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## **ENHANCING COMMUNICATIVE COMPETENCE THROUGH WEB-QUEST TECHNOLOGIES**

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Information and Communication Technologies (ICTs) have become integral to all aspects of life. Acknowledging the pervasive role of ICTs across various aspects of life, it is evident that education has not remained untouched by this digital revolution.

Technologies have been implemented in the educational process since the 1960s when the concept of computer-assisted language learning (CALL) appeared. CALL was defined by Michael Levy (1997) as "the search for and study of applications of the computer in language teaching and learning" [1, p.1]. Within the context of widespread integration of ICTs in the field of education, it has also brought a significant transformation within the domain of foreign language education. The era of informatization and global connectivity led to a shift in foreign language education, increasingly emphasizing the incorporation of technology in the processes of teaching and learning. This transformation implies leveraging digital tools and internet resources, such as online platforms, multimedia content, and interactive applications to enhance foreign language acquisition.

In line with such technological advancements and recognizing the importance of educational modernization, Kazakhstan set a course for the informatization of education in the first years of its independence. The first State Program of Informatization of Secondary Education System for 1997-2002 was introduced on September 22, 1997 [2]. This initiative was succeeded by numerous other programs and presidential decrees the primary focus of which was to increase the effectiveness of the educational system. These efforts align with the broader global movement towards utilizing digital technologies to optimize learning outcomes and prepare students for the demands of the modern world.

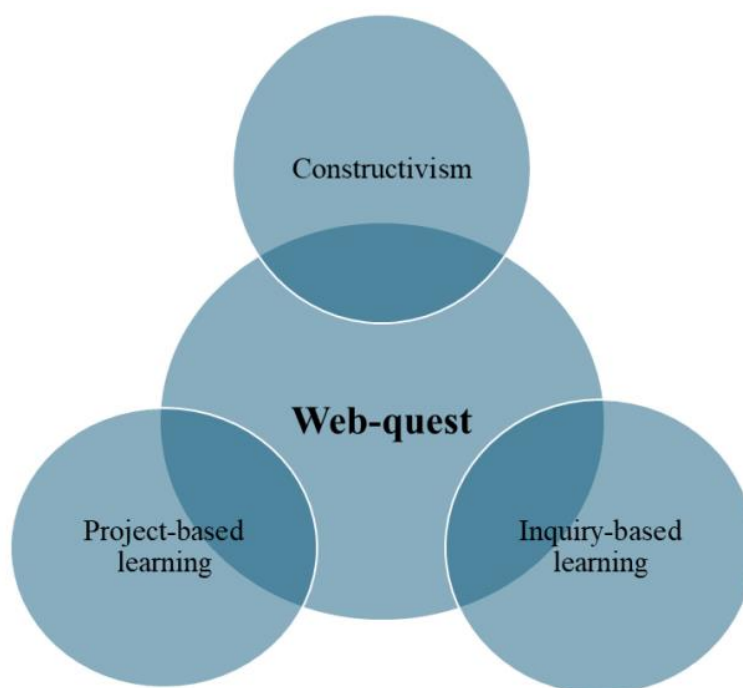
According to G.Nurgaliyeva, in Kazakhstan, the implementation of Information and Communication Technologies (ICT) within educational environments aligns with a governmental effort aimed at digitalizing the educational landscape and society. In turn, this leads to the cultivation of competitive citizens who are equipped with the skills necessary for the 21st century. The strategic integration of ICT in education not only enhances learning outcomes but also ensures that students are adaptable, digitally literate, and capable of thriving in a globalized world [3, p.58].

Communication can be considered one of the most prominent 21st-century skills [4, p.2]. The concept of communicative competence plays a crucial role in the realm of language acquisition and instruction. It is a notion that can be referred to as the capacity to utilize language appropriately in both oral and written forms in diverse social contexts to effectively achieve specific communicative goals. The prominent modern Kazakhstani scholar S.Kunanbayeva has emphasized the development of communicative competence as a key goal of the language learning process. Her framework on communicative competence responds to the social demand for preparing individuals

as “intermediators of intercultural communication”, capable of cultural dialogue and possessing sufficient intercultural communicative competence [5, p.161].

Building on the foundation of how ICT, communication, and digital literacy are pivotal in the 21st-century educational landscape, web-quest technologies emerge as a powerful tool for developing communicative competence. Web-quest is an inquiry-oriented activity in which most of all the information used by learners is drawn from the Web which is designed for students to provide an opportunity to learn a foreign language interactively and engagingly. Web-quest activities are designed to enhance these skills, offering an interactive learning experience that requires students to engage in research and communicate with each other to solve problems collaboratively. This approach effectively integrates and develops communication, collaboration, and digital literacy skills, which are essential for navigating the complexities of the modern world.

The educational potential of web-quests lies in their ability to simulate real-world challenges that demand effective communication, teamwork, and digital navigation skills. Web-quests provide an environment in which students are not only practicing but also critically analyzing and refining their communication competence by giving them tasks that require them to gather, analyze, and present information. The immersion of Internet technologies has demonstrated substantial educational potential in the process of developing foreign language communicative competence, particularly through the facilitation of immersive and interactive learning experiences. Among these, web-quests not only serve as a tool for developing communication skills but also as a medium to engage students in authentic linguistic and cultural experiences that go beyond classroom boundaries. The main pedagogical benefits of web-quests in developing communicative competence stem from foundational pedagogical approaches they incorporate, including constructivism, project-based learning, and inquiry-based learning which are noted in Figure 1.



**Figure 1** Pedagogical approaches underlying web-quests

From the constructivist perspective, learning does not take place in isolation, rather it is created via interactions between texts and individuals with each other. In the context of developing communicative competence, constructivism supports language learning by encouraging students to use language as a tool for learning and interaction. By engaging in web-quest activities that require them to communicate for specific purposes to reach certain aims, students learn to view language not just as a subject to be studied, but to achieve goals, solve problems, and express themselves.

These insights from a constructivist viewpoint underscore the notion that learning is a communal and interactive process. Constructivism, with its emphasis on building students' knowledge through interaction, facilitates the development of communicative competence in meaningful and authentic contexts by using target language to communicate. For instance, activities might include collaborative projects, discussions on contemporary issues, role-playing scenarios, or simulations that require learners to negotiate meaning, persuade, inform, or engage in other communicative functions using the language they are learning. Through such collaborative tasks, web-quests help students to communicate in real-world scenarios, fostering active knowledge construction, navigating differing viewpoints, and social skill development, which can be particularly beneficial for developing speaking skills.

Project-based learning (PBL) is an effective approach for fostering communicative competence because it places a strong emphasis on teamwork and real-world applicability. PBL involves groups of students investigating and resolving challenging issues while producing presentations to communicate their conclusions. Since students must successfully interact, negotiate meanings, and express their ideas to accomplish projects, language skills are naturally integrated into this process. PBL's social component complements language's social component by offering authentic language usage circumstances. The requirement for ESL students to use language in group settings for interaction, information presentation, and problem-solving simulates real-world situations they will encounter outside of the classroom, which helps them become more proficient in practical language use and increases their confidence in utilizing the language in a variety of settings. Incorporating web-quest activities focused on writing within Project-Based Learning (PBL) significantly enhances students' communicative competence. For instance, students could be involved in practical writing tasks such as note-taking, crafting official documents, and describing processes, emphasizing the importance of writing in real-world contexts. They could also perform artistic tasks, such as creating blogs or digital stories related to their project topics, enabling them to practice and refine their writing skills in a relevant and engaging manner. These writing-focused web-quests not only improve language proficiency but also prepare students for real-world communication tasks.

With an emphasis on the value of the learning process itself, inquiry-based learning encourages students to conduct the research themselves, pose queries, and seek solutions. By encouraging language learners to actively search for information, ask questions, and engage in discussions, this approach helps them use the target language as a tool for inquiry. Utilizing web-quests in inquiry learning has several benefits, one of which is that it provides access to reliable, high-quality material outside of traditional textbooks, increasing the resources available to students for more in-depth research, thus increasing students' enthusiasm and motivation to solve urgent real-life tasks. Furthermore, web-quests' collaborative format emulates real-world team assignments, which helps students improve their ability to collaborate with others in groups. They gain valuable collaborative skills by learning how to listen to others, negotiate, and express their ideas coherently. Through web-quests, students may participate in this type of inquiry-based learning that not only enhances their comprehension of the language and subject matter but also prepares them for the information-driven, collaborative world they will enter.

To conclude, the adoption of web-quest technologies in language education represents a forward-thinking approach to enhancing communicative competence. Through leveraging digital tools and fostering an interactive learning environment, web-quests effectively bridge language theory with practical application. This method not only advances linguistic skills but also develops critical digital literacy and teamwork capabilities essential for the modern world. As we embrace these technologies, it becomes crucial to continuously refine their integration into educational practices to fully prepare students for global communication and cultural engagement.

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## **ENGLISH-LANGUAGE MEDIA RESOURCES IN THE FORMATION OF INTERCULTURAL COMPETENCE OF SECONDARY SCHOOL LEARNERS**

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In an increasingly globalized world, where diverse cultures interact on a daily basis, the significance of intercultural competence cannot be overstated. The ability to navigate and communicate effectively across cultural boundaries is essential for individuals to live in an interconnected society.

As societies become more diverse and interconnected, there is a growing interest for individuals to acquire intercultural competence. ICC enables individuals to interact respectfully and effectively with people from different cultural backgrounds. With globalization facilitating increased cultural exchange through trade, travel, and communication, the need for intercultural competence is more pressing than ever before. Moreover, the integration of intercultural competence into language education aligns with broader educational reforms aimed at preparing students for the challenges of the 21st century. Programmes such as the "Trinity of Languages" in Kazakhstan underscore the importance of linguistic proficiency, particularly in English, as a means to foster international understanding and cooperation.

Contemporary education recognizes the vital role of English-language media resources in shaping intercultural competence among secondary school learners. English-language media, ranging from traditional outlets like newspapers and television to modern platforms such as social media and video-sharing apps, serve as dynamic tools for cultural exploration and understanding. Integration of English-language media resources into secondary education connected with educational objectives of promoting critical thinking, communication skills, and global citizenship. This article aims to explore the multifaceted relationship between English-language media and intercultural competence, highlighting its implications for secondary education in a globalized world.

In order to understand the tremendous concept of ICC it is necessary to learn more about competencies. The term competence is a term that can be conceptualized in a variety of ways, from its everyday use to describe a person's abilities. The ICC highlights not only language competence but also the ability to navigate and succeed in different cultural contexts through communication. The concept has been widely discussed in international relations literature and scholarship, psychology, education, and various other domains.

The concept of intercultural communication has developed as an academic discipline in Kunanbayeva's study "The Modernization of foreign language education: the linguocultural - communicative approach", influenced by factors including expanding cultural contacts, anthropological research and practical experience in language courses. Kunanbayeva S.S. presented the classification of Intercultural and Communicative Competence. The table is structured into sub-