

ANNOTATION

for the dissertation work of Ayazbayeva Saya Saylauovna submitted for the degree of Doctor of Philosophy (PhD) under the educational program 8D01401 – «Management in Technical and Vocational Education» on the topic: «Organizational and pedagogical conditions for formation of intercultural communication among students in the process of university training»

Relevance of the Research. The modern stage of social development is characterized by active processes of globalization, integration, digitalization, and internationalization of education. The expansion of international cooperation, the development of academic mobility of students and teachers, and the strengthening of intercultural contacts determine the need to train specialists capable of effectively interacting with representatives of different cultures and carrying out professional activities in a multicultural environment. Under these conditions, intercultural communication becomes one of the key factors of successful professional and social self-realization of an individual.

The relevance of the study is also determined by the priorities of the state educational policy of the Republic of Kazakhstan aimed at improving the quality of personnel training, developing human capital, and integrating the national education system into the global educational space. The Law of the Republic of Kazakhstan “On Education” emphasizes the necessity of training a competent and competitive personality possessing communicative and social skills, capable of professional mobility and intercultural interaction. The Law of the Republic of Kazakhstan “On Languages in the Republic of Kazakhstan” highlights the importance of language training as the basis of intercultural communication and multilingual education.

The growth of academic mobility and the increasing number of foreign students in Kazakhstani universities, including students from Turkmenistan, contribute to the expansion of the multicultural educational environment and actualize the need to improve mechanisms of intercultural interaction in higher education. The practice of teaching foreign students demonstrates the necessity of developing students’ ability for constructive intercultural dialogue, overcoming communicative barriers, and developing skills for effective interaction in an international educational environment.

An additional factor increasing the relevance of the problem is the consequences of the COVID-19 pandemic, which significantly transformed the educational environment of higher education. The expansion of distance learning, virtual academic mobility, international online projects, and digital intercultural interaction has determined the need to prepare students for effective communication not only in traditional but also in virtual multicultural environments. In the context of implementing the “Digital Kazakhstan” program, the role of digital and interactive technologies that expand opportunities for intercultural communication in online and offline formats has increased significantly.

Despite the increasing attention to intercultural communication in pedagogical science, the analysis of domestic and foreign studies shows that the issues of developing intercultural communication among students in the process of university training remain insufficiently studied. Educational practice still demonstrates a contradiction between the social and higher education demand for specialists capable of effective intercultural interaction and the insufficient development of organizational and pedagogical conditions for the formation of intercultural communication in a multicultural university environment. Recent years have seen increased attention to the idea of developing intercultural communication among foreign language learners in the theory and methodology of vocational education. Modern scientific literature allows distinguishing several groups of studies.

An analysis of contemporary scientific research and the demands of pedagogical practice has revealed several **contradictions**:

- between the contemporary society's demand for specialists with well-developed intercultural communicative competence and the insufficient development of organizational and pedagogical conditions for fostering intercultural communication among students within the higher education system;
- between the potential for integrating an intercultural component into professional training and the insufficient development of pedagogical mechanisms for such integration;
- between the need for an objective evaluation of the dynamics of intercultural competence development and the lack of criteria-based assessment tools for students during their university training.

The necessity of resolving these contradictions and identifying scientifically grounded ways to overcome them helped define the research problem, which lies in the search for effective organizational and pedagogical conditions for fostering intercultural communication among students during university training. This, in turn, determined the choice of the dissertation **research topic**: “Organizational and Pedagogical Conditions for Fostering Intercultural Communication Among Students During University Training”

Research Object. The process of university training of students.

Research Subject. Organizational and pedagogical conditions for the formation of intercultural communication among students in the process of university training.

Research Aim. Theoretical substantiation and experimental verification of the effectiveness of a structural-content model for the formation of intercultural communication among students in the process of university training.

Research Hypothesis. If the developed structural-content model is implemented in the process of university training, this will ensure an increase in the level of students' intercultural communication development, since organizational and pedagogical conditions will contribute to the development of students' ability for effective intercultural interaction.

Research Objectives

1. To reveal the theoretical and methodological foundations of the formation of intercultural communication among students in the process of university training.
2. To theoretically substantiate and develop organizational and pedagogical conditions for the formation of intercultural communication among students.
3. To develop a structural-content model for the formation of intercultural communication among students in the process of university training.
4. To experimentally verify the effectiveness of the developed model.

Leading Idea of the Research. In the multicultural environment of Kazakhstan, the formation of intercultural communicative competence acts as a mechanism for strengthening interethnic harmony and professional mobility through purposefully designed organizational and pedagogical conditions of university training.

The research sources. Legislative and regulatory documents governing the higher education system of the Republic of Kazakhstan. Scientific research by domestic and international authors, educators, and psychologists examining the nature, structure, and essence of the problem under study; Educational, methodological, and scientific literature, curriculum guidelines, as well as peer-reviewed academic periodical

Research Methods. Theoretical: Analysis of philosophical, psychological-pedagogical, and methodological literature; comparative-contrastive analysis; modeling; systematization; and generalization. Empirical: Surveys/questionnaires, observation, participant observation, interviews, testing, and analysis of student work portfolios. Mathematical: Methods of statistical data processing to evaluate the results of the experimental study.

Research Base: The experimental and empirical work was carried out at the S. Seifullin Kazakh AgroTechnical Research University (KATRU).

Scientific Novelty of the Research. The scientific novelty and theoretical significance of the study consist in:

- revealing the theoretical and methodological foundations of forming intercultural communication among students;
- substantiating and developing organizational and pedagogical conditions for the formation of intercultural communication;
- developing a structural-content model of intercultural communication formation;
- experimentally verifying the effectiveness of the developed model.

Practical Significance. The practical significance of the study lies in the implementation of educational and methodological support into the educational process, including:

- additions to syllabus of the discipline “Foreign Language” for all educational programs of S. Seifullin Kazakh Agrotechnical Research University;
- textbook “Intercultural Communication and Pedagogy”;
- an electronic practicum “Language and Intercultural Communication”;
- the electronic textbook “Methodology of Scientific Research.”

Propositions Formulated for the Dissertation Defense:

1. Intercultural communication of students in a university setting is a purposefully organized process of developing integrative intercultural communicative competence, the essence of which lies in the future specialist's capacity for effective, ethical, and adaptive professional interaction within a multicultural environment.

2. The theoretical substantiation and development of organizational and pedagogical conditions for fostering students' intercultural communication during university training. Based on the synthesis of pedagogical experience, key organizational and pedagogical conditions have been identified to ensure a transition from fragmented awareness to systemic competence building.

3. A structural-functional model for fostering students' intercultural communication has been developed, characterized by a block-modular architecture and the systemic implementation of the identified organizational and pedagogical conditions. The efficiency of the model is ensured by the alignment of its components and their adaptation to institutional specifics, where the intercultural component serves not as an independent goal, but as a tool for increasing the graduate's professional competitiveness. Unlike existing approaches, the model focuses not only on developing intercultural awareness but also on fostering readiness for professional interaction within a real multicultural educational environment.

4. The effectiveness of the developed structural-functional model has been experimentally proven: a statistically significant increase in intercultural communication development indicators across all defined criteria was recorded among students in the experimental groups. This confirms the scientific validity and practical feasibility of the organizational and pedagogical conditions, namely:

- the integration of the intercultural component into the content of the "Foreign Language" academic discipline; the organization of the educational process based on interactive and communicative teaching methods;

- the creation of a multicultural educational environment that stimulates tolerance and intercultural interaction, including interaction with international students, specifically students from Turkmenistan studying at the S. Seifullin Kazakh Agrotechnical Research University;

- the engagement of students in practical intercultural communication activities (educational projects, training sessions, virtual seminars, role-plays, and discussions with native speakers).

Within the framework of implementing the developed model, a complex of Independent Student Work (ISW / CPO) assignments aimed at the stage-by-stage formation of the structural components of intercultural communication was integrated into the discipline content. Unlike the traditional approach, ISW in this study not only fulfills the function of consolidating knowledge but also serves as a purposeful mechanism for fostering intercultural communication integrated into the educational process.

Reliability and Validity of the Research Results. The reliability and validity of the research results are ensured by: methodological consistency of the research; the use of systemic, competence-based, personality-oriented, and cultural approaches; logical consistency of all components of the study; long-term experimental work; objective results of the pedagogical experiment confirming statistically significant positive dynamics in the development of intercultural communication.

Approbation and Implementation of the Research Results

The main provisions and results of the dissertation research were presented in scientific publications and tested during the pedagogical experiment. The research results were reflected in:

- 1 article indexed in the Scopus database;
- 3 publications in republican and international scientific-practical conferences;
- 3 publications in scientific journals recommended by the Committee for Quality Assurance in Science and Higher Education of the Ministry of Science and Higher Education of the Republic of Kazakhstan.

Structure of the Dissertation. The dissertation consists of an introduction, three chapters, a conclusion, a list of references and appendices.

The introduction substantiates the relevance of the problem and presents the scientific apparatus of the study.

The first chapter “Theoretical and Methodological Foundations of the Formation of Intercultural Communication among Students of in the Process of University Training,” reveals the essence of the concepts of “intercultural communication” and “intercultural communicative competence.”

The second chapter “Organizational and Pedagogical Conditions for the Formation of Intercultural Communication,” substantiates the organizational and pedagogical conditions and presents the author’s structural-content model.

The third chapter “Experimental Work on the Implementation of the Model for the Formation of Intercultural Communication among Students,” experimentally proves the effectiveness of the developed model.

The conclusion summarizes the theoretical and practical results of the dissertation research.

The appendices contain practical materials reflecting the content and results of the conducted research.