

Features of the development of intercultural communication competence for future physical education teachers in Kazakhstan

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ABSTRACT

This study aims to demonstrate the intercultural communicative competence of future physical education teachers. The role of sports in human culture has been studied, with intercultural communication promoting a humanistic worldview. A critical approach, based on theoretical, empirical, and statistical methods, was used. The study population comprised third-year students specializing in "physical education and sports" at the Kazakh Academy of Sports and Tourism

(n=240). Online surveys were conducted in Kazakh and Russian populations via Google Forms and analyzed via Excel and IBM SPSS Statistics. The levels of students in English (with a professional orientation), cultural intelligence, motivation to teach physical education, emotional intelligence, and tolerance were also studied. The results revealed a positive correlation between almost all the indicators studied. Therefore, a program was developed to improve the intercultural competence of future physical education teachers. The application of the program for one academic year had a positive effect on all the indicators studied, and characterized the overall level of intercultural competence of future physical education teachers.

Keywords: language, culture, intercultural communication competence, tolerance, emotional and cultural intelligence

INTRODUCTION

Communication is an integral part of human experience that becomes paramount in daily interaction. Humans feel the need to communicate constantly even if they do not speak the same language or have the same cultural beliefs. The notion of communicating with different people supposes the idea of highly trained competences that allow a successful interchange of communication. This process is called intercultural communication, in which a variety of formally educated aspects are presented, including language, competence, psychological elements, and professional competence. In the modern world, it is important to develop communication skills, including intercultural communication, to ensure high-quality education, improve professional skills, and acquire knowledge. The development of physical education teachers' intercultural communication requires a multifaceted and diverse approach. It is important to consider the connection between the theoretical knowledge of PE teachers' intercultural communication and their practical implementation skills. This requires the development of communication skills with representatives of different cultures and nationalities, the peculiarities of communication in these cultures. Griban et al. (2022) noted the importance of developing communication skills for physical education teachers and developing their communication competence for practical lessons. Kamola (2022) highlights the need to develop future teachers' sociocultural competence and proposes a pedagogical model of its development. Siljamäki and Anttila (2021) explained the role of intercultural communication for physical culture teachers. Future teachers

should understand the importance of equity and opportunities in education, including intercultural physical education.

The processes of globalization and multicultural environments have led to the creation of natural conditions for the mixing and integration of cultures, and the development of an information society has largely contributed to the fact that intercultural communication has become an important part of daily life. Physical education and sports are considered great means to enhance intercultural communication—as part of society’s development and growth—since they activate the development of cultural exchange, promote the construction of intercultural dialog, and contribute to students’ holistic well-being by supporting their physical, social, and psychological functional capacity and positive body image. Physical education is most often a holistic activity that involves embodied collaboration and nonverbal communication (Barker, 2019; Thorburn & Stolz, 2017). Moreover, physical education and sports perform many important functions in today's societies and have permanent significance in social interchanges, which are shown mainly in the education sphere. The formation of a multicultural and global worldview among present and future generations is one of the most important tasks of modern education, since the harmonious development of the individual is impossible without deep awareness and understanding of humanity’s cultural heritage.

As a discipline, physical education presupposes direct interaction between students and teachers and between teachers, and in the case of misunderstanding various aspects of differences in culture, conflicting situations or a lack of quality of physical education results may arise. The activities of physical education teachers include teamwork, mutual respect, and the social integration of students from different cultures, with different abilities and levels of physical development. In the modern world, schools are becoming increasingly multicultural, so physical education teachers must have cultural sensitivity and communication skills. Thus, the development of intercultural communication is an important component of professional training. Moreover, there is not enough research on the development of intercultural communication among physical education teachers in the regional context of Kazakhstan. This study aims to explore the formation of intercultural communicative competence by teaching a foreign language to future teachers of physical education in Kazakhstan. To accomplish these tasks, the requirements are to study the level of intercultural communication components (communicative, motivational, and intellectual) and their interrelation among students in physical education and sports; to develop a model for the formation of intercultural communicative competence in future physical education teachers; and to test the program for the formation of

intercultural communication among future physical education teachers. This study is based on the assumption that the culture in which people live determines their communication competence, as language is learned along with the culture of the people who speak that language.

LITERATURE REVIEW

The analysis of theses and scientific articles about intercultural communication revealed that this term has been studied for a long time. The results revealed that methods for improving mutual understanding and intercultural exchange have been developed. The term 'intercultural communication' was coined by Hall (1959) with the proposal of the carrier's interaction with different cultures belonging to different cultures, i.e., the cultural background that comprises many different aspects, such as language, beliefs, traditions, and even attitudes. It studies communication across different cultures and social groups and describes the many communication processes and related issues among groups of individuals from various cultural backgrounds. In this sense, intercultural communication competence is a step toward global competence.

Intercultural communication is carried out on the basis of language knowledge, as noted by Tektigul et al. (2023), who state that language and culture are very closely intertwined when mastering a foreign language and are associated primarily with understanding a foreign language culture. This involves not only the assimilation of cultural knowledge but also the formation of the ability and willingness to understand the mentality of native speakers of the studied language, as well as their national characteristics. In other words, intercultural learning allows individuals to become competent with these features by being aware of multiple perspectives and facilitating long-lasting personal growth. In addition, motivation has been recognized as a central factor of intercultural communication competence in communicative interactions (Kabir & Sponseller, 2020). Motivation is considered the key factor that regulates the balance between parts of the intercultural communication process Fathi and Hejazi (2024). According to Getie and Popescu (2020), motivation is an intrinsic factor associated with language learning that includes four aspects: the goal, the behavior that requires effort, the desire to achieve the goal, and a favorable attitude toward the activity under study. Motivation is the star player among the characters involved in second language learning scenarios; intercultural communication involves a strong motivation that helps with adequate mastery of practical language skills when the real world requires it. Motivation is linked to emotions and, in turn, to the perception of language and its use. In this context, Siljamäki

and Anttila (2021) affirm that emotions and language affect each other; at the same time, the exchange of emotions is a part of communication that affects interpersonal relationships. Ladegaard and Phipps (2020) and Romijn et al. (2021) noted that intercultural competence enables one to interact both effectively and in a way that is acceptable to others when a person works in a group whose members have different cultural backgrounds. Intercultural communication is carried out online and offline, and there are different models to study this important theory from diverse international points of view, such as the study presented by Dumitrașcu-Băldău and Dumitrașcu (2019), which describes how intercultural communication occurs between different contexts that are understood by the situation and circumstances in which communication takes place. The authors distinguish between the cultural, microcultural, environmental, perceptual, and sociorelational contexts in a virtual environment. The activity of a physical education teacher includes verbal and nonverbal means, which, in turn, are divided into linguistic, kinetic, extralinguistic, and proxemic. The high-quality implementation of teachers' communication skills, including intercultural communication skills, is an important factor in the quality of physical education services (Vaskov, 2022).

In a qualitative study, Siljamäki and Anttila (2021) reported that the use of practical approaches to the development of students' intercultural communication had a positive effect on their motivation to learn the features of another culture. Additionally, the authors suggest that the use of practical approaches in which the student is fully involved in the learning process, as well as in which the reflexive, emotional, conceptual, and affective levels of learning are interconnected, will have a positive effect on the development of the intercultural communication of future teachers. It is necessary to change training programs to increase the level of intercultural communication.

Ho (2020) introduced the results of the study to confirm the importance of aspects such as contextual and cultural aspects for the formation of readiness to interact in a second language. Chen et al. (2023) noted the importance of developing physical education teacher competence in health communication, which includes several categories, namely, health communication knowledge and skills (which includes a developed body of knowledge about health and sport), health communication perception competence, and practical health communication competence. For the effective work of a physical education teacher, the teacher must have communication skills regarding health and, in another language, consider different cultural norms and expectations.

Different methods have been used to develop intercultural communication. For example, virtual exchanges with fellow students with different cultural backgrounds who study at the pedagogical faculty. Virtual exchanges had a positive effect on the openness of communication, empathy, communication skills, and self-awareness; however, they had no effect on the restraint of students about peers with different cultural backgrounds (Syahrin et al., 2022). Moreover, physical culture contributes to the development of intercultural interaction, the promotion of different cultural features, and empathy, which effectively develop communication skills and intercultural communication.

Hoff (2020) presents a process model of intercultural communicative competence (hereafter ICC) that consists of the following:

1. Attitude: respect or appreciation of other cultures;
2. Openness: refraining from judgment;
3. Curiosity and openness: tolerance of ambiguity;
4. Knowledge and understanding: cultural awareness, deep cultural knowledge, and sociolinguistic awareness;
5. Skills: Listening, observing and evaluating, analyzing, interpreting, and correlating;
6. Internal outcome: an informed frame of reference in terms of adaptability, flexibility, ethno-relativistic view, and empathy;
7. External outcome: effective and adequate communication and behavior in the context of the intercultural situation.

González-Pérez and Ramírez-Montoya (2022) offer a model based on personal qualities, communication skills, psychological adaptation, and cultural awareness. This statement indicates that different cultures generate distinctive value systems and perceptions of meaning. On the other hand, Kazakh scientists also analyze important models for ICCs on the basis of the inherent elements and components that allow fluid and optimal interchange in the cultural background. The study shows the effectiveness of creating a communicative-oriented environment for the development of professional and communicative competencies of future physical education teachers (Griban et al., 2022). Kudabayeva et al. (2017) propose a model in which the structural and content model of the formation of the ICC of future English teachers is represented by three components: motivation, content, and activity. This model shows that students should learn not only new language forms but also a new system of communication and become comfortable with a new culture, which implies the formation of integrated communicative, lingo-cultural, and sociocultural subcompetences.

Kabir and Sponseller (2020) offered an ICC model in which intercultural competence is represented by four components: motivational, substantive, procedural–communicative, and evaluative. A similar model is presented by Gu and Zhao (2021), who address the professional training of regional specialists, where the ICC is represented by five subcomponents: foreign language and communicative, linguistic and regional, regional sociocultural, regional conceptual, and professional and communicative. Moldabekova et al. (2021) presented a step-by-step model of the formation of intercultural and communicative competence with four components: conceptually reflexive, conceptually accumulative, interactively representative, and communicative modeling associated with the teaching of foreign languages. Finally, Hoff (2020) reflects professionally oriented competence through four components: motivational–target, subject–content, procedural, and evaluative–effective components.

All of these models suggest that inherent and indissoluble elements form the ICC when a foreign language is taught to future physical education teachers. These elements are implicit in any of the activities that take place in the school and even outside it. Linguistic competence is widely reflected in the use and treatment of foreign language and communicative skills; sociocultural background is perceived in attitudes, manners, and ways in which people react and behave; and psychological factors, such as motivation, consciousness, and awareness of culture. Notably, the variety of theoretical approaches to creating models of intercultural competence reflects the specificities of each of them. The component content of intercultural competence in the framework of teaching foreign languages is determined by specialists, depending on the priority of linguistic, psychological, professional, and activity components and the target orientation of the model.

Considering the statements proposed in the analyzed models, the authors of this study suggest a model to form ICCs for future physical education teachers. It is based on three main components that are interrelated to create optimal results when it is applied. The components are as follows:

1. Communicative: Language skills and competence, the use of language, and tolerance when treating people from different cultural backgrounds;
2. Motivational: self-development and professional development are required to interact properly and efficiently;

3. Intellectual: the notion of cultural intelligence and emotional intelligence needed to overcome the process; how people adapt to the new environment.

The authors of this study believe that a person learns a language along with the culture of the people being studied. By learning a language, it is possible to learn to control emotions, as it is easier for an emotionally literate person to live and achieve their goals.

In summary, ICC refers to awareness of one's own culturally related thought patterns, attitudes, and language-aware teaching and the ability to work with people from different cultures via interaction skills. These skills include spoken language and the ability to negotiate issues and act in conflict situations, as well as nonverbal and embodied dialog.

METHODS

The study was conducted at the Kazakh Academy of Sports and Tourism in the framework of the discipline "Professionally oriented foreign language." The experiment involved two third-year groups in the specialty "Physical education and sports" (n=240). The study participants had no professional experience in intercultural communication, except for all possible cases of personal opportunities to have intercultural communication or practical experience (communication with relatives, friends, travel, etc.). A previous study on the level of students' intercultural competence was not conducted to prevent bias or prior knowledge of the answers after the experiment. Additionally, the level of intercultural communication largely depends on family conditions. The formation of intercultural competence in a higher education institution in a professional context is aimed at bringing this competence to a certain level that is important for work. To study various aspects of intercultural competence, several different types of investigations have been conducted. Online survey tests were conducted in Kazakh and Russian, taking into account the different levels of students' English proficiency using Google Forms. The correctness of the questionnaires' translation into Russian was checked by linguists for correct use with the students who participated in the study (with the exception of the English language proficiency questionnaire). To study the level of competence development, the authors used a set of diagnostic techniques aimed at studying the following structural components:

1. Online lexical and grammatical tests to determine the level of language proficiency of physical education teachers, which

include special terminology, were developed and used to determine the students' level in the English language, adapting the questions of conversational skill to the specificity of the specialty being mastered. The test contained 50 questions of various compositions, with the addition of a sentence with a word, with the choice of the correct answer from the four offered, in the addition of a sentence. These tests were part of the annual evaluation of students, i.e., future teachers of physical education, and were based on the Common European Reference System for Languages (CEFR-A2 and B1).

2. The tolerance level is studied via statements that reflect both the general attitude toward the world and other people and social attitudes in various areas of interaction, where the tolerance and intolerance of a person are manifested (Sztejnberg & Jasiński, 2014). The developed questionnaire helps reveal attitudes toward certain social groups, such as people from racial minorities, people with mental illness, and people living in poverty, and communicative attitudes related to respect for the opinions of opponents, readiness for constructive conflict resolution, and productive cooperation. Special attention is given to ethnic tolerance-intolerance, i.e., attitudes toward people of a different race and ethnic group, to their ethnic group, and assessments of cultural distance. The three subscales of the questionnaire are aimed at diagnosing aspects of tolerance, such as ethnic tolerance, social tolerance, and tolerance, as personality traits. The questionnaire consists of twenty-two statements, a scale ranging from 6 points (absolutely disagree, 5–disagree, 4–agree, 3–agree, 2–agree) to 1–totally agree. For quantitative analysis, the total result was calculated without dividing by subscales. Individual or group assessments of the identified level of tolerance were carried out: low level (score 22--60), medium level (score 61--99), or high level (score 100--132) of tolerance.
3. To study the motivation of future teachers for teaching, a questionnaire proposed and proven valid by Spittle et al. (2022) was used. The scale consists of 52 statements (24 questions about confidence in teaching physical education and 28 questions about motivation to teach physical education in primary school). The questions were rated on a Likert scale ranging from 1 (strongly disagree) to 6 (strongly agree).
4. To study the level of cultural intelligence, a qualitatively translated version of the “Scale of Cultural Intelligence” (Sternberg et al., 2022) was used. The questionnaire consists of

twenty statements and four components: metacognitive, cognitive, motivational, and behavioral. The four components of the cultural intelligence model were identified as motivation, knowledge, strategy, and action. There was a 7-point scale ranging from completely disagree (disagree, disagree, find it difficult to answer, agree, agree) to completely agree. To determine the total score, the total number of points for all items of the questionnaire was calculated: very low cultural intelligence, low cultural intelligence, average cultural intelligence, high cultural intelligence, and very high cultural intelligence.

5. The N. Hall scale of emotional intelligence was proposed to identify the ability to understand a person's relationships represented by emotions and manage the emotional sphere on the basis of decision-making (O'Connor et al., 2019). The test contains 30 statements and 5 scales: emotional awareness, managing one's own emotions, self-motivation, empathy, and recognizing other people's emotions. The scale ranged from completely disagree (-3 points) (mostly disagree -2 points, partly disagree -1 point, partly agree +1 point, mostly agree +2 points) to completely agree (+3 points).
 - 1) The experimental work consisted of several consecutive and interrelated stages, and the program of experimental training was structured as follows: Diagnostics, including substages: preparatory-organizational, stating experiment;
 - 2) Formative experiment;
 - 3) Analysis and interpretation.

To analyze the test and survey data, the t test indicators were investigated via Excel tables and IBM SPSS statistical methods.

RESULTS AND DISCUSSION

Language component

Students took level tests, and their speaking skills were also tested. The Common European Reference System for Languages (CEFR-A2 and B1) is an international standard for describing language ability. The level of English language proficiency in the selected sample of students at the preintermediate level was 85.41% (205 students), 11.67% (28 students) at the elementary level, and 2.92% (7 students) at the intermediate level.

Tolerance

The comparison of the experimental and control groups revealed no differences in the indicators, which was confirmed by mathematical statistics. The average level was 82.50% (198 students), the high level was 17.50% (42 students), and the low level was not revealed. The subcomponents of tolerance in the experimental group were as follows: ethnic tolerance: low level, 3.33% of the students (8 students); average level, 77.50% (186 students); and high level, 19.17% of the students (26 students). Social tolerance: A low level was not detected, with an average level of 78.75% of the students (189 students), and a high level of 21.25% of the students. Tolerance as a personality trait: low, 3.33% (8 students); average, 83.75% (201 students); and high, 12.92% (31 students). In the control group, ethnic tolerance was low at 3.20%, average at 77%, and high at 19.80%. Social tolerance: low level not detected, average level 77.08% (185 students), and high level 22.92%. Tolerance as a personality trait: low level not detected, average level 85% (204 students), and high level 15% (36 students).

Motivation to teach physical culture

Table 1. Motivation to teach physical culture

| Scales | Score | | T test ($p < 0.05$) |
|------------------------------------|------------|-----------|--------------------------|
| | woman | man | |
| Personal satisfaction | 4.21±0.54 | 4.12±0.54 | 0.766 |
| Fun, improvement and relationships | 4.25±0.43 | 4.29±0.65 | 0.872 |
| Learning and development | 4.15±0.45 | 4.11±0.43 | 0.569 |
| Expectations, requirement and quit | 3.95±0.45 | 3.98±0.49 | 1.125 |
| Amotivation | 4.17±0.37 | 4.15±0.42 | 0.233 |
| Average | 4.146±0.55 | 4.13±0.51 | 0.656 |

As a result of the assessment of the students' professional motivation, the following results were obtained: the subscale personal satisfaction was rated by the students at 4.21 p. Fun, improvement, and relationships were rated by the students at 4.25 p learning and development at 4.15 p., and amotivation at 4.17 p. The lowest scores were given to expectations,

requirements, and quitting at 3.95p. The results of the statistical tests did not exceed 0.65 points, which indicates the homogeneity of the level of motivation to teach physical culture in the selected sample of students.

Levels of cultural intelligence

The level of cultural intelligence revealed that a very low level of cultural intelligence was not detected: 12.08% of the students (29 students) had low cultural intelligence, 49.58% of the students (119 students) had average level of cultural intelligence, 24.17% (58 students) had high cultural intelligence, and 14.17% (34 students) had very high cultural intelligence.

A low level of emotional intelligence was demonstrated by 27.08% (65 students), an average level was demonstrated by 50% (120 students), and a high level was demonstrated by 22.92% (55 students). The highest level of self-motivation was reported by 57.50% (138 students) of the students; in the low-level subcomponents, 43% (102 students) of the students managed their emotions.

Correlation analysis

To study the interaction between the components under study, the correlations between indicators characterizing motivation, language proficiency, motivation to teach, and the level of cultural tolerance were investigated. The results shown in Table 2 are descriptive and correlative analyses of the components of the ICC. The results show that tolerance and emotional intelligence are strongly correlated.

According to the results of the correlation analysis, almost all the indicators have strong interrelations, so the level of intercultural competence of future physical education teachers depends on them in general. There are no correlations between the level of language proficiency (which in this study was also studied while taking into account professional orientation) and cultural intelligence, emotional intelligence, or cultural tolerance. This means that students with different levels of language proficiency are interested in developing these abilities. The motivation to teach has strong correlations with all other indicators that characterize the level of intercultural communication. Cultural intelligence affects motivation, emotional intelligence, and cultural tolerance.

Table 2. Correlation analysis

| | | Correlations | | | | |
|-------------------------------|----------------------------|----------------|------------------------------|-------------------------------|--------------------|---------------------------|
| | | Motivati on | Cultural intelligenc e | Emotional intelligenc e | Languag e level | Cultural Toleranc e |
| Motivation | Pearson Correlatio n | 1 | -.607* | .650* | .708* | -.753* |
| | Sig. (2- tailed) | | .960 | .705 | .111 | .685 |
| | N | 517 | 517 | 517 | 517 | 517 |
| Cultural intelligenc e | Pearson Correlatio n | .607* | 1 | .815* | .297 | .627* |
| | Sig. (2- tailed) | .960 | | .911 | .463 | .112 |
| | N | 517 | 60 | 60 | 60 | 60 |
| Emotional intelligenc e | Pearson Correlatio n | .250 | .715* | 1 | .237 | .746* |
| | Sig. (2- tailed) | .705 | .911 | | .778 | .730 |
| | N | 517 | 517 | 517 | 517 | 517 |
| Language level | Pearson Correlatio n | .608* | .232 | .237 | 1 | .205 |
| | Sig. (2- tailed) | .111 | .463 | .778 | | .425 |
| | N | 517 | 517 | 517 | 517 | 517 |
| Cultural Tolerance | Pearson Correlatio n | .753* | .557* | .746* | .205 | 1 |
| | Sig. (2- tailed) | .685 | .112 | .730 | .425 | |
| | N | 517 | 517 | 517 | 517 | 517 |

Analysis of the components of the ICC in the experiments

Formative experiment

On the basis of the results of the verification experiment, the authors of this study proposed a program for the development of ICCs on the basis of a communicative competence approach. The content of the program includes the following topics:

- a) Olympic sports related to the development of professionally oriented knowledge
- b) professional athletes referring to the development of motivation
- c) unusual sports around the world, referring to the development of intellectual components.

A special feature of the program was learning special terms in the second language (definition of exercises, score, description of exercises, names of projectiles) and warm-ups using the second language. In the course of training, along with the development of four skills in a foreign language, exercises aimed at developing the tolerance, cultural, and emotional attitudes of students were used, as were tips to increase students' motivation in the educational process. The program was implemented taking into account the circumstances and learning conditions of each student and pedagogical and psychological student conditions since the educational process was conducted in a mixed format (online for theory lessons and traditional for practical sessions). The program lasted for two academic semesters (one academic year).

The results of the formative experiment in the experimental and control groups were analyzed via the Mann–Whitney U test in SPSS (Table 3):

Table 3. Summary of the t test results for each component after the implementation of the program for improving intercultural communication competence

| | Tolerance | Learning languages | Professional motivation | Cultural intelligence | Emotional intelligence |
|---|-----------|--------------------|-------------------------|-----------------------|------------------------|
| T test | 4.564 | 5.643 | 5.345 | 6.654 | 6.345 |
| Criteria statistics | 545.500 | 641.500 | 497.500 | 489.500 | 547.500 |
| Standard error | 67.578 | 66.205 | 67.606 | 67.611 | 67.608 |
| Standardized criterion statistics | 1.413 | 1.435 | 703 | 584 | 1.442 |
| Asymptotic significance (2-way criterion) | 158 | 151 | 482 | 559 | 149 |

Note. t test with 200 respondents is 1.972

As shown in Table 3, the results of the formative experiment, which was based on the use of the author's program, which includes the development of various aspects of intercultural communication, revealed significant differences between the indicators before and after the experiment. The use of the author's program contributed to the effective growth of indicators characterizing the level of intercultural competence of students; in particular, an increase in the level of proficiency in a professional language, motivation to teach physical culture, the level of intercultural development, and cultural tolerance was noted.

DISCUSSION

The study demonstrated the positive impact of using the developed program for improving intercultural communication competence in future physical education teachers and revealed a positive correlation between motivation to learn and the level of knowledge of another language (in this study, English). This finding complements the results obtained earlier by Zeng and Yao (2023) concerning the peculiarities of cultural intelligence development and means that motivation is directly related to the achieved level of intercultural communication competence in the final result of learning. The level of intercultural communication competence, which in this study was measured by assessing a large number of factors, such as the level of language proficiency (including special terms and evaluation of foreign language lessons), motivation to teach in primary school, and the tolerance index. The presence of correlations between the studied indicators was investigated, which indicated that a decrease or increase in any of these indicators will have an impact on the final result—the level of development of intercultural communication. For physical education teachers, the development of intercultural communication competence is important because teaching is conducted in the increasingly diverse environments of students. The results of this study demonstrate the importance of using special programs to develop intercultural communication competence in PE teacher education. It is important to include the study of terms and their pronunciation, practical classes in a second language, and the study of cultural characteristics of different countries and regions. All the components of intercultural communication competence are interrelated. This confirms the results of previous studies, particularly those conducted by Barnatt et al. (2020) and Gozzoli and Gazzaroli (2018), in which cultural intelligence refers to the ability of an individual to manage effectively in a culturally diverse environment and is considered by experts as a multidimensional construct. In particular, experts point to four dimensions of cultural intelligence: metacognition, cognitive, motivational, and behavioral (Gozzoli & Gazzaroli, 2018). This study complements the findings of Tsuda et al. (2022), who investigated the impact of a program for the development of the intercultural competence of physical education teachers in primary school. The authors reported that one of the main topics for the study was “promoting cultural awareness and appreciation”, “developing communication skills” (as in the present study), and creating a positive experience for all participants in the physical education process. Other experts reported that physical education teachers are interested in intercultural interaction but are not

confident in their knowledge base and ability to adapt behavior in intercultural interaction. This again emphasizes the importance of implementing programs that promote the development of various components of intercultural communication competence, which was proven to be effective in the current study. This finding continues the findings of Matviichuk et al. (2022) on the need to improve the curricula of future physical education specialists, taking into account the development of the education system and society as a whole. Additionally, Redchuk et al. (2020) noted the need to combine the professional and personal qualities of future physical education specialists in the field of social communication. This was achieved to some extent in the present study, as the development of language skills, personal cultural intelligence, and motivation to learn contributed to the improvement of the intercultural communication competence of future physical education specialists. Bandhu et al. (2024) noted the importance of motivation for the development of an individual because what a person does is influenced by many factors, both internal and external. This study confirms that motivation is interconnected with other factors and that the level of intercultural competence achieved depends on it in general. Additionally, the study by Bücker et al. (2015) investigated the importance of motivation and the development of cultural intelligence, as well as the fact that women are more successful in intercultural communication competence due to a higher level of cultural intelligence. In the present study, there were no significant differences between the level of cultural intelligence development of male and female future physical education teachers; thus, under the conditions of a program that promotes the development of intercultural communication competence, future physical education teachers can have an equally high level of development.

The study confirms the need for an integrated approach to the formation and development of various aspects that affect the level of intercultural communication competence, including of course, language proficiency, aspects of motivation to teach physical education at school, and cultural tolerance. It is necessary to deepen knowledge about cultural diversity and communication styles, active listening skills, and empathy, cultivate intercultural sensitivity, and develop various types of activities (virtual communication) and other types of interactions. It is necessary to create a favorable environment for students from different backgrounds, adapt teaching methods according to the requirements of assessment, and develop intercultural communication competence.

Limitations of the study

Limitations are related to the small sample size and the conduct of the study in Kazakhstan, as well as the conduct of the study with future physical education teachers. Future studies should be conducted with a larger sample of students of other specialties.

CONCLUSIONS

Intercultural communication competence studies are highly important for all constantly changing modern societies through the emergence of new educational paradigms that inspire updated trends in the development of cross-cultural relations. In this study, the best and most relevant models for intercultural communication competence were studied and analyzed to identify the main components that act on and directly influence the formation of the intercultural competence of future physical education teachers in Kazakhstan. According to these statements, the authors of this research developed a program for the development of the ICC in the discipline of professionally oriented foreign language teaching. This is based on the priority of linguistic, psychological, professional, and activity components and the target orientation.

The results of the study show that the stages of categories identified and analyzed in terms of the competences and subcompetences for the formation of intercultural communication competence worked properly and were in perfect accordance with the actual educational needs and requirements for future physical education teachers. The combination of linguistic, psychological, and cultural components allowed the creation of a real and natural scenario to develop intercultural competence for future Kazakh physical education teachers. In this study, formative experiments were successfully applied according to the proposed model, and the results confirmed the effectiveness of the proposed model in teaching disciplines. Intercultural communication studies hold recast, loosely defined assumptions about culture, communication, and interculturality in relation to power, where communication encompasses the processes and practices of articulation supported by culture as an ideological struggle.

This study also indicates that physical educators need to be aware of their privileged positions and grasp the complexity of interculturality in education and in the larger society; that is, mastering intercultural communication competence is the activity of a peace ambassador. For the effective development of intercultural communication competence, an

author's programme for physical education teachers was developed, which included the study of the peculiarities of culture and attitudes toward physical development in a particular country, the peculiarities of the history of sports in different countries, the comparison of physical education systems, and much more. In addition, the students in the experimental group purposefully and systematically used classes that promoted cultural tolerance and the development of knowledge of intercultural communication and language skills, including special terms. All the components of the program can be used by students in traditional (offline and online) formats. The implementation of a program aimed at developing intercultural communication competence has significantly improved students' performance. For the quality training of future physical education teachers, it is necessary to develop curricula that will prepare teachers for effective work under modern conditions. In the future, foreign language studies should be conducted offline, blended formats, taking into account the level of students' abilities, in a nonlinguistic specialty for two semesters.

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