Formation of students’ culture of communication through language

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Abstract

Relevance. Language profoundly influences cultural stereotypes, strengthens social ties, and fosters harmony in educational and social settings. This study is crucial for understanding how language shapes communication, supports inclusive educational practices, and adapts to the evolving nature of cultural interactions in a globalized world.

Purpose. The aim of the study was to investigate the process of formation of communication culture among students through the use of language in different socio-cultural contexts.

Methodology. A survey of students from Kazakh and Kyrgyz universities was conducted. The analysis of its results made it possible to obtain a preliminary understanding of the students’ perspectives.

Results. As a result of the survey, it was revealed that students assess the high importance of language culture and realize its influence on various aspects of their life and learning. Students recognized that the level of language proficiency significantly influences their ability to communicate effectively, as well as their perception and understanding of the cultural characteristics of other individuals. The high level of students’ awareness of the impact of language culture on their professional development indicates their readiness to compete in the international labour market and their desire to develop intercultural skills. Considering the results of the survey, it should be noted that modern technologies, especially social networks and messengers, have a significant impact on students’ communication culture.

Conclusions. The study revealed that the national language plays an important role in the cultural and social spheres of society in Kazakhstan and Kyrgyzstan. The study also revealed that foreign languages are significant in the multilingual
environment of Kazakhstan and Kyrgyzstan and have a significant impact on communicative practices and the structure of communication. Taking into account students’ cultural peculiarities and identity, training should contribute to their comprehensive development of communicative skills and successful interaction in different situations.

**Keywords:** communicative skills; linguistic features; interpersonal relations; social networks and messengers; structure of thinking.

**Introduction**

Language is a key means of communication that shapes cultural stereotypes and perceptions. The culture of communication through language has helped to strengthen social ties and form harmonious relationships in educational and social environments. Studying the impact of language on communication culture helped to identify ways to improve students’ communication skills to communicate more effectively in different contexts. Understanding how language affects students’ cultural environment and interactions has helped to create more inclusive educational environments, taking into account the diversity of cultural contexts, so researching this topic has helped to identify the best teaching methods and strategies to foster a culture of communication and develop students’ communicative competences.

Each student is unique and has individual characteristics that influence their cultural perceptions and communication, which made it difficult to generalize the results and was a challenge for the study. It was also considered that cultural norms and communication change over time due to various factors such as globalization, technological change and migration, which required constant updating of research approaches. The influence of language on the formation of communication culture was difficult to measure and interpret because of its multifaceted nature and interrelationship with other factors such as social status, education and living environment.

Researchers S.S. Seiitbekova and O. Mirzakmatova [1], A. Koshuev and Z. Tukhlieva [2], N. Bonvillain [3], A. Brisset et al. [4], studied the features of the relationship between culture and language. S.S. Seiitbekova and O. Mirzakmatova [1] emphasized that the relationship between culture and language is not only complex but also mutually conditioned. They pointed out that communication forms the basis of culture, and culture, in turn, influences the ways and forms of communication. At the same time, A. Koshuev and Z. Tukhlieva [2] emphasized the need to match the formation of intercultural communication at university with the goals of intercultural education and modern trends in language education. They pointed out the importance of teaching students not only language skills, but also the cultural contexts in which these skills will be used.

Scholar N. Bonvillain [3] raised the issue of the deep connection between culture, language, and students’ communication. The scholar argued that understanding students’ cultural characteristics and their influence on language practices is necessary to create effective teaching and learning strategies. In turn, A. Brisset et al. [4] drew attention to the role of language in the formation of cultural identity. They emphasized that language is not only a means of communication but also a key aspect of cultural heritage and self-identity. This pointed to the need to take into account the cultural aspects of language when designing educational programmes and teaching methods.

Within this research, it was important to investigate how cultural sensitivities influence teaching and learning methods in the university. It was also necessary to find out what adaptations were being implemented to accommodate this influence and how they affected learning outcomes and student-teacher interaction.

Researchers N.C. Ellis [5], C. Baik et al. [6], O. Galor et al. [7] drew attention to the importance of the environment in shaping language culture. N.C. Ellis [5] emphasized that language is a key element of distributed cognition, which is inherent in all natural communicative actions. C. Baik et al. [6] put an emphasis on the role of environment, culture, and interaction with peers in developing language culture and maintaining mental health. O. Galor et al. [7] drew attention to the positive influence of language culture on an individual’s level of education and life. It is necessary to analyse how social factors such as peer interaction, family environment and media exposure shape language preferences and habits. It is also important to investigate the relationship between language culture and mental well-being, including aspects of self-esteem, social adjustment and emotional well-being.

A number of researchers including L. Brown [8], M.R.F. Islamy et al. [9], Y. Obana [10] have emphasized the role of speech in shaping character and social skills. L. Brown [8] pointed out the importance of linguistic politeness, which includes the ability to communicate in a way that considers the feelings of others and demonstrates concern for their status and relationships. Researchers M.R.F. Islamy et al. [9] discussed various strategies to develop polite behaviour. These strategies include setting clear rules, reward and punishment systems, and modelling by authority figures, including teachers. This indicates the importance of teaching social skills through active interaction and imitation of positive behavioural patterns. Y. Obana [10] offered a comprehensive understanding of politeness and its role in communication. The researcher emphasized the importance of taking into account the context of interaction and cultural characteristics when studying the perception and manifestation of politeness in different situations.

Thus, it is important to investigate how different cultural contexts and social conditions shape perceptions of politeness and its expression in different social spheres. The purpose of this study was to investigate how students build their communication culture through interaction with language in a variety of sociocultural circumstances.

**Materials and Methods**

In the framework of this scientific research, conducted from 22.04.24 to 02.05.24 in Almaty city on the basis of Kazakh National Pedagogical University and Bishkek city on the basis of Bishkek State University named after K. Karasayev, a survey of students was conducted to collect empirical data. The total sample was 100 respondents aged...
18 to 24 years, including both 55 women (18 to 24 years) and 45 men (18 to 22 years). The purpose of the survey was to study the characteristics of the formation of communication culture among students through language. The surveys were aimed at identifying the main factors influencing the formation of communication culture among the young generation through the use of language. This survey allowed a deeper understanding of the process of interrelation between language culture and students’ behaviour, their preferences, and attitudes in the field of communication. The survey of the study of the peculiarities of the formation of communication culture among students through language included the following questions:

1. Do you believe you have effective communication skills?
2. Do you feel that your language skills affect your ability to communicate effectively?
3. Do you find it easy to get along with other students?
4. Do you often pay attention to language features (e.g., forms of address, use of polite expressions) when communicating with peers?
5. Do you think that language culture affects your understanding and appreciation of other people’s cultural backgrounds?
6. Do you use specific language constructions or expressions to convey certain cultural concepts or ideas?
7. Do you feel that your linguistic baggage helps you to better integrate into the cultural space of learning?
8. Do you use different language resources (e.g., dictionaries, grammar books) to improve your language skills?
9. Do you believe that language communication enhances intercultural understanding among students?
10. Does your language proficiency help you successfully overcome language barriers and participate in academic and cultural activities?
11. Do you feel that your language culture influences your professional development and career success?

After the research data collection process was completed, the results were analysed to provide a preliminary insight into the students’ positions. This analysis contributed to a better understanding of the state of the issue for 2024 in the Republic of Kazakhstan and Kyrgyzstan. By analysing the data, it was possible to identify the main problems and implications related to the formation of a culture of communication among the younger generation through the use of language. The survey carried out in this study provided important results for further discussion and solutions to other problems that arise in building a culture of communication among students through language. The data analysis provided information about the preferences, attitudes, and perceptions of language culture among students, which is the basis for the development of recommendations and strategies aimed at improving the communication environment in universities and society as a whole.

Results

The Kazakh and Kyrgyz languages, as the official languages of the Republic of Kazakhstan and Kyrgyzstan, are a key element of the cultural and social sphere of the society of the two countries. One of the features of the state language is its role in expressing the cultural norms and values of the society. For example, politeness and respect for elders are important aspects of communication in Kazakh and Kyrgyz culture and are reflected in the linguistic behaviour of speakers. The use of appropriate forms of address and speech turns indicates the observance of hierarchical and social norms and relations in the society. It is also important to note that linguistic behaviour can vary depending on the context of communication. Formal and informal situations, as well as individual and collective interactions, require different approaches to language communication. For example, in formal situations, such as business meetings or government events, the use of formal language is considered acceptable, while in informal settings, such as family or friends, the use of more colloquial and friendly language is more common.

One of the important characteristics of language is its ability to influence the structure of thought and the ways in which its speakers express thoughts [11; 12]. This phenomenon suggests that the language spoken affects the perception of the world and the ways of describing it. The presence of certain grammatical forms and lexical constructions in a language can shape certain ways of thinking and approaches to problem-solving. For example, the Kyrgyz language has a rich system of time and aspect categories, which can contribute to the development of native speakers’ ability to understand and describe past, present and future events with great accuracy and expressiveness. Also, linguistic features such as the abundance of synonyms and metaphors can enrich communicative skills and contribute to the creation of more vivid and imaginative expressions. Moreover, the structure of a language can determine which thought processes and concepts will be more easily accessible to speakers of a given language. For instance, a language that has a rich vocabulary for describing nature may help its speakers develop a deeper understanding and appreciation of the environment. Thus, language not only reflects the cultural and social norms of a society, but also actively shapes the thinking and ways of perceiving the world of its speakers.

In the context of Kazakhstan and Kyrgyzstan, where culture is closely linked to nature and tradition, linguistic features can play a particularly important role in shaping education and world perception. For example, the use of metaphors and analogies in the Kazakh language can contribute to a deeper understanding and transmission of the traditions and cultural values of this country. Thus, studying the influence of the Kazakh and Kyrgyz languages in shaping the structure of thinking and ways of expressing thoughts can shed light on unique aspects of the culture and social dynamics of this region. The use of language units such as words, phrases, proverbs, and sayings plays a significant role in reflecting the cultural characteristics and identity of a people [13].

In the case of the Kazakh and Kyrgyz languages, this is particularly noticeable because of their rich vocabulary, which covers various aspects of traditional culture, everyday life, nature and social phenomena. Ethnic expressions that convey certain values, norms, and customs of Kazakh and Kyrgyz society are an integral part.
of linguistic communication in this cultural environment. They reflect the deep historical roots and traditions of the people, as well as their attitude to the world and the environment. For example, many proverbs and sayings contain wise advice, knowledge about nature and life experience, which are passed on from generation to generation and are an important element of national culture. In addition, the use of these linguistic units contributes to the strengthening of socio-cultural ties between native speakers, creating a common understanding and mutual understanding in society. They serve not only as a means of communication, but also as an instrument of socialization, formation of social relations and strengthening of national identity.

The structure of sentences and expression of thoughts in the Kyrgyz language are due to its unique features, which reflect the culture of communication in Kyrgyzstan. This language is known for its elegant syntactic structure and variety of grammatical forms, which allows expressing thoughts and emotions accurately. One of the characteristic features of the Kyrgyz language is its flexibility in the use of different verb forms, pronouns and tenses, which can change depending on the context of communication, the social status of the interlocutor and the level of politeness. For example, there are formal and informal registers of communication, where the choice of appropriate linguistic elements is important to convey the level of respect and distance between the participants of communication.

The richness of grammatical forms in language also allows complex concepts and ideas to be expressed with a high degree of precision and emotional intensity [14–16]. For example, different temporal forms and modal constructions can be used to convey shades of meaning and emotional colouring of an utterance. Thus, sentence structure and expression of thoughts in the Kyrgyz language play an important role in shaping the culture of communication, enriching its means of expression and ways of interpreting messages. This contributes to effective interaction between native speakers and reflects the rich cultural heritage of the people of Kyrgyzstan.

In the context of communication culture in Kazakhstan and Kyrgyzstan, it is also important to consider the influence of other languages, especially Russian, on communicative practices and communication patterns. Russian remains widely used and has a significant influence on various aspects of everyday communication as well as official and business interactions. One significant aspect of the influence of Russian is its use in official documents, institutions and the business sphere. Russian is often used in government agencies, educational institutions, business negotiations and other situations where official communication is required. This is due to historical factors, including the period of Soviet influence, as well as modern socio-cultural ties with Russian-speaking countries. The influence of the Russian language is manifested not only at the level of vocabulary and grammar, but also at the level of communicative strategies and general norms of behaviour.

For example, there are certain turns and expressions in the Russian language that can influence the style of communication and the choice of communicative strategies. This can lead to the formation of a hybrid communicative culture where elements of Russian and national languages coexist and interact. Thus, the influence of the Russian language on the culture of communication in Kazakhstan and Kyrgyzstan is an integral part of the multilingual reality of the country and has a significant impact on various spheres of social life. Recognizing this influence allows better understanding the dynamics of linguistic and cultural processes in modern society and contributes to the development of effective intercultural interaction.

In addition to Russian, other languages that are present in the multilingual environment of Kazakhstan and Kyrgyzstan, such as Uzbek, Tajik, and minority languages, also have a significant impact on the formation of students’ communication culture. The presence of Uzbek and Tajik, for example, reflects longstanding cultural and historical ties with neighbouring countries. National minority languages such as Uyghur and Dungan also contribute to the diversity of linguistic and cultural practices. In addition, English also plays a key role in international communication and knowledge sharing in educational settings. Its importance as a language of science, technology, and business attracts the attention of students and researchers, encouraging them to learn and master this language [17]. This opens up new opportunities to participate in international projects, conferences, and internships abroad, which contributes to broadening the horizons and increasing the competitiveness of graduates. Thus, the importance of English for students in Kazakhstan and Kyrgyzstan is not limited to simply communicating in the international arena, but also has an impact on their academic development, professional career and personal development. The sociocultural environment plays a key role in shaping students’ communication culture, which influences their social interactions (Figure 1).

**Figure 1. Aspects of formation of students’ communication culture**

**Source:** compiled by the authors.

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Students, as members of society, are exposed to sociocultural norms and values that are defined by their society [18]. This process of adaptation and perception occurs during their socialization and involves the assimilation and internal integration of key values prevalent in the sociocultural environment. One of the most important values that is formed within the sociocultural environment and influences students’ communicative behaviour is respect for elders. In many cultures, respect for elders is a fundamental value that is passed on from generation to generation. It is expressed in forms of address, polite communication and acceptance of the opinion of more experienced members of society.

Politeness is also a key value that influences students’ communication. Polite communication includes the use of forms of address such as “please” and “thank you”, as well as respectful tone and non-verbal cues that emphasize attention and respect for the interlocutor. This value is formed during socialization and reflects cultural expectations in society [19; 20]. Empathy, or the ability to understand and share the feelings of others, also plays an important role in students’ communication practices. The ability to express empathy in communication allows them to build more harmonious relationships, show care and support to their interlocutors. Tolerance, as another key value, influences students’ communication, especially in multinational societies such as Kazakhstan and Kyrgyzstan. Tolerance for differences in culture, religion, world-view and other aspects promotes respect for diversity and the formation of an open and inclusive society. Thus, socio-cultural norms and values such as respect for elders, politeness, empathy, and tolerance are formed within the socio-cultural environment and have a significant impact on the communicative behaviour of students, determining their way of acting and interacting in society.

Cultural traditions and customs play an important role in shaping students’ communicative practices. These traditions include ways of greeting, forms of address, features of non-verbal behaviour and other aspects that reflect cultural norms and values and are passed on from generation to generation. Greeting is one of the first elements of communicative contact and often reflects respect for the interlocutor and his/her status. Different cultures may have different forms of greeting, which may depend on the social status, age, and gender of the interlocutor. For example, in some cultures, it is customary to greet elders and parents in a more formal and respectful manner than peers or young people. Forms of address may also reflect social relations and hierarchies in society. For instance, in the cultures of Kazakhstan and Kyrgyzstan, there are different forms of address depending on age, gender and social status. The use of correct forms of address is considered an important element of polite communication and a demonstration of respect for the interlocutor.

Non-verbal behaviours such as gestures, facial expressions and body contact are also important aspects of communication practices that reflect cultural norms and traditions. For example, in some cultures, gestures and facial expressions may have special meanings and be used to express emotions or convey information. Also, body contact, such as hugs or handshakes, can be an important element in communication and reflect the level of closeness and trust between interlocutors. Traditions and customs passed down through generations have a significant impact on students’ communication practices and shape the way they act and interact in society. These aspects of communication reflect the cultural norms, values, and identity of a society, contributing to the preservation and transmission of cultural heritage.

Social roles and statuses are formed in the sociocultural environment, which have a significant impact on students’ communication. Social roles are determined by the expectations placed on individuals according to their position in society, and social statuses reflect society’s attitude towards each individual. Students, as part of the society, are subject to social expectations and demands that are determined by their status in the institution, age, gender, nationality and other factors. Students may adapt their communication strategies depending on their position in the social hierarchy. For example, students with high academic status or influential social connections may have more opportunities to influence communication processes and be more confident in communicating. In addition, social roles such as student, friend, leader, or subordinate status also influence communication. For example, students can adopt different roles depending on the context of communication: they can be active participants in class discussions, team leaders in group projects, or attentive listeners in individual conversations.

The sociocultural environment also shapes norms of behaviour and expectations of roles and statuses in society. For example, in some cultures there may be a strongly vertical stratified society where social roles and statuses vary widely according to age, gender and professional status. In such societies, students may feel more pressure from societal expectations and follow social norms more strictly in their interactions. Thus, the sociocultural environment plays a key role in shaping the social roles and statuses that influence students’ communication. Understanding these sociocultural factors allows for a better understanding of the dynamics of communication in the learning environment and adapting effectively to social expectations and demands. The study surveyed students on the characteristics of peer interactions, including the ability to communicate effectively, resolve conflicts, show empathy, and maintain relationships (Table 1).

Table 1. Results of the student survey

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you believe you have effective communication skills?</td>
<td>75%</td>
<td>25%</td>
</tr>
<tr>
<td>Do you feel that your language skills affect your ability to communicate effectively?</td>
<td>87%</td>
<td>13%</td>
</tr>
<tr>
<td>Do you find it easy to get along with other students?</td>
<td>55%</td>
<td>45%</td>
</tr>
<tr>
<td>Do you often pay attention to language features (e.g., forms of address, use of polite expressions) when communicating with peers?</td>
<td>60%</td>
<td>40%</td>
</tr>
</tbody>
</table>
The results of the survey indicate that students are highly aware of the importance of language culture and its influence on various spheres of their life and learning. This is due to the fact that modern education emphasizes the development of communication skills and also points out the importance of intercultural understanding and tolerance. Most students recognize that they have effective communication skills, which may be a result of their confidence in their communicative abilities and experience of communicating in different contexts. Students affirm the importance of language education and its role in communication. The relatively low percentage of students using language resources to improve their skills is due to a lack of motivation to use them. Some students rely on their natural language talent or prefer other methods of learning.

The overall high level of awareness of the influence of language culture on professional development is due to students’ understanding of international competition and the growing importance of intercultural skills in today’s world.

The relationship between language culture and mental well-being encompasses several key aspects. Language culture can have a significant impact on an individual’s self-esteem. When a person is proficient in the language of their culture and is able to express their thoughts and feelings in it, this can contribute to self-confidence and a sense of belonging to a particular socio-cultural group. Conversely, limited language skills can create feelings of isolation and insecurity. Language is a key tool for social adaptation. People who have a good command of language are better able to integrate into society, find common ground with others and participate in socio-cultural events. Limited language skills can make it difficult to adapt socially and interact with others.

Language also plays an important role in expressing emotions and feelings. Culturally based nuances in language can affect a person’s ability to express their emotions and understand the emotional expressions of others. Successful proficiency in the language of one’s culture can facilitate more effective communication and understanding, which in turn can enhance emotional well-being. Thus, language culture has a significant impact on mental well-being, including self-esteem, social adjustment and emotional well-being, forming the basis for interaction and inclusion in socio-cultural environments. It is worth noting the impact of modern technologies, including social networks and messengers, on students’ communication culture (Table 2).

Table 2. Influence of modern technologies on students’ communication culture

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Description</th>
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<tbody>
<tr>
<td>Changing formats of communication</td>
<td>Social networks and messengers provide students with a variety of formats for communication, such as text messages, audio and video calls, voice messages and more. This broadens the range of communication possibilities and allows choosing the most convenient ways of communication depending on the context.</td>
</tr>
<tr>
<td>Increased speed and accessibility of communication</td>
<td>Technology allows students to instantly communicate with classmates, teachers, and friends anytime and anywhere. This facilitates a more active and productive exchange of information and ideas.</td>
</tr>
<tr>
<td>Development of new forms of social interaction</td>
<td>Social media create opportunities for the formation of online communities where students can discuss academic issues, share experiences and learn from each other. This enhances social circles and enriches the educational experience.</td>
</tr>
<tr>
<td>Changing the language of communication</td>
<td>Modern technology affects students’ language and communication style. For example, many acronyms, emoji and other symbols adopted in Internet communication are being transferred to everyday communication, which can change the tone and style of communication.</td>
</tr>
<tr>
<td>Impact on social skills</td>
<td>While technology makes communication easier and faster, it can also weaken students’ social skills in the real world. The lack of non-verbal cues and the limited ability to feel the emotions of a communication partner in virtual spaces can reduce empathy and the ability to interact effectively in real life.</td>
</tr>
<tr>
<td>Concentration and attention problems</td>
<td>Constant accessibility to social media and messengers can lead to concentration and attention problems while studying. Students may be tempted to distract themselves from their studies and spend more time socializing on social media.</td>
</tr>
</tbody>
</table>

Source: compiled by the authors.
Thus, modern technologies have a significant impact on students’ communication culture by providing new opportunities and challenges that require adaptation and balance between online and offline communication. The impact of digital technologies, such as social media and messengers, in shaping students’ communication culture through language is also significant. Social media and messengers offer new formats of communication such as text messages, emoji, audio and video calls. These new forms of communication can affect the ways in which thoughts and emotions are expressed, as well as the use of language such as abbreviations, slang, and internet jargon. Digital technologies allow students to communicate with people from different countries and cultures, which broadens their horizons and intercultural competence. This can lead to the introduction of new linguistic elements, adapting and borrowing linguistic features from other languages.

Students can use digital platforms to express their identities and views, which contributes to the formation and strengthening of their cultural and linguistic identities. They can actively participate in language communities, share experiences and practice language skills. Students may initially communicate through social media and then move on to real-time interactions with peers. This transition can affect their ability to effectively express their thoughts and emotions in both virtual and real environments. Thus, digital technologies are not only changing the way students communicate, but also affecting their linguistic culture and self-identity, as well as their ability to interact with the world around them. There are many methods and approaches to teaching students to communicate effectively in language (Table 3).

Table 3. Methods of teaching students to communicate effectively

<table>
<thead>
<tr>
<th>Method</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Modelling</td>
<td>Teachers can demonstrate effective patterns of language communication using correct vocabulary, grammar and non-verbal techniques. This helps students to see and understand what quality communication should look like.</td>
</tr>
<tr>
<td>Practical exercises</td>
<td>Teachers can conduct various exercises and games that help students to hone their language skills. These may include role-plays, debates, group discussions and other interactive activities.</td>
</tr>
<tr>
<td>Feedback</td>
<td>An important part of teaching is giving students constructive feedback on their language communication. Teachers can highlight students’ strengths and point out areas for improvement, suggesting ways and strategies to develop skills.</td>
</tr>
<tr>
<td>Development of critical thinking</td>
<td>Learning to communicate effectively also involves developing students’ critical thinking and the ability to analyse information, formulate their thoughts and argue their point of view in the language.</td>
</tr>
<tr>
<td>Use of real-life situations</td>
<td>Teachers can create authentic communication situations in which students can put their language skills into practice. These can be simulations of real dialogues, situations from everyday life or from business environments.</td>
</tr>
<tr>
<td>Personalized approach</td>
<td>Teachers can take into account the individual needs and background of each student, adapting teaching methods and materials to suit their level and interests.</td>
</tr>
<tr>
<td>Utilization of technology</td>
<td>Using modern technology such as interactive online resources, language learning applications and video conferencing can also be an effective way to teach effective language communication.</td>
</tr>
</tbody>
</table>

Source: compiled by the authors.

Learning to communicate effectively in a language requires a variety of methods and strategies, including modelling, practical exercises, feedback, the development of critical thinking, the use of real-life situations, an individualized approach and the use of modern technology. These approaches help students develop communication skills and apply them successfully in a variety of situations.

The ethnic and cultural identity of Kazakh and Kyrgyz students plays a significant role in their culture of communication and ability to adapt to different cultural contexts. Cultural identity includes language, and for Kazakh and Kyrgyz students, their mother tongue. Kazakh or Kyrgyz, plays a key role in their cultural identity [21; 22]. Language is not only a means of communication, but also a carrier of cultural values, customs, and traditions. National language reflects the unique aspects of an ethnic group’s culture and history, and its use in communication contributes to students’ cultural identity. Ethnic and cultural identity is also formed through norms and values that are passed on from generation to generation. Kazakh and Kyrgyz culture promotes values such as hospitality, respect for elders, family ties and collectivism. These values can be reflected in students’ interactions both in the university environment and in social and cultural contexts.

Kazakh and Kyrgyz students, like other ethnic groups, may encounter different cultural contexts in educational institutions, at work and in social life. Their ability to adapt to these contexts may depend on their level of confidence in their cultural identity. Some students may seek to maintain and demonstrate their cultural belonging, while others may prefer to adapt to new cultural contexts while maintaining core aspects of their identity [23]. Thus, the ethnic and cultural identities of Kazakh and Kyrgyz students have a significant impact on their communication culture, including their perception of the world, their ability to adapt to different cultural contexts and to communicate both within and outside their ethnic community.

Discussion

Kazakh, Kyrgyz and Russian languages have a significant impact on the cultural and social environment of
Kazakhstan and Kyrgyzstan, reflecting its values and shaping ways of thinking and expression. The country’s multilingual environment, including Uzbek, Tajik and other languages, enriches communicative practices. Students are exposed to socio-cultural influences that shape their communicative behaviour based on respect, empathy and cultural traditions. This awareness helps to create harmonious interactions in educational and social environments.

The results of the survey indicate students’ awareness of the importance of language culture and its influence on life and learning. Language communication promotes intercultural understanding. However, the low percentage of students using language resources to improve skills emphasizes the need for more motivating tools. The high level of students’ awareness of the impact of language culture on professional development indicates their readiness for international competition. Digital technology is changing the culture of communication, requiring adaptation and balance between online and offline communication. Teaching effective communication takes into account the diversity of methods and cultural backgrounds of students to develop their communication skills.

The results of this study confirm the important influence of language on the structure of thinking and ways of expressing thoughts in its speakers. It indicates that linguistic features, such as grammatical forms, lexical constructions, and the rich system of time and aspect categories in the language, shape certain ways of thinking and approaches to problem-solving. For example, the rich vocabulary for describing nature in the national Kyrgyz language contributes to the development of a deeper understanding and appreciation of the environment. In addition, the use of synonyms and metaphors enriches communicative skills and contributes to the creation of more vivid and imaginative expressions.

Comparing these results with the findings of researcher S. Wyatt [24], metaphors used in communication are an effective means to convey its essence and possibilities, both now and in the future. This is also supported by the study of researchers P.H. Thibodeau et al. [25] who argue that metaphors are common in everyday communication and help people to understand complex topics, communicate effectively and influence others. Thus, the results confirm that language not only reflects the cultural and social norms of society, but also actively shapes the thinking and ways of perceiving the world of its speakers. This fact is of significant importance for understanding the relationship between language and thinking, as well as for developing effective communicative strategies.

The previous section emphasizes the role of linguistic units such as words, phrases, proverbs, and sayings in reflecting the cultural characteristics and identity of a people. This is particularly noticeable in the context of the Kazakh and Kyrgyz language, which has a rich lexicon covering various aspects of traditional culture, everyday life, nature and social phenomena. Ethnic expressions in the language are an integral part of communicative practice and reflect the deep historical roots, traditions, and values of Kazakh and Kyrgyz society. Such conclusions are confirmed by the study of A.T. Litovkina et al. [26], who trace and identify common trends in proverbs and anti-proverbs in different contexts. This indicates the widespread use and significance of such linguistic units not only in the Kyrgyz language, but also in other cultures. Thus, both studies confirm that linguistic units play an important role in the formation of cultural identity, transmission of values and traditions of a society, as well as in strengthening socio-cultural ties between its members. They reflect not only the unique features of a culture, but also contribute to common understanding and interaction in society.

The results of this study confirm that sociocultural norms and values have a significant impact on students’ communicative behaviour. Politeness, empathy, and tolerance are highlighted as key values formed in the sociocultural environment and influencing students’ communication behaviour. These values reflect cultural expectations and ways of interacting in society, determining the way of acting and interacting in different situations. Cultural traditions and customs also play an important role in shaping students’ communicative practices. Ways of greeting, forms of address and features of non-verbal behaviour reflect cultural norms and values passed down from generation to generation.

Greeting, for example, is the first element of communicative contact and reflects respect for the interlocutor and his/her status. The results of other scholars, in particular M. Megaib et al. [27], also confirm the importance of politeness in communication between students and teachers, indicating a widespread recognition of the importance of politeness as a key component of communicative behaviour in educational settings. In turn, N. Nashruddin and L.H. Al-Obaydi [28], point out that through politeness the character of students is nurtured and helps them understand the value of human behaviour. Thus, the results of this study and the findings of other scholars indicate the importance of considering sociocultural norms and values in developing strategies for teaching effective communication, especially in the context of inclusive education, where the diversity of cultures and individual needs of students are taken into account.

The results of this study emphasize the importance of ethnic and cultural identity for Kazakh and Kyrgyz students and its influence on their communication culture. The Kazakh and Kyrgyz language plays a key role in the formation of cultural identity, as it is not only a means of communication, but also a carrier of cultural values, traditions, and customs of the ethnus. The use of the national language in communication contributes to the preservation and transmission of cultural aspects of students’ ethnic identity. Students’ cultural identity is also formed through the transmission of norms and values from generation to generation. Cultural values such as hospitality, respect for elders and family ties play an important role in students’ communicative practices in the university environment and beyond.

However, students may encounter different cultural contexts, which requires students to be able to adapt. Some students may prefer to maintain and demonstrate their cultural belonging, while others may adapt to new cultural contexts while maintaining core aspects of their identity. For his part, J. Jackson [29] argues against cultural stereotyping and calls for students’ individual differences.
to be taken into account when teaching. The researcher suggests developing skills that promote understanding of the complexities of language and intercultural communication, which reflects the importance of considering cultural characteristics and individual needs in shaping educational practices. Thus, the findings of this study and J. Jackson’s opinion emphasize the complexity of the relationship between cultural identity and student communication and the need to consider this relationship when developing educational strategies.

The results of this study indicate a high level of students’ awareness of the importance of language culture and its influence on various aspects of their life and learning. Modern education emphasizes the development of communication skills, which is reflected in students’ awareness of the importance of intercultural understanding and tolerance. Most students recognize that they have effective communication skills, which may be related to their confidence in their communication abilities and their experience of communicating in different contexts. However, the relatively low percentage of students using language resources to improve their skills may be due to a lack of motivation to use them, a preference for other learning methods, or a reliance on their natural language talent. The overall high level of students’ awareness of the impact of language culture on professional development is related to their understanding of international competition and the growing importance of intercultural skills in today’s world. This emphasizes the position of A. Holliday [30], who is convinced that the concept of culture, especially in the context of national identity, is an imaginative concept and has different discourses and narratives. This adds to the understanding of how students perceive and realize the impact of language culture on their lives and learning.

The results of the study reveal the importance of language in shaping the cultural and social environment of Kazakhstan and Kyrgyzstan. They indicate that language features influence not only the ways of thinking and expression, but also the communicative behaviour of students. The low percentage of language resource use indicates the need for more motivating tools for learning. However, the high level of students’ awareness of the impact of language culture on professional development indicates a readiness for international competition. Digital technology, although changing the culture of communication, requires adaptation to balance online and offline communication. Teaching effective communication should be culturally sensitive to develop students’ communication skills in different situations.

Conclusions
The study reveals that the Kazakh and Kyrgyz language plays a key role in the cultural and social spheres of society in Kazakhstan and Kyrgyzstan. Its features not only reflect cultural norms and values, but also influence the structure of thinking and ways of expressing thoughts of native speakers. It was found out that the richness of linguistic means, such as words, phrases, proverbs and sayings, contributes to the transmission of traditions and values of this society.

The results of the survey conducted in the study demonstrate that students recognize the importance of language culture and its impact on various aspects of their lives and learning. They recognize that language proficiency has a significant impact on their ability to communicate effectively and on their understanding and appreciation of other people’s cultural backgrounds. Importantly, most students recognize that language communication enhances intercultural understanding, reflecting their willingness to interact in a variety of cultural contexts. However, the relatively low percentage of students using language resources to improve their skills may indicate a potential need for more motivating and accessible language learning tools. Nevertheless, the high level of students’ awareness of the impact of language culture on their professional development indicates their readiness to compete in the international labour market and their desire to develop intercultural skills.

In general, the survey results emphasize the importance of language education and intercultural understanding in the modern educational context and the need to continue working on the development of these competences among students. Modern technologies, especially social networks and messengers, significantly influence the culture of communication among students. Changing formats of communication, increasing speed and accessibility of communication, development of new forms of social interaction – all this expands the range of communication opportunities and contributes to the formation of online communities. However, teaching effective language communication requires a variety of methods and strategies. These approaches include modelling, practical exercises, feedback, development of critical thinking, use of real-life situations, individualized approach and use of modern technologies.

The difficulty of the study was that the assessment of students’ formation of communication culture through language is largely based on participants’ self-reports and may be subject to subjective distortions as well as the influence of external factors. Therefore, in the future, the researchers should consider applying additional research methods such as observing students’ behaviour and communication in different contexts to get a more complete and reliable picture of the process of building a culture of communication among students through language. Also in the future, researchers should develop and evaluate the effectiveness of various programmes and resources to support students’ emotional well-being in self-isolation, including online counselling, group support, psychoeducation and other methods.

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Conflict of Interest
There is no conflict of interests to disclose.

References


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Анотація

Актуальність. Мова глибоко впливає на культурні стереотипи, змінює соціальні зв’язки та сприяє гармонії в освітньому та соціальному середовищах. Це дослідження є важливим для розуміння того, як мова формує спілкування, підтримує інклюзивні освітні практики та адаптується до еволюції культурних взаємодій у глобалізованому світі.

Мета. Метою дослідження було дослідити процес формування культури спілкування в учнів шляхом використання мови в різних соціокультурних контекстах.

Методологія. У межах дослідження було проведено опитування студентів казахських і киргизьких університетів. Аналіз його результатів дозволив отримати попереднє розуміння точок зору студентів.

Результати. У результаті опитування виявлено, що студенти високо оцінюють важливість мовної культури та усвідомлюють її вплив на різні сторони свого життя та навчання. Студенти визнали, що рівень володіння мовою суттєво впливає на їхню здатність ефективно спілкуватися, а також на сприйняття та розуміння культурних особливостей інших людей. Високий рівень усвідомлення студентами впливу мовної культури на їхній професійний розвиток свідчить про їхню готовність конкурувати на міжнародному ринку праці та прагнення розвивати міжкультурні навички. Розглядаючи результати опитування, слід зазначити, що сучасні технології, особливо соціальні мережі та месенджери, мають значний вплив на культуру спілкування студентів.

Висновки. Дослідження показало, що національна мова відіграє важливу роль у культурній та соціальній сферах суспільств Казахстану та Киргизстану. Дослідження також показало, що іноземні мови є важливими в багатомовних середовищах Казахстану та Киргизстану і мають значний вплив на комунікативну практику та структуру спілкування. Враховуючи культурні особливості та ідентичності студентів, навчання має сприяти всебічному розвитку їхніх комунікативних навичок та успішній взаємодії в різних ситуаціях.

Ключові слова: комунікативні навички; мовні особливості; міжособистісні стосунки; соціальні мережі та месенджери; структура мислення.