

**Review**  
**on PhD candidate dissertation**  
**on the topic**  
**“Developing Intercultural Communicative Competence through**  
**Project-Based Learning in English Language Teaching”**  
**of the doctoral student**  
**Smakova Kymbat Mauletkarimovna**  
**nominated for the degree of PhD in specialty**  
**“6D011900 – foreign language:**  
**two foreign languages”**

The topic of the dissertation research of Smakova K.M. is dedicated to an actual problem related to the pressing issues of the modern methodic science.

The results and conclusions of the research are important for the methodology of project-based teaching in the development of foreign language communicative abilities of school students.

At present time the development of the theory of competencies sharply raises the question of intercultural foreign language interaction and the specifics of the formation of speech competencies in creative teaching in school conditions.

The dynamic changes in foreign language education in the Republic of Kazakhstan and the peculiarities of the formation of multicultural and multilingual personalities in educational space require an understanding of the range of theoretical questions and applied problems.

The researcher considers the problem of development of intercultural communicative competence, which is one of the key components of the international interaction of linguistic personalities.



She examines the situation of the formation of the main speech abilities of school students within the project based teaching – one of the ways of educational foreign language social communication of students.

The author of the research notes that the assessment of the level of acquisition by students of intercultural communicative competence is one of the difficult aspects of the modern methodic. It is still at the development stage at present time.

Studies carried out by domestic and foreign specialists in the development of intercultural communicative competence show that the use of project teaching with a cultural component significantly increases the degree of cultural education of school students, their self-development and self-assessment.

This determines the relevance and practical significance of the dissertation research.

The work reflects the data of the analysis of the components of the intercultural communicative competence of school students based on the competence and personality centered approaches.

The analysis of the main components of project based teaching in terms of intercultural communicative competence development was carried out.

The assessment model of intercultural communicative competence of school students based on project based teaching facilitates students' interaction in different intercultural communities and contexts.

The main merit of the author is the scientific substantiation and development of the assessment model of intercultural communicative competence based on cultural-based project teaching.

As the main components of the assessment model a mixed approach of combining and integrating the collection of quantitative and qualitative data and assessment tools for diagnosing the development of intercultural communicative competence were defined.

The doctoral student identified the principles on which the assessment model of intercultural communicative competence is based and made a selection of



communicative tasks that together contribute to the development of main subcompetencies of intercultural communicative competence.

The doctoral student experimentally tested the assessment model for the development of intercultural communicative competence.

She prepared and the matrix of diagnosing and assessing matrix of the degree of formation of intercultural communicative competence.

The validity and reliability of the results was ensured by: the analysis of the modern domestic and foreign science; logic of research; choice of methods and methodic appropriate to the research objectives; representativeness of the experimental sample and data obtained; positive results of experimental work.

The practical significance lies in the development of projects with the complex of communicative tasks and assessing matrix of the degree of formation of intercultural communicative competence.

The elective course "Project-Based Learning" was integrated to school practice.

Work undoubtedly contributes to the theory of intercultural communicative competence and methodic of project based teaching.

The doctoral student demonstrated research abilities in generating theoretical view on the problem, in analysis of intercultural communicative and project based education, in support of conclusions.

The doctoral student research relies on the State program of educational development, the State program of development and functioning of languages in the Republic of Kazakhstan, the State obligatory standard of secondary education.

The structure of the work corresponds to the content of the research tasks being solved and it seems logical to us.

The dissertation consists of introduction part, three chapters, general conclusion and appendices.

Dissertation bibliography consists of 318 items.

Theoretical provisions are supported by significant volume of research material.



It is important to note that the main research provisions passed approbation and reflected in published articles.

In accordance with the requirements for dissertations, doctoral student Smakova K.M. has 1 article in a scientific journal with an impact factor included in the list of Scopus editions.

Four articles in editions are recommended by the Educational and Science Control Committee of Republic of Kazakhstan.

The research materials were approbated at republican and international scientific conferences (Turkey, Czech Republic) from 2016 to 2020.

At the same time we would like to point out some recommendations on research:

1. We believe that it would be advisable to expand the objectives of research in accordance with the scientific statements provisions submitted to the defense which will present the results in a more comprehensive way.
2. It is necessary to reinforce the conclusions obtained by the author.

We would like to note that our recommendations do not diminish the overall positive impression of reading of the dissertation and they can be eliminated during subsequent revision.

The dissertation of Smakova K.M. is an independent and complete study. The topic is relevant. The originality and novelty of scientific results is due to the complex of tasks being solved.

In our opinion the dissertation student manage to solve assigned research problems.

Scientific independence, theoretical significance, thoroughness and analysis of experimental methodical results obtained by the researcher allow us to conclude that the dissertation was performed at a good theoretical and practical level.

Taking into account the previously written, we believe that the dissertation of Smakova Kymbat Mauletkarimovna on the topic "Developing Intercultural Communicative Competence through Project-Based Learning in English Language

Teaching” is a completed research. The approbation of the study results meets the requirements for the preparation and writing of the dissertation PhD. And its author Smakova Kymbat Mauletkarimovna deserves to be awarded the degree of PhD in code “6D011900 – foreign language: two foreign languages”.

Reviewer:

Candidate of pedagogical sciences,

associate professor,

L. Gumilyov Eurasian national university



Niyazova A.Y.

