

**REVIEW**  
**for Doctoral Dissertation on the topic**  
**“Developing Intercultural Communicative Competence through Project-**  
**Based Learning in English Language Teaching”**  
**submitted for the Degree of Doctor of Philosophy (PhD) in the specialty**  
**“6D011900 - Foreign Language: Two Foreign Languages” by**  
**Smakova Kymbat Mauletkarimovna**

The dissertation work by Smakova Kymbat Mauletkarimovna is a creative, theoretically meaningful and experimentally verified study which is devoted to the development of a methodology for using project-based teaching approach in modern secondary schools.

The relevance of the dissertation work by Smakova K.M. is justified due to the need to develop modern innovative approaches in school education as part of the implementation of reforms carried out in the context of internationalization and globalization in the education system of the Republic of Kazakhstan. As part of the research conducted by the applicant, there was made for the first time an attempt to develop a model for the formation of intercultural communicative competence of students in secondary schools using High-Quality Project-Based Learning, which unites the cultural values of students in the context of teaching foreign languages in secondary schools, in particular with limited access to the intercultural environment. Project-based learning is a method aimed at the development of intercultural communicative competence, since it has a high degree of constructiveness and student involvement in solving authentic problems of realistic content. Thus, the relevance of the topic of the dissertation work is beyond doubt and is confirmed by the support of research within the framework of a number of government programs.

In the course of solving the tasks set in the study, the applicant obtained scientific results with a certain degree of novelty. The applicant was able to integrate the main approaches and provisions of the methodology, proving that competence-based and personality-oriented approaches are effective in the formation of intercultural communicative competence of secondary school students. The well-grounded and tested model of the process of developing intercultural communicative competence based on the use of High-Quality PBL of culturally-oriented content can significantly increase the efficiency of the learning process in a modern secondary school and resolve the contradiction between the need for the formation of intercultural communicative competence in a foreign language education and insufficient scientific and methodological development of High-Quality PBL approach, necessary for the formation of the ability and willingness of students to enter into communication with representatives of a foreign cultural society.

The integrated system for assessing the degree of formation of the intercultural communicative competence, developed by the author using High-



