

Торайғыров университетінің  
ҒЫЛЫМИ ЖУРНАЛЫ

НАУЧНЫЙ ЖУРНАЛ  
Торайғыров университета

---

**ТОРАЙҒЫРОВ  
УНИВЕРСИТЕТІНІҢ  
ХАБАРШЫСЫ**

**Филологиялық серия**  
1997 жылдан бастап шығады



**ВЕСТНИК  
ТОРАЙҒЫРОВ  
УНИВЕРСИТЕТА**

**Филологическая серия**  
Издается с 1997 года

ISSN 2710-3528

**№3 (2023)**

**Павлодар**

**НАУЧНЫЙ ЖУРНАЛ  
ТОРАЙГЫРОВ УНИВЕРСИТЕТА**

**Филологическая серия**  
выходит 4 раза в год

**СВИДЕТЕЛЬСТВО**

О постановке на переучет периодического печатного издания,  
информационного агентства и сетевого издания

№ KZ30VPY00029268

выдано

Министерством информации и общественного развития  
Республики Казахстан

**Тематическая направленность**  
публикация материалов в области филологии

**Подписной индекс – 76132**

<https://doi.org/10.48081/GLPR6468>

**Бас редакторы – главный редактор**

Жусупов Н. К.

*д.ф.н., профессор*

Заместитель главного редактора

Анесова А. Ж., *доктор PhD*

Ответственный секретарь

Уайханова М. А., *доктор PhD*

**Редакция алқасы – Редакционная коллегия**

Дементьев В. В., *д.ф.н., профессор (Российская Федерация)*

Еспенбетов А. С., *д.ф.н., профессор*

Трушев А. К., *д.ф.н., профессор*

Маслова В. А., *д.ф.н., профессор (Белоруссия)*

Пименова М. В., *д.ф.н., профессор (Российская Федерация)*

Баратова М. Н., *д.ф.н., профессор*

Аймухамбет Ж. А., *д.ф.н., профессор*

Шапауов Ә. Қ., *к.ф.н., профессор*

Шокубаева З. Ж., *технический редактор*

За достоверность материалов и рекламы ответственность несут авторы и рекламодатели

Редакция оставляет за собой право на отклонение материалов

При использовании материалов журнала ссылка на «Вестник Торайгыров университета» обязательна

<https://doi.org/10.48081/CLML7686>

**S. M. Boribayev<sup>1</sup>, \*G. A. Kuzembayeva<sup>2</sup>, A. Zh. Anessova<sup>3</sup>**

<sup>1,2</sup>К. Zhubanov Aktobe Regional University,

Republic of Kazakhstan, Aktobe;

<sup>3</sup>Toraighyrov University,

Republic of Kazakhstan, Pavlodar

\*e-mail: [kuzembayeva@mail.ru](mailto:kuzembayeva@mail.ru)

## **INTERCONNECTION OF LANGUAGE AND CULTURE: A DESCRIPTIVE ANALYSIS OF EFL TEXTBOOKS**

*Introducing English to learners should be facilitated through cultural materials included in the textbooks. English as a Foreign Language (EFL) textbooks should contribute to students' respect of their local culture and the culture of the studied language, followed by honouring the disparities between different ethnic or religious groups and uniting with nature and life. The EFL textbooks should raise students' comprehension of the diversity of cultures while learning English as a foreign language. Thus, the purpose of our study is to investigate the structure of EFL textbooks used in Kazakhstani primary schools, examining how cultural content is presented within them and to what extent they support students' ICC. The descriptive study used the content analysis of the three textbooks for teaching EFL in Kazakhstan's primary schools – Smiles 2, Smiles 3, and Smiles 4. The results showed that the textbooks mostly contain information about the target culture, including the source culture and international cultures. The textbooks focus on culture themes such as Social, Personal, Politics, Religious, and Environmental Issues. The textbooks also provide adequate intercultural communication skills. The study includes the practical implications of providing students with a sufficient number of references to the target, source, and international cultures for the development of their intercultural communicative competence.*

*Keywords: language, culture, foreign language, textbook analysis, Kazakhstan.*

### **Introduction**

English is a widely used international language, with more than 80 % of non-native speakers communicating in it [1]. This means that English is not only

spoken by native speakers in an English-speaking context, but also by speakers from various cultural backgrounds across the globe [2–4]. English has become the global language of communication, connecting native and non-native speakers alike in an ever-growing web of professional, academic, and commercial pursuits. Nearly three quarters of all, for example, 75 % of emails, 80 % of digital data, and more than eight tenths of informational resources are stored in English [2] as a testament to its omnipresence around the world. This carries with it an imperative to communicate effectively across cultural boundaries for a truly meaningful exchange – no longer it is enough to simply understand each other’s words, but rather people must strive for understanding the differences as well.

The English language is a window into its culture, and learning English is an exploration of the world around. Immersing in its words and expressions allows students to gain insight into the customs, beliefs, and values that make up this unique culture [2, 5]. Through activities that promote interaction between native speakers and those who are learning the language, educators can provide materials that reflect both source culture as well as international cultures.

It is of utmost importance to analyze the cultural content of English textbooks, examining the variety of cultures, topics discussed and the structure of intercultural communicative competence (ICC) development activities. In recent years, some public and private lower secondary schools have adopted a fresh curriculum set forth by Kazakhstan’s Ministry of Education and Science that includes international textbooks penned by foreign authors. Unfortunately, there are still many public schools that haven’t made this switch yet, instead continuing to rely on locally-written English textbooks. The question of cultural content in English as a Foreign Language (EFL) textbooks used in Kazakhstan is something that needs to be urgently explored. What kind of native and target culture is presented? Can we find any intercultural communicative competence within those texts? It is significant to investigate and find out if these EFL textbooks are providing cultural information, and how it can help students learn. Thus, the purpose of this research is to delve into the structure of EFL textbooks used in Kazakhstani primary schools, examining how cultural content is presented within them and to what extent they support students’ ICC. Through this exploration, we hope to gain valuable insights that could inform the development of effective EFL textbooks in the future with the efficient ICC support.

### **Theoretical framework**

By incorporating cultural content into lessons, students will benefit from an enriched educational experience which will undoubtedly lead to greater understanding of all cultures involved [6]. In order to truly reflect the cultures of different countries, English textbooks must go beyond simply presenting

language differences, they must also provide an in-depth exploration of cultural conjugations [1].

Studies have shown that both domestic and global textbooks contain cultural content, but further research is needed to ensure that this content is both accurate and meaningful. Ahmed & Narsy-Combes (2011) took a step in the right direction by analyzing foreign-authored texts for their cultural content related to both C1 and C2 student cultures. By doing so, they were able to create a bridge between two worlds – providing an insightful look into two distinct cultures while simultaneously instilling vital language skills [7].

Cortazzi and Jin (1999) distinguish three types of cultural information that can be used in language textbooks and materials: (1) target culture materials that use the culture of a country where English is spoken as a first language; (2) source culture materials that draw on the learners' own culture as content; (3) international target culture materials that use a great variety of cultures in English and non-English-speaking countries around the world [8].

Pashmforoosh and Babai (2015) as well as Tajeddin and Pakzadian (2020) further divided cultures according to Kachru's (1986) three types of world English languages: an inner circle, an outer circle, and an expanding circle. At the heart of the English-speaking world lies a core group of countries, each with their own unique and vibrant culture [9–11]. These include New Zealand, Ireland, USA, UK and Canada – all native speakers of our beloved language. Surrounding this inner circle are countries where English is spoken as a second language: South Africa, Singapore, India, Nigeria and the Philippines to name just a few. Here English is used to bridge gaps between cultures and unite people – allowing for new opportunities and experiences. Finally, we come to the expanding circle; those nations that use English as an international language in their daily lives. Japan, China, Taiwan, Korea and Saudi Arabia are some examples here; places, where communicating in English has opened up countless doors for their citizens. Even more distant lands such as Indonesia or Iran have embraced our language as a tool for global connection.

This research aims to explore whether cultural content can be identified in English as a Foreign Language (EFL) textbooks used in Kazakhstan, and if so, how native (Kazakh) and target cultures are introduced. This study as well intends to analyze how English as a Foreign Language (EFL) textbooks used in the Kazakhstani primary schools are structured in terms of culture. This study will provide valuable insights into the representation of cultural content in the Kazakhstani EFL textbooks and have the potential to influence the design of effective EFL textbooks in the future.

### Materials and Methods

The present study is aimed at investigating the cultural content of the EFL textbooks in Kazakhstan and exploring whether they support students' intercultural communicative competence. The textbooks used for teaching English in Kazakhstani primary schools (grades 2–4) – Smiles 2, Smiles 3, and Smiles 4 were selected for the study [12–14]. A descriptive content analysis of the textbooks is employed in the study. The study results are presented in the way of tables, figures and pictures by depicting the number, percentage, and ratio of culture types, culture themes, and ICC development activities from the textbooks.

Smiles 2 is written by Jenny Dooley and Virginia Evans. It has 8 chapters consisting of All about me (Chapter 1), My family and friends (Chapter 2), My school (Chapter 3), The world around us (Chapter 4), health and Body (Chapter 5), traditions and Customs (Chapter 6), The Natural Environment (Chapter 7), Travel (Chapter 8). Its contents contain mostly dialogues with a lot of pictures.

Smiles 3 is written by Jenny Dooley (series consultant Bob Obee, translations by N. Mukhamedjanova). It has 8 chapters consisting of Animals (Chapter 1), Light and Dark (Chapter 2), Time (Chapter 3), Buildings (Chapter 4), Art and Music (Chapter 5), Explorers and Inventors (Chapter 6), Water, Water Everywhere (Chapter 7), Having Fun (Chapter 8).

Smiles 4 is written by Jenny Dooley (series consultant Bob Obee, translations by N. Mukhamedjanova). It has 8 chapters consisting of Kazakhstan in the World of Sport (Chapter 1), Values in Myth and Legends (Chapter 2), Treasure and Heritage (Chapter 3), Professions and ways of communication (Chapter 4), Hot and Cold (Chapter 5), Healthy World (Chapter 6), Journey into Space (Chapter 7), Machines (Chapter 8).

Detailed information about the textbooks is shown in Table 1.

Table 1 – The Description of EFL Textbooks

<i>Criteria</i>	<i>Smiles 2</i>	<i>Smiles 3</i>	<i>Smiles 4</i>
Types of Authors	Foreign authors	Foreign authors	Foreign authors
Authors' name	Jenny Dooley, Virginia Evans	Jenny Dooley	Jenny Dooley
City, Country	Newbury, UK	Newbury, UK	Newbury, UK
Publisher	Express Publishing	Express Publishing	Express Publishing
Year	2017	2017	2017
Number of units	8	8	8
Page	95	128	144

Table of contents	Reading simple words, consolidating reading skills, enriching vocabulary and writing skills	Phonetic, lexical, grammatical, listening, speaking, reading and writing skills	Lexical, grammatical, phonetic, spelling, listening, speaking, reading and writing skills
-------------------	---	---	---

The textbooks provide language skills and sub-skills such as grammar, vocabulary, pronunciation, speaking, listening, reading, and writing, provide listening and grammar activities and include different themes for each chapter.

### Results and Discussion

Figure 1 indicates types of culture presented in the textbooks.

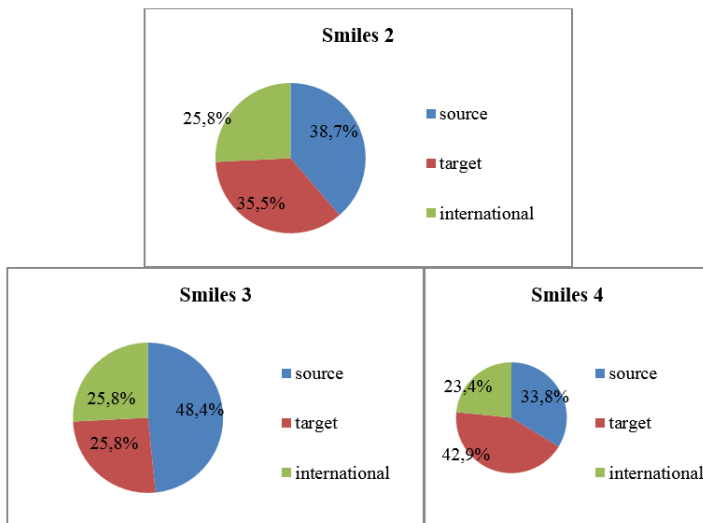


Figure 1 – Culture Content of Textbooks

Smiles 2 depicts an almost equal number of the source and target cultures with 12 cases (38.71 %) and 11 cases (35.48 %) respectively. International cultures include 8 (25.81 %) cases.

Smiles 3 mostly includes source cultures with 15 (48.39 %) cases. Target cultures amount to 8 (25.81 %) cases, whereas international cultures is 8 (25.81 %) cases.

Smiles 4 includes similar distribution of source cultures and target cultures, which amount to 26 (33.77 %) and 33 (42.86 %) cases respectively. International cultures include 18 (23.38 %) cases.

The examples of the source, target, and international cultures from the textbooks are demonstrated in Picture 1.



Picture 1 – Examples of the source, target, and international cultures from the textbooks

As shown from the Picture 1, Smiles 2 provides international culture highlighting the various cultures around the globe for some instances. Unit 6 (page 78) indicates the international culture involving the national dance of Spain – Flamenco.

The target culture referring to inner-circle countries or the culture of the English native speakers' countries in comparison with the source culture could be seen, for instance, in Unit 5 Health and body (page 66), which describes two favorite types of sports in Kazakhstan and Great Britain.

Smiles 3 consists of several types of cultures. For example, there is an element of international culture that describes Manuel, a police officer from Mexico (Unit 4. A Postman, page 60).

Culture themes in the analysed textbooks fall into five categories: Social, Personal, Politics, Religion, and Environmental Issues as presented in Figure 2.



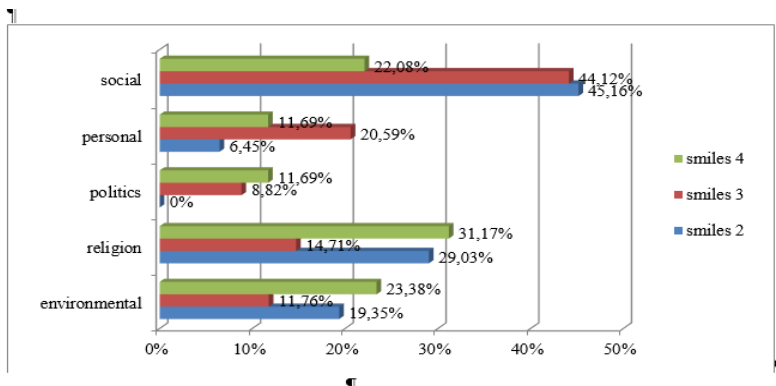


Figure 2 – Culture Themes of the Textbooks

As can be seen from the Figure 2, the social culture is mostly presented in Smiles 2 (45.2 %) and Smiles 3 (44.1 %), followed by Smiles 4 (22.1 %).

The representation of the personal culture is not much in the textbooks: Smiles 3 (20.6 %), Smiles 4 (11.7 %), and Smiles 2 (6.5 %).

The ratio of cultural elements related to Politics and institutions is as follows: Smiles 4 (11.7 %), Smiles 3 (8.8 %), and lacks in Smiles 2.

The culture theme Religion is mostly addressed in Smiles 4 (31.2 %) and Smiles 2 (29 %), followed by Smiles 3 (14.7 %).

The Environmental culture in the textbooks is represented as follows: Smiles 4 (23.4 %), Smiles 2 (19.4 %), Smiles 3 (11.8 %).

The activities of the textbooks supporting Kazakhstani primary school EFL students ICC are presented in Tables 4–6.

Table 4 – ICC components in Smiles 2

ICC Components	Percentage	Example	Unit	Page
Knowledge	41.94 %	The national dances of two cultures	Unit 6. Traditions and customs	Page 78
Attitude	6.45 %	Kazakh National celebration Nauryz	Unit 6. Traditions and customs	Page 73
The skill of interpreting and relating	9.68 %	The Special days of every culture	Unit 6 Traditions and customs	Page 70

The skill of discovery and interaction	19.35 %	Two girls talk about their hobbies and classes	Unit 3. My school	Page 40
Critical cultural awareness	22.58 %	Beautiful places of two cultures	Unit 7. The natural environment	Page 92

Table 5 – ICC components in Smiles 3

<i>ICC Components</i>	<i>Percentage</i>	<i>Example</i>	<i>Unit</i>	<i>Page</i>
Knowledge	32.35 %	Two boys and their traditional costume	Unit 2. School rules	Page 30
Attitude	8.82 %	Types of sports of cultures	Unit 7 Summer camp	Page 106
The skill of interpreting and relating	20.59 %	Traditional dishes of cultures	Unit 3. My favorite day	Page 46
The skill of discovery and interaction	20.59 %	Space administrations of countries	Unit 6. Explorers and inventors	Page 79
Critical cultural awareness	17.65 %	Apartments of cultures	Unit 5. My day	Page 76

Table 6 – ICC components in Smiles 4

<i>ICC Components</i>	<i>Percentage</i>	<i>Example</i>	<i>Unit</i>	<i>Page</i>
Knowledge	29.87 %	The top athletes of every culture	Unit 1. A Sports Event	Page 16
Attitude	7.79 %	Robotics made in two countries	Unit 8. Machines	Page 126
The skill of interpreting and relating	11.69 %	Lake Kaindy and Giant's Causeway	Unit 3. Treasure and Heritage	Page 48
The skill of discovery and interaction	23.38 %	Texts about space centers of two nations	Unit 7. Journey into Space	Page 112

Critical cultural awareness	27.27 %	The big animals of two nations	Unit 2. Values in myth and Legends	Page 30
-----------------------------	---------	--------------------------------	------------------------------------	---------

The findings show that the textbooks contain different types of cultures. The textbooks predominantly emphasize the source and target cultures. It aligns with previous study of Baleghizadeh & Amiri Shayesteh (2020). investigating global textbooks [15]. The global textbooks involve international cultures, mostly European, American cultures.

Another important finding is that the textbooks provide enough activities supporting students' ICC. The ratio of ICC activities in Smiles 2, Smiles3, and Smiles 4 was calculated taking into account all the cultural elements that were included in the textbooks and the knowledge and skills developed through them such as the Knowledge, Attitude, The Skill of Interpreting and Relating, The Skill of Discovery and Interaction, and Critical Cultural Awareness. As can be seen from Tables 4–6, a large number of activities belongs to development of knowledge. Thus, the textbooks fully support students' ICC and contain various activities contributing to this.

The study findings are supported by Setyono & Widodo (2019) highlighting that textbooks can stimulate the formation of the right culture (source culture, target culture, and international culture) [16]. We agree with Chao (2011), that students should accept their culture as well as other cultures so that there are no cultural inconsistencies [17].

However, the limitations of the study should be discussed. In our study only 3 English textbooks for grades 2, 3, and 4 (primary school level) were analysed. So, it is necessary to make further analyses by studying English textbooks for secondary and high schools in order to reveal a detailed cultural vision in Kazakhstani EFL textbooks. It is also important to investigate how effectively teachers address ICC in English lessons.

### Conclusions

The study investigated the types of cultures (source, target, and international cultures) and their distribution, cultural classifications and ICC development activities presented in the EFL textbooks for Kazakhstani primary schools.

The textbooks analysed focus more on the students' source culture, though the international and source cultures do not lag behind. More attention is paid to Social, Environmental, and Religion topics in the textbooks. All the textbooks show an adequate students' ICC support by employing various activities for its development.

It is important to mention that Kazakh teachers and authorities need to be careful when choosing educational materials, as students should have a vision

about their own culture and other cultures (target and international cultures) and have the ability to accept different cultures so that there are no misunderstandings or cultural conflicts. It is allowed that teachers can provide an abundant cross-cultural element for their teaching materials.

## References

1 **Sharifian, F.** Globalisation and developing metacultural competence in learning English as an International Language [Text] // *Multilingual Education*. – 2013. – № 3(7). – P. 1–11.

2 **Alptekin, C.** Towards intercultural communicative competence in ELT [Text] // *ELT Journal*. – 2002. 56(1). – P. 57–64.

3 Pashmforoosh, R., Babaii, E. Whose culture and how far? culture presentation in current business English textbook series [Text] // *Journal of Teaching in International Business*. – 2015. – № 26(3). – P. 216–236.

4 **Yamanaka, N.** An evaluation of English textbooks in Japan from the viewpoint of nations in the inner, outer, and expanding circles [Text] // *JALT Journal*. – 2006. – № 28(1). – P. 57–75.

5 **Amerian, M., Tajabadi, A.** The role of culture in foreign language teaching textbooks: an evaluation of New Headway series from an intercultural perspective [Text] // *Intercultural Education*. – 2020. – № 31(6). – P. 623–644.

6 **Tajeddin, Z., Teimournezhad, S.** Exploring the hidden agenda in the representation of culture in international and localised ELT textbooks [Text] // *Language Learning Journal*. – 2015. – № 43(2). – P. 180–193.

7 **Ahmed, F., Nancy-Combes, M. F.** An analysis of textbooks from a cultural point of view [Text] // *TESOL Journal*. – 2011. – № 5. – P. 21–37.

8 **Cortazzi, M., & Jin, L. X.** Cultural mirrors: Materials and methods in the EFL classroom [Text] // In E. Hinkel (Ed.), *Culture in second language teaching and learning* (pp. 196–219). Cambridge: Cambridge University Press, 1999.

9 **Pashmforoosh, R., Babaii, E.** Whose Culture and How Far? Culture Presentation in Current Business English Textbook Series [Text] // *Journal of Teaching in International Business*. – 2015. – № 26(3). – P. 216–236.

10 **Tajeddin, Z., Pakzadian, M.** Representation of inner, outer and expanding circle varieties and cultures in global ELT textbooks [Electronic resource] // *Asian-Pacific Journal of Second and Foreign Language Education*. – 2020. – № 5(10). Access mode: <https://doi.org/10.1186/s40862-020-00089-9>

11 **Kachru, B. B.** The power and politics of English [Text] // *World Englishes*. – 1986. – № 5(2-3). – P. 121–140.

12 **Dooley J., Evans, V.** Smiles English 4 [Electronic resource]. Newbury: Liberty House, Greenham Business Park, 2019. Access mode: <https://okulyk.kz/anglijskij-jazyk/752/>

13 **Evans, V., Dooley, J.** Smiles English 2 [Electronic resource]. Express Publishing, 2017. Access mode: <https://okulyk.kz/anglijskij-jazyk/49/>

14 **Dooley, J.** Smiles English 3 [Electronic resource]. (Series Consultant: B. Obee, Translations by N. Mukhamedjanova). Express Publishing, 2017. Access mode: <https://okulyk.kz/download-pdf/?74&9772>

15 **Baleghizadeh, S., Amiri Shayesteh, L.** A content analysis of the cultural representations of three ESL grammar textbooks [Text] // Cogent Education. – 2020. – № 7(1). – P. 1–15.

16 **Setyono, B., Widodo, H. P.** The representation of multicultural values in the Indonesian Ministry of Education and Culture-Endorsed EFL textbook: a critical discourse analysis [Text] // Intercultural Education. – 2019. – № 30(4). – P. 383–397.

17 **Chao, T.** The hidden curriculum of cultural content in internationally published ELT textbooks: a closer look at new American inside out [Text] // Journal of Asia TEFL. – 2011. – № 8(2). – P. 189–210.

Accepted for publication on 08.09.23.

*С. М. Бөрібаев<sup>1</sup>, \*Г. А. Кузембаева<sup>2</sup>, А. Ж. Анесова<sup>3</sup>*

<sup>1,2</sup>Қ. Жұбанов атындағы Ақтөбе өңірлік университеті,

Қазақстан Республикасы, Ақтөбе қ.;

<sup>3</sup>Торайгыров университеті,

Қазақстан Республикасы, Павлодар қ.

Басып шығаруға 08.09.23 қабылданды.

## ТІЛ МЕН МӘДЕНИЕТТІҢ БАЙЛАНЫСЫ: АҒЫЛШЫН ТІЛІНІҢ ОҚУЛЫҚТАРЫН СИПАТТАМАЛЫҚ ТАЛДАУ

*Оқушылардың ағылшын тілімен танысуына оқулықтарға енгізілген мәдениет материалдарының үлесі зор. Шетел тілі ретінде ағылшын тілінің оқулықтары оқушылардың жергілікті және оқытылатын тіл мәдениетін, сонымен қатар әртүрлі этникалық немесе діни топтар арасындағы айырмашылықтарды құрметтеуге және табиғат пен өмірмен бірлікті қалыптастыруға ықпал етуі керек. Ағылшын тілі оқулықтары оқушыларға ағылшын тілін шетел тілі ретінде үйрену кезінде мәдениеттердің әртүрлілігін жақсы түсінуге көмектесуі керек. Осылайша, біздің зерттеуіміздің*

*мақсаты қазақстандық бастауыш мектептерде қолданылатын ағылшын тілі оқулықтарының құрылымын зерттеу, олардың мәдени мазмұнының қалай ұсынатынын және оқушылардың мәдениетаралық коммуникативтік құзіреттілігін қаншалықты қамтитынын айқындау болып табылады. Сипаттамалық зерттеуде Қазақстанның бастауыш мектептерінде қолданылатын –Smiles 2, Smiles 3 және Smiles 4 ағылшын тілін оқытуға арналған үш оқулықтың мазмұндық талдауы іске асырылды. Нәтижелер оқулықтарда негізінен мақсатты мәдениет және де дереккөз мәдениеті мен халықаралық мәдениеттер туралы ақпарат бар екенін көрсетті. Оқулықтар әлеуметтік, жеке, саяси, діни және экологиялық мәселелер сияқты мәдени тақырыптарды қамтиды. Сонымен қатар, оқулықтар мәдениетаралық қарым-қатынас дағдыларын қамтамасыз етеді. Зерттеу оқушыларға мәдениетаралық коммуникативтік құзыреттілігін дамыту үшін мақсатты, жергілікті және халықаралық мәдениеттерге жеткілікті сілтемелер берудің тәжірибелік құндылығын қамтиды.*

*Кілтті сөздер: тіл, мәдениет, шетел тілі, оқулықтарды талдау, Қазақстан.*

*С. М. Бөрібаев<sup>1</sup>, \*Г. А. Кузембаева<sup>2</sup>, А. Ж. Анесова<sup>3</sup>*

*<sup>1,2</sup>Актюбинский региональный университет имени К. Жубанова, Республика Казахстан, г. Актөбе;*

*<sup>3</sup>Торайғыров университет, Республика Казахстан, г. Павлодар.*

*Принято к изданию 08.09.23.*

## **ВЗАИМОСВЯЗЬ ЯЗЫКА И КУЛЬТУРЫ: ОПИСАТЕЛЬНЫЙ АНАЛИЗ УЧЕБНИКОВ АНГЛИЙСКОГО ЯЗЫКА**

*Ознакомлению учащихся с английским языком следует способствовать с помощью материалов по культуре, включенных в учебники английского языка. Учебники по английскому языку как иностранному должны воспитывать уважение учащихся к своей местной культуре и культуре изучаемого языка, за чем следует уважение различий между различными этническими или религиозными группами и единение с природой и жизнью. Учебники английского языка должны помочь учащимся лучше понять разнообразие культур при изучении английского языка как иностранного. Таким образом, целью нашего исследования является изучение структуры учебников*

*английского языка, используемых в казахстанских начальных школах, определение того, как в них представлен культурный контент и в какой степени они поддерживают формирование межкультурной коммуникативной компетенции учащихся. В описательном исследовании использовался контент-анализ трех учебников для преподавания английского языка в начальных школах Казахстана – Smiles 2, Smiles 3 и Smiles 4. Результаты показали, что учебники в основном содержат информацию о целевой культуре, включая культуру языка-источника и международную культуру. Учебники посвящены таким культурным темам, как социальные, личные, политические, религиозные проблемы и вопросы окружающей среды. Изучаемые учебники обеспечивают достаточные навыки межкультурного взаимодействия. Исследование включает в себя практические заключения предоставления студентам достаточного количества ссылок на целевую, исходную и международную культуры для развития их межкультурной коммуникативной компетенции.*

*Ключевые слова: язык, культура, иностранный язык, анализ учебников, Казахстан.*

Теруге 08.09.2023 ж. жіберілді. Басуға 29.09.2023 ж. қол қойылды.

Электронды баспа

3,32 МБ RAM

Шартты баспа табағы 23,77. Таралымы 300 дана. Бағасы келісім бойынша.

Компьютерде беттеген: А. К. Темиргалинова

Корректорлар: А. Р. Омарова, Д. А. Кожас

Тапсырыс № 4138

Сдано в набор 08.09.2023 г. Подписано в печать 29.09.2023 г.

Электронное издание

3,32 МБ RAM

Усл. печ. л. 23,77. Тираж 300 экз. Цена договорная.

Компьютерная верстка: А. К. Темиргалинова

Корректоры: А. Р. Омарова, Д. А. Кожас

Заказ № 4138

«Toraighyrov University» баспасынан басылып шығарылған

Торайғыров университеті

140008, Павлодар қ., Ломов к., 64, 137 каб.

«Toraighyrov University» баспасы

Торайғыров университеті

140008, Павлодар қ., Ломов к., 64, 137 каб.

67-36-69

e-mail: [kereku@tou.edu.kz](mailto:kereku@tou.edu.kz)

[www.vestnik.tou.edu.kz](http://www.vestnik.tou.edu.kz)