардың үйлесімі ретінде жиі сипатталатынын көрсетеді. Осы шеңберде зерттеу құзыреттілігі коммуникаторларға ғылыми коммуникация контекстінде өзара әрекеттесу қиындықтарын анықтауда, коммуникативтік таңдауды жоспарлауда және негіздеуде, нәтижелерді бағалауда және олардың мінез-құлқын контекстік жағдайларға бейімдеуде қолдау көрсетеді. Коммуникациялық стратегиялар нақты нұсқаулық және рефлексивті, зерттеуге негізделген тәжірибелер арқылы әзірленуі мүмкін контекстке тәуелді құралдар ретінде ұсынылады. Осы синтез шеңберінде мәдениетаралық құзыреттілік түсіндіру дағдыларын, көзқарастық бағдарды және мәдени сананы қамтитын стратегиялық ойлаудың қосымша өлшемі ретінде тұжырымдалады, ал академиялық коммуникацияға оқытушылардан да, студенттерден да стратегиялық бейімделуді талап ететін тәртіптік конвенциялар мен сандық орталар әсер ететіні көрсетілген.

Шолудың ғылыми үлесі зерттеу құзыреттілігінің коммуникациялық стратегияларды таңдауды, қолдануды және бағалауды қолдайтын жоғары деңгейлі реттеуші қабілет ретінде жұмыс істейтінін көрсетуде жатыр. Талдау зерттеуді, стратегиялық нұсқаулықты және рефлексивті оқытуды біріктіру көптілді білім беру ортасында педагогикалық даму үшін үйлесімді негіз бола алатынын көрсетеді.

Кілт сөздер: зерттеу құзыреттілігі, коммуникативті стратегиялар, лингводидактика, академиялық коммуникация, мәдениетаралық құзыреттілік.

ӘДЕБИЕТТЕР ТІЗІМІ

- 1 Mallidou, A. A., Atherton, P., Chan, L., Frisch, N., Glegg, S., & Scarrow, G. (2018), “Core knowledge translation competencies: a scoping review”, *BMC health services research*, vol. 18, no.1, pp. 502.
- 2 Caldwell, C. D. (2005), *Identification of strategic communication competencies for county extension educators: A Delphi study*. Ph.D. Thesis, The Ohio State University, USA.
- 3 Færch, C., Kasper, G. (1984), “Two ways of defining communication strategies”, *Language learning*, vol. 34, no.1, pp. 45-63.
- 4 Dörnyei, Z. (1995), “On the teachability of communication strategies”, *TESOL quarterly*, vol. 29, no.1, pp. 55-85.
- 5 Byram, M. (1997), *Teaching and Assessing Intercultural Communicative Competence*. Multilingual Matters, Clevedon, UK.
- 6 Haneda, M. (2014), “From academic language to academic communication: Building on English learners’ resources”, *Linguistics and Education*, vol.26, pp. 126-135.
- 7 Dörnyei, Z., and Scott, M. L. (1997), “Communication strategies in a second language: Definitions and taxonomies”, *Language learning*, vol. 47(1), pp. 173-210.
- 8 Al-Afifi, M., Nygren, T., Rasmusson, M., & Tväråna, M. (2025), “Intercultural competence in the classroom: A systematic review of classroom-based research on teaching and learning practices for developing intercultural competence in different educational contexts”, *Intercultural Education*, pp.1-34.
- 9 Bøhn, H., Dypedahl, M., & Myklevold, G. A. (2025), “Developing intercultural competence in English foreign language learning: focus on communication differences”, *Scandinavian Journal of Educational Research*, pp.1-14.
- 10 Kholdorova, G. S. K. (2021), “Communicative competence as a problem of modern linguodidactics”, *Current Research Journal Of Philological Sciences*, vol. 2, no.10, pp. 54-58.
- 11 Aytzhanova, G., Adilbaeva, U., Bekmambetova, Z., & Berkimbaeva, S. (2016), “Linguodidactics as a methodological foundation of foreign language teaching”, *International Scientific Journal Theoretical & Applied Science*, vol.3 (35), pp.76-79.
- 12 Kasper, G., Kellerman, E. (1998), *Communication Strategies: Psycholinguistic and Sociolinguistic Perspectives (1st ed.)*, Routledge, UK.
- 13 Sobaih, A. E. E., Hasanein, A. M., Abu Elnasr, A. E. (2020), “Responses to COVID-19 in higher education: Social media usage for sustaining formal academic communication in developing countries”, *Sustainability*, vol. 12, no.16, p.6520.
- 14 Hyland, K. (2012), “Bundles in academic discourse”, *Annual review of applied linguistics*, vol. 32, pp.150-169.
- 15 Tomozeiu, D., Koskinen, K., D’Arcangelo, A. (2016), “Teaching intercultural competence in translator training”, *The Interpreter and Translator Trainer*, vol. 10, no.3, pp. 251-267.
- 16 Goh, M., Akiba, H., Yonezawa, Y., Hirai, T., & Horie, M. (2024), “Developing intercultural competence through internationalizing higher education: case studies of three Japanese universities”, *Journal of Contemporary East Asia Studies*, vol. 13(1), pp. 62-90.
- 17 Makhanova, Z. K., Dmitryuk, N. V., Makhanova, G. B. (2025), “Linguodidactic aspects of intercultural communication in the multilingual space of Kazakhstan”, *International Journal of Multilingualism*, vol. 22, no.2, pp. 732-746.

- 18 Gencel, I. E. (2017), “The Effect of Portfolio Assessments on Metacognitive Skills and on Attitudes toward a Course”, *Educational Sciences: Theory and Practice*, vol. 17, no.1, pp. 293-319.
- 19 Stanton, J. D., Sebesta, A. J., & Dunlosky, J. (2021), “Fostering metacognition to support student learning and performance”, *CBE – Life Sciences Education*, vol.20, no. 2, pp. fe3.
- 20 Sabet, P. G., Chapman, E., & Zhao, J. (2025), “A Critical Review of the Existing Quantitative Intercultural Competence Assessment Instruments”, *Education Research and Perspectives (Online)*, vol. 52, pp. 132-184.

Материал 28.12.2025 баспаға түсті

Исследовательские компетенции в аспекте формирования коммуникативных стратегий: международные лингводидактические подходы

Л.С. Байманова¹, *А.Н. Калжанова¹, Л. Навий¹, И.Б. Острецова¹

¹Кокшетауский университет имени Ш. Уалиханова, Кокшетау, 020000, Казахстан

В данной обзорной статье рассматривается, как исследовательские компетенции выступают в качестве фундаментальной основы для формирования коммуникативных стратегий в современных лингводидактических контекстах. В исследовании уделяется внимание растущим ожиданиям в отношении преподавателей и студентов, от которых требуется действовать как «рефлексирующие практики»-специалисты, способные проводить исследования, интерпретировать их результаты и адаптировать свои коммуникативные стратегии к академическим и межкультурным условиям. Цель данного обзора заключается в анализе и синтезе международных подходов к осмыслению взаимосвязи между исследовательскими компетенциями и развитием коммуникативных стратегий в системе высшего образования.

С методологической точки зрения в исследовании применяется подход к обзору литературы, основанный на нарративном синтезе. Материалом для анализа послужила рецензируемая международная литература в области лингводидактики, педагогики, исследований коммуникативных стратегий при изучении второго языка, межкультурной педагогики, а также исследований академического дискурса. Данные материалы рассматриваются посредством тематической группировки, сопоставления ключевых концептуальных положений и интегративного синтеза, что позволяет выявить точки схождения и противоречия между различными исследовательскими традициями. Такой подход позволяет объединить разнообразные теоретические перспективы и эмпирические исследования, относящиеся к различным образовательным системам и многоязычным контекстам.

Проведенный обзор показывает, что в научной литературе исследовательская компетенция, как правило, описывается как совокупность методологических знаний, процедурных навыков и рефлексивных установок. В рамках данного подхода исследовательская компетенция помогает участникам коммуникации выявлять трудности, возникающие в процессе взаимодействия в контексте научного общения; планировать и обосновывать выбор коммуникативных средств; оценивать достигнутые результаты; а также адаптировать свое поведение к конкретным условиям ситуации. Коммуникативные стратегии представлены здесь как контекстно-зависимые инструменты, которые могут быть сформированы посредством целенаправленного обучения и практик, основанных на рефлексии и исследовательской деятельности. В контексте данного синтеза межкультурная компетенция концептуализируется как дополнительный аспект стратегического мышления, включающий навыки интерпретации, определенные ценностно-смысловые установки и культурную осведомленность; при этом демонстрируется, что на характер академической коммуникации оказывают влияние как дисциплинарные конвенции, так и цифровая среда, требующие стратегической адаптации как со стороны преподавателей, так и со стороны обучающихся.

Научная значимость данного обзора заключается в обосновании тезиса о том, что исследовательская компетенция выступает в качестве регулятивной способности «высшего порядка», обеспечивающей процессы выбора, применения и оценки коммуникативных стратегий. Проведенный анализ демонстрирует, что интеграция исследовательской деятельности в учебный процесс, целенаправленного обучения стратегиям и рефлексивного обучения может послужить надежной основой для педагогического развития в многоязычной образовательной среде.

Ключевые слова: исследовательская компетентность, коммуникативные стратегии, лингводидактика, академическая коммуникация, межкультурная компетентность.

СПИСОК ЛИТЕРАТУРЫ

- 1 Mallidou, A. A., Atherton, P., Chan, L., Frisch, N., Glegg, S., & Scarrow, G. (2018), "Core knowledge translation competencies: a scoping review", *BMC health services research*, vol. 18, no.1, pp. 502.
- 2 Caldwell, C. D. (2005), *Identification of strategic communication competencies for county extension educators: A Delphi study*. Ph.D. Thesis, The Ohio State University, USA.
- 3 Færch, C., Kasper, G. (1984), "Two ways of defining communication strategies", *Language learning*, vol. 34, no.1, pp. 45-63.
- 4 Dörnyei, Z. (1995), "On the teachability of communication strategies", *TESOL quarterly*, vol. 29, no.1, pp. 55-85.
- 5 Byram, M. (1997), *Teaching and Assessing Intercultural Communicative Competence*. Multilingual Matters, Clevedon, UK.
- 6 Haneda, M. (2014), "From academic language to academic communication: Building on English learners' resources", *Linguistics and Education*, vol.26, pp. 126-135.
- 7 Dörnyei, Z., and Scott, M. L. (1997), "Communication strategies in a second language: Definitions and taxonomies", *Language learning*, vol. 47(1), pp. 173-210.
- 8 Al-Afifi, M., Nygren, T., Rasmusson, M., & Tväråna, M. (2025), "Intercultural competence in the classroom: A systematic review of classroom-based research on teaching and learning practices for developing intercultural competence in different educational contexts", *Intercultural Education*, pp.1-34.
- 9 Bøhn, H., Dypedahl, M., & Myklevold, G. A. (2025), "Developing intercultural competence in English foreign language learning: focus on communication differences", *Scandinavian Journal of Educational Research*, pp.1-14.
- 10 Kholdorova, G. S. K. (2021), "Communicative competence as a problem of modern linguodidactics", *Current Research Journal Of Philological Sciences*, vol. 2, no.10, pp. 54-58.
- 11 Aytzhanova, G., Adilbaeva, U., Bekmambetova, Z., & Berkimbaeva, S. (2016), "Linguodidactics as a methodological foundation of foreign language teaching", *International Scientific Journal Theoretical & Applied Science*, vol.3 (35), pp.76-79.
- 12 Kasper, G., Kellerman, E. (1998), *Communication Strategies: Psycholinguistic and Sociolinguistic Perspectives (1st ed.)*, Routledge, UK.
- 13 Sobaih, A. E. E., Hasanein, A. M., Abu Elnasr, A. E. (2020), "Responses to COVID-19 in higher education: Social media usage for sustaining formal academic communication in developing countries", *Sustainability*, vol. 12, no.16, p.6520.
- 14 Hyland, K. (2012), "Bundles in academic discourse", *Annual review of applied linguistics*, vol. 32, pp.150-169.
- 15 Tomozeiu, D., Koskinen, K., D'Arcangelo, A. (2016), "Teaching intercultural competence in translator training", *The Interpreter and Translator Trainer*, vol. 10, no.3, pp. 251-267.
- 16 Goh, M., Akiba, H., Yonezawa, Y., Hirai, T., & Horie, M. (2024), "Developing intercultural competence through internationalizing higher education: case studies of three Japanese universities", *Journal of Contemporary East Asia Studies*, vol. 13(1), pp. 62-90.

- 17 Makhanova, Z. K., Dmitryuk, N. V., Makhanova, G. B. (2025), “Linguodidactic aspects of intercultural communication in the multilingual space of Kazakhstan”, *International Journal of Multilingualism*, vol. 22, no.2, pp. 732-746.
- 18 Gencel, I. E. (2017), “The Effect of Portfolio Assessments on Metacognitive Skills and on Attitudes toward a Course”, *Educational Sciences: Theory and Practice*, vol. 17, no.1, pp. 293-319.
- 19 Stanton, J. D., Sebesta, A. J., & Dunlosky, J. (2021), “Fostering metacognition to support student learning and performance”, *CBE – Life Sciences Education*, vol.20, no. 2, pp. fe3.
- 20 Sabet, P. G., Chapman, E., & Zhao, J. (2025), “A Critical Review of the Existing Quantitative Intercultural Competence Assessment Instruments”, *Education Research and Perspectives (Online)*, vol. 52, pp. 132-184.

Материал поступил в редакцию журнала 28.12.2025